CHENDERIT SCHOOL
A VISUAL ARTS COLLEGE

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CHENDERIT SCHOOL SINGLE EQUALITY POLICY AND PLAN

REVIEWED BY GOVERNING BODY – JUNE 2018

ADOPTED BY GOVERNING BODY – JULY 2018

Contents

1. Equality mission statement

At Chenderit School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, race, disability, gender, sexual orientation, religion or belief, socio-economic background or marriage and civil partnership. We have a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students is monitored according to the various sub-groups represented in our community and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Chenderit School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

2. Equality in practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

a) Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest levels of personal achievement. To do this, we will:
- use contextual data to ensure that the support we provide for individuals and groups is effective and appropriate;
- monitor achievement data by gender, socio-economic background, special educational need, ethnicity and disability and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in Modern Britain;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability and sexual orientation, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage the discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

b) Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, sexual orientation, socio-economic or religion/belief factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions in respect of equality in order to avoid any potential adverse impact. We report exclusion data to governors.

3. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring

and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment, age and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR), additional payments or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:
- monitoring recruitment, retention and responsibility allocation;
- continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

The Equality Act (2010) introduced a single equality duty for all public sector organisations including schools: known as the "public sector equality duty".

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This Equality Policy and Plan is our response to demonstrate a) that we comply with the duty to have due regard for the three aims above and b) specific and measurable objectives which will be pursued over the coming years to achieve the three aims. In particular, the action plan at the end of this Equality Policy and Plan outlines the actions Chenderit School will take to meet the general duties detailed below.

a) Race equality

The General Race Equality Duty requires us to have due regard to the need to:
- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial

groups.

Under our specific duty we will:

- prepare and publish an Equality Policy and Plan (see also Appendix A) which includes our written policy for race equality;
- assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;
- monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

b) Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan (see Appendix B).

i) Definition of disability

Disability legislation has defined a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The definition of disability has also been extended as follows:
- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- individuals with a mental illness no longer have to demonstrate that it is "clinically well- recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

ii) Legal duties

Legislation places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination and harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:
- prepare and publish an Equality Policy and Plan (see also Appendix A) which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- review and revise this Plan every three years.

c) Gender equality

Legislation places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:
- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between men and women.

Under our specific duty we will:
- prepare and publish an Equality Policy and Plan (see also Appendix A) which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review and revise this Plan every three years.

d) Sexual orientation

Legislation makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

e) Age discrimination

Legislation makes discrimination unlawful on grounds of age. For schools this has particular relevance in the appointment and treatment of staff.

f) Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths/ beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this Policy and Plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the Policy and Plan:

- feedback from parent questionnaires, parents' evenings, report acknowledgements and meeting with parents;
- input from staff surveys and through staff meetings/ INSET;
- feedback from the School Council, PSHE lessons, and whole school surveys on students' attitudes to self and school;
- issues raised in reviews of progress or reviews of Individual Education Plans, mentoring and support;
- feedback at governing body meetings and via the SEND and subject Link Governors.

6. Roles and Responsibilities

a) The role of governors

- The governing body has set out its commitment to equal opportunities in this Policy and Plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on gender, race, gender, sexual orientation and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, sexual orientation or disability.

- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.

- The governors welcome all applications to join the school, whatever a child's gender, socio- economic background, race, sexual orientation or disability.

- The governing body ensures that no child is discriminated against whilst in our school on account of their gender, socio-economic background, race, sexual orientation or disability.

b) The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and Plan and she is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy and Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this Plan, so that no- one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

c) The role of all staff: teaching and non-teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Plan.
- All staff will strive to provide material that gives positive images based on race, gender, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the SLT.
- Teachers support the work of non-teaching staff and encourage them to intervene in a positive way against any discriminatory incidents or to report such incidents to a member of the SLT.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Head of Department, Head of Learning or Senior Leader where necessary. All incidents are reported to the Headteacher, logged in SIMs and reported through the Student, Families and Community Committee to the Governing Body.

a) What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio- economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident was defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any

