



**Newquay Junior Academy Single Equality
Scheme**

2017-2018

Next review: October 2018

Person responsible: Craig Hayes

Contents

- 1. Introduction**
- 2. School profile and values**
- 3. The Race Duty and Community Cohesion**
- 4. The Disability Equality Duties**
- 5. The Gender Equality Duties**
- 6. Religion and Belief**
- 7. Sexual Orientation**
- 8. Age**
- 9. Anti – bullying and Discriminatory Policy Framework**
- 10. Employment Practices**
- 11. Equality Impact Needs Assessments**
- 12. Consultation and Information**
- 13. Equality Scheme Objectives**
- 14. Roles and Responsibilities**
- 15. Contracting and Procurement**
- 16. Action Plan**
- 17. Reporting and reviewing the scheme**
- 18. Publication**
- 19. Complaints**

Foreword

The success of Newquay Junior Academy's Single Equality Scheme will require ownership by Directors, Governors, Senior leaders, all staff, pupils, parents, school partners and the wider school community.

Newquay Junior Academy's Single Equality Scheme (NJASES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The NJASES therefore contains:

- Newquay Junior Academy's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- How Newquay Junior Academy will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes.

The NJASES therefore contains:

- Newquay Junior Academy's statutory equality schemes in relation to race, disability and gender
- Newquay Junior Academy's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The NJASES will help us to ensure that we are more focused on the outcomes that matter to the community and people who use our services; and that our services are more accessible and are delivered effectively.

The NJASES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates our commitment to ensuring equality for all.

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of Newquay Junior Academy, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of Newquay Junior Academy. This scheme will be monitored and delivered through the Governors' role plus school improvement and self-evaluation processes.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that our procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering at Newquay Junior Academy include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Single Equality Scheme. All stakeholders need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and pupils and adults with disabilities.

Our vision:

- For every pupil to feel valued for who they are, so they can grow and flourish into confident, successful adults
- For every pupil to have no barriers to opportunity, achievement, success or enjoyment
- For all our families to feel valued and their diversity recognised and celebrated
- That our wider community benefits from the work of the school, building on the values of community cohesion

Section 2 - School profile and values

Newquay Junior Academy is a popular and oversubscribed Academy situated on the North Coast of Newquay. We were recently recognised as Outstanding by Ofsted (2013). It is the 'Newquay Junior Academy Way' to ensure that all our pupils achieve their best and participate fully in the life of the school. We accept pupils from the surrounding areas and from a number of local primary schools and academies, which form our Family of schools.

The profile of our current pupils, staffing and Directors (September 2017) is represented in the table below:

	Total	Male	Female	Minority Ethnic	Disability
Pupils	573	305	268	35	? (SEND)
Teaching staff	27	7	20	0	0
Support staff	42	4	38	1	0
Governors (LGB)	10	6	4	0	0

Newquay Junior Academy is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

Roles and responsibilities, commitment and accountability

The NJASES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework
- Ensuring that Newquay Junior Academy's short, medium and long term planning contributes towards this scheme
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

Newquay Junior Academy recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. Newquay Junior Academy will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

Newquay Junior Academy is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken
- Encouraging dialogue between different racial groups on the appropriateness of our service offer
- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups

2. Support cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families
- Encouraging pupils (and their families) of all ethnic groups to participate fully in all aspects of school life
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:

- Promote the active participation of minority communities in shaping the future of our school
- Ensure Newquay Junior Academy staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations
- Expand access across all communities and in all areas of school activity

At Newquay Junior Academy

- We create a sense of shared values by celebrating the cultural diversity of our school community. There are dedicated schemes of work in our new PSHE curriculum. We host guests and have key speakers in assemblies – many of these have SMSC themes and Community Cohesion at their heart. We have a dedicated anti bullying week with assemblies presented by members of the school forum. There is an e-safety group who look at cyber bullying and the school has a strong pupil voice. We work closely with external agencies to support individual pupils.
- We develop an understanding in pupils that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and pastoral activities, including assemblies.
- Mutual respect, honesty, fairness and trust between different groups including pupils and teachers is embedded in the ethos of Newquay Junior Academy.

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision
- A strong sense of individual rights and responsibilities within the school community
- That all pupils and parents feel they are being treated fairly and have the same opportunities
- That pupils trust Newquay Junior Academy to act fairly
- We have strong and positive relationships between pupils and staff

Section 4 - The Disability Equality Duties

Newquay Junior Academy's commitment to disabled learners, their families and staff's equality has four objectives:

(1) We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings
- Encouraging good practice by our partners through our advisory capacity
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties

(2) We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families

(3) We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of Newquay Junior Academy and people who are disabled in the community
- Supporting disabled learners, staff and carers according to their individual need

(4) We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation
- Involving disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of Newquay Junior Academy, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act(1995)
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment
- Monitor staff and learners by disability
- Have a Disability Equality Scheme

We provide access to education for disabled pupils by:

- Enabling disabled learners to participate in Newquay Junior Academy's curriculum i.e. having dedicated learning support staff who are trained in supporting learners with autism.
- Increasing the inclusion of positive images of disabled people across the curriculum
- Improving the environment of Newquay Junior Academy to increase the extent to which disabled learners can take advantage of education and associated services
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

Section 5 - Gender Equality Duties

Newquay Junior Academy:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic

violence and other hate crimes

- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions

At Newquay Junior Academy:

- We monitor pupil progress in relation to their gender and set targets accordingly.
- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum.
- Gender based disciplinary issues will be