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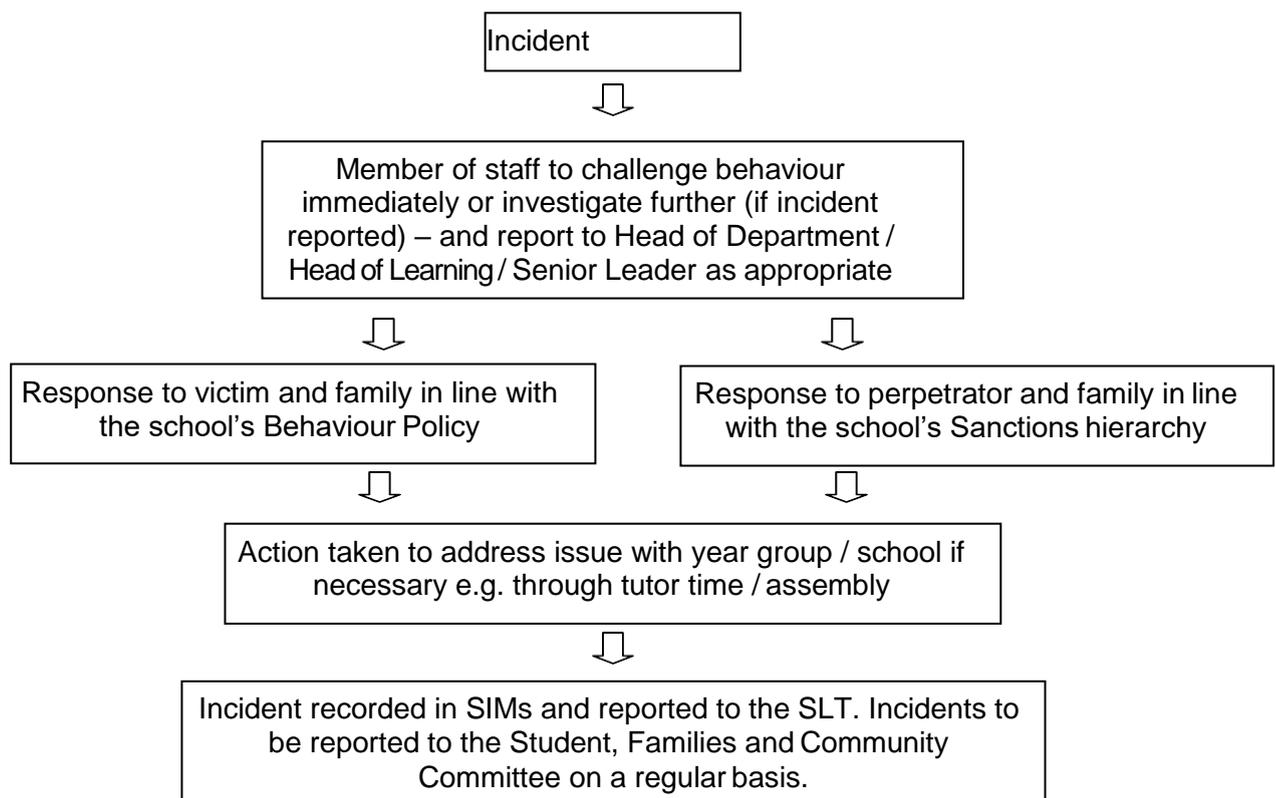incident which is perceived to be racist by the victim or any other person'.

b) Types of discriminatory incident

Types of discriminatory incidents that can occur are:
- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference eg food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

c) Responding to and reporting incidents

It should be clear to students and staff how they report incidents (see flow chart below). All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

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                        ┌─────────────────┐
                        │    Incident     │
                        └─────────────────┘
                                 ⇩
        ┌─────────────────────────────────────────────────┐
        │   Member of staff to challenge behaviour        │
        │   immediately or investigate further (if incident│
        │   reported) – and report to Head of Department / │
        │   Head of Learning / Senior Leader as appropriate│
        └─────────────────────────────────────────────────┘
              ⇩                                    ⇩
┌──────────────────────────────┐    ┌──────────────────────────────┐
│ Response to victim and family │    │ Response to perpetrator and   │
│ in line with the school's     │    │ family in line with the       │
│ Behaviour Policy              │    │ school's Sanctions hierarchy  │
└──────────────────────────────┘    └──────────────────────────────┘
              ⇩                                    ⇩
        ┌─────────────────────────────────────────────────┐
        │  Action taken to address issue with year group / │
        │  school if necessary e.g. through tutor time /   │
        │  assembly                                        │
        └─────────────────────────────────────────────────┘
                                 ⇩
        ┌─────────────────────────────────────────────────┐
        │  Incident recorded in SIMs and reported to the   │
        │  SLT. Incidents to be reported to the Student,   │
        │  Families and Community Committee on a regular   │
        │  basis.                                          │
        └─────────────────────────────────────────────────┘
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8. Review of progress and impact

The Equality Policy and Plan has been agreed by our governing body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Policy and Plan annually and review the entire Plan and accompanying action plan on a three-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by gender, ethnicity and special educational need and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish an Equality Scheme we will:
- publish our Policy and Plan on the school website;
- raise awareness of the Policy and Plan through school newsletters, assemblies, staff meetings and other communications;
- make sure hard copies are available on request.

Appendix A

Chenderit School: Equality Plan

The school has identified the following strategies that are specifically designed to address equality issues.

	Issue	Action/strategy	Responsibility	Timeframe	Intended outcome/ success criteria
1.	**Eliminating discrimination, promoting equality and celebrating diversity**	• Publish and promote the Equality Policy and Plan through the school website, newsletters, assemblies, and staff meetings • Involve pupils, parents and staff • Ensure that school welcomes applications for school places and jobs from all sections of the community	Headteacher	2018	Staff, students and parents aware of Policy and Plan; staff apply its principles at all times
		• Celebrate diversity/equality • Celebrate achievement • Promote positive attitudes towards disabled people and people of different ethnic groups/religion etc • Promote high expectations in every respect, including behaviour • Cultural events and assemblies organised throughout the year to increase student awareness and understanding of different communities eg Diwali, Eid, Hannukah, Christmas.	Heads of Learning Heads of Department All staff	Ongoing	Frequency and diversity of celebrations, excellent attitudes, high standards, low/ zero discrimination
		• Provide reasonable means for students, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	All staff	Ongoing	Established links with other schools and communities in this country and elsewhere
2.	**Narrowing the gap: monitoring student achievement by equality factors and supporting all to achieve highly**	• Monitor and analyse student achievement by gender, race, special educational need and disability and socio-economic factors • Act on any trends or patterns in the data that suggest additional support is required for students	Deputy Head	Following each data collection point (at least 3 x per annum)	Analysis of results data demonstrates that the gap is small and narrowing for

3.	**Developing the curriculum**	• Ensure that all subject areas reflect diversity and respect for others. • Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures. • Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community. • Ensure that displays in classrooms and corridors promote diversity in terms of age, race, gender and ethnicity.	All staff	Ongoing	Diversity and respect evident in every aspect of school life, resulting in increase in students' confidence and participation
4.	**Addressing the full range of learning needs** recognising that some of the groups covered in this policy are more likely to under- achieve	• Ensure the curriculum is relevant to all • Ensure appropriate teaching styles and classroom organisation, including that planning is based on earlier learning and that marking promotes learning for all • Track pupil progress, identify any under-performance and make appropriate interventions as necessary • Promote and maintain higher attendance	Headteacher Deputy Head: Curriculum	Review of policies in accordance with the policy review schedule	High retention, attainment and achievement
5.	**Supporting learners with particular needs** recognising that some of the groups covered in this policy are more likely to have particular needs	• Provide distance learning packs for children out of school • Prepare Personal/ Individual Education Plans as necessary to focus on learning priorities • Support students through tutoring/ mentoring schemes • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission • Ensure that gaps identified in PM/ training needs analysis are reflected in staff appraisal	Heads of Learning SENDCO Deputy Head: Pastoral Deputy Head: Curriculum	Ongoing	Excellent identification, training and support
6.	**Preventing and dealing effectively with bullying and harassment**	• Communicate to pupils, parents and staff the school's zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively	Heads of Learning	Ongoing	High and clear expectations, quick and effective systems and processes, low/

		• Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc	Deputy Head: Pastoral		zero indulgence of bullying harassment
recognising that the groups covered in this policy are more vulnerable to bullying and harassment.					
7.	**Listening to students, staff, parents and others**	• Hear the student voice: eg through School Council and through our student survey	Deputy Head: Pastoral	At least annually	All views heard and used to shape SIP
		• Actively seek staff views and listen to staff concerns: eg via the staff survey	Headteacher		
		• Seek the views of parents: eg through annual parent questionnaires and ad hoc focus group meetings	SLT		
		• Ensure school encourages, enables and hears the full range of views including those with disabilities			
		• Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and/or community cohesion	SLT		
8.	**Encouraging equal participation**	• Ensure all students are given the opportunity to make a positive contribution to the life of the school eg involvement in student leadership, the School Council, tutor group assemblies, fund raising etc.	Deputy Head: Pastoral	Monitor take-up annually	Inclusive approach and diversity reflected in eg student leadership and School Council membership.
9.	**Equalising opportunities** recognising that some of the groups covered in this policy are likely to be economically disadvantaged	• Ensure school uniform is affordable • Avoid putting parents under unnecessary financial pressure • Promote and monitor the take-up of extra-curricular opportunities, while also monitoring the affordability of trips • Ensure that the school charging policy is appropriate • Widen access to careers advice throughout the school and to work experience placements for Y12	SLT Heads of Learning inc Head of Sixth Form	Ongoing Review of provision and policies in accordance with the policy review schedule	Access for all Participation of all students in the full range of activities

10.	**Informing and involving parents and carers** recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	• Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents to let the school know if they have a particular disability or other need • Encourage parents to discuss their concerns • Ensure that parents understand how well their child is progressing • Encourage parents/carers to join governing body	Headteacher Governing Body	Ongoing Review of relevant policies and communic-ations in accordance with the policy review schedule	Effective relationships with parents and other relevant bodies
11.	**Welcoming new students and helping them to settle in effectively** recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, especially if they join mid-year	• Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year • Ensure that extra support is given to students who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school • Ensure the school's uniform policy is clear to parents/carers, impact assessed and inclusive	Headteacher Heads of Learning Heads of Department Deputy Head: Pastoral Asst Head: Operational	Review of policies in accordance with the policy review schedule	High retention, attainment and achievement
12.	**Making the school accessible to all**	• Meet the needs of pupils, staff and others with physical or other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities including transport and supervision for students with disabilities.	Headteacher / Governing Body	Ongoing	Improved access for those with disabilities Achievement of accessibility plan (see Appendix B)

13.	**Ensuring fair and equal treatment for staff and others** recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school	• Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff	Headteacher SLT Governors	Ongoing	Excellent and non-discriminatory recruitment practices, ethos and development opportunities Best candidate appointed, regardless of gender, race, disability etc
14.	**Encourage participation of under-represented groups** recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups	• Recruit governors representative of the student population and/ or community • Support individuals and community groups to express their views on matters affecting themselves and their community	Headteacher SLT Governors	Ongoing	Excellent and non-discriminatory recruitment practices, ethos and development opportunities

15.	**Monitoring and evaluating the policy** recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	• Report to governors • Report to parents/carers and students • Train all staff and governors • Consult students, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Report on all aspects of inclusion e.g. via website, newsletter.	Headteacher	As per policy review schedule and via committee	Achievement of policy aims

School Action Plan *Chenderit School - Access Audit*
(March 2018 Update)

Service (Objective/User/Goals)	Barriers	Proposed Solution (& Interim Steps)	Priority (1-3)	Type (A M P)	Cost (1-4)	Responsible (Person/Group)	Target Date
To improve access to school for all users. **External Approach to School**							
Vehicular Access / Improved car park.	Location of school at end of narrow residential cul de sac. Lack of drop off point without impacting on local residents.	Little prospect of any change at entrance to Archery Road but school has, architect prepared, outline plans to provide second entrance/exit to car park, enlarged turning circle and drop off point, distinctly separate from footpath entry. A major project which would need adjacent landowner support in conjunction with ongoing developments in Middleton Cheney.	3	P	4	Govs/Local Authority.	2020/25
Accessible parking bays.	Limited space to provide more than one accessible parking bay, without hazard of kerbstone edge, which is needed to assist drainage and prevent vehicle encroachment.	Existing bay signposted. Planning proposal in course may allow some improved accessible parking and this can be reviewed as building project progresses	2	M	2	Govs/LT	3/2020
Variable external surface levels. **School Entrances**	Topography of all areas adjacent to school entrances from both main and auxiliary car park.	Significant improvements will be achieved if proposed building project goes ahead.	2	P	4	Govs/LT	3/2020
Uneven level at doors	Threshold exists at several entrances to prevent water penetration to building.	Alternatives doors are available for accessible entrance with actions completed where possible. Review after build project.				SM	3/2020
Unsuitable doors for accessible / wheelchair access.	Substantial number of relatively 'old style' doors incompatible with automated entry.	Gradually eliminate and replace with automated doors when upgrading entrances.	2	P	3	Govs/LT/SM	3/2019
Variable ground surface levels at side and rear external entrances to school.	Topographic site restriction from original build between main school and play/sports areas.	All areas are fully accessible to all without using steps. Where steps exist, handrails and yellow warning strips are in place, but need constant attention due to	2	P	3	Govs/LT/SM	3/2020

Variable external lighting levels around school. **School Buildings - External** Temporary Classrooms	External lighting limited by lack of underground electricity provision at rear and West elevation and close to mobiles. ==Totally inadequate and in need of demolition/removal.==	==weathering. Build project will eliminate temporary classrooms will aid this.== Planned extension will eliminate problems totally and interim arrangements in place are considered adequate given extent of evening use for that part of school. ==All buildings continue to be fully accessible whilst project to remove and replace continues.==	2	P	4	Govs/LT/SM ==3/2020==
To improve areas for benefit of all users **School Buildings - Internal** Reception Area	High reception counter with glazed screen and outward entrance door opening outwards is not compatible for wheelchair users. Lack of colour/tone contrast between surfaces /rooms entrances and wall colouring.	Flexible solution in place by reception/ all staff as interim solution pending implementation of longer term plans to relocate reception. Other access solutions are available for student wheelchair use. ==Eradicating as and when redecoration and internal upgrades undertaken.==	3 2	P M	4 2	Govs/LT ==2018/19== SM ==3/2019==
Internal circulation.	Unsuitable corridor doors with vision panels too high and no unaccompanied automated use by wheelchair users. Narrow cramped corridors from original building design creating impression of darkness in some areas	Most now replaced with full unaccompanied automated access available for wheelchair users. Remaining areas (Science, Art and Design Tech.) will be addressed as part of ongoing refurbishment/replacement. Almost eradicated with lighting and new ceilings subject to ongoing replacement/upgrading programme. One way system usage is in place where necessary to eliminate any issues.	2 2	M M	3 3	Govs/LT/SM ==3/2019== Govs/LT/SM ==3/2019==

Service (Objective/User/Goals)	**Barriers** (Referenced to audit)	**Proposed Solution** (& Interim Steps)	**Priority** (1-3)	**Type** (A M P)	**Cost** (1-4)	**Responsible** (Person/Group)	**Target** **Date**
(cont) **Toilet /Shower Facilities** PE Changing areas.	Fully accessible shower and changing cubicle planned within boys and girls PE changing rooms. Awaiting project start. Space and design of existing PE facility does not allow for assisted showering and changing.	Due for complete refurbishment Autumn 2018 with CIF award	3	P	4	Govs/LT	3/2019
Accessible toilet facilities.	Limited space to add accessible facilities at all toilet blocks. However toilet facilities due further refurbishment and issue will be considered	Three fully equipped accessible toilet facilities are available at suitable sites within each of the school two main building areas.	2	P	4	GOVS/LT	3/2020
Sensory Disability Issues	School bell and fully integrated fire alarm system and impact for the hearing impaired. (Too loud in some areas for those with sensitive hearing and not heard by others with hearing impairment) Subject to ongoing monitoring.	Recognised as an issue but management solution in place eliminate specific issues for those with sensitive hearing. Flashing lights accompany all bells and the Learning Support Dept. have specific arrangements in place for all individuals with known impairment issues. Temporary arrangements are also put in place in respect of visitors (Eg Frank Wise pupils regular visits)	1	A/M	2	LT/SM	3/2019
Provision for pupils, staff and visitors.	Lack of braille signage both for pupil and teachers or indeed visitors	Management solutions put in place when required with full Learning Support Dept involvement. Full replacement /additional signage not considered necessary at this stage but all new buildings will be built in line with current school building regulations -DfEs Building Bulletin 91 Access for Disabled People to School Buildings	2	A/M	2	LT/SM	3/2019

Key:	**Priority** 1 – Immediate 2 – Short/medium 3 - Long term	**Measure Type** A – auxiliary Aid M – Management Solution P – Project Required		**Cost** 1 – upto £1K 2 – upto £10k 3 - up to £50k 4 - above£50k	Key Govs. LT SM(Site Manager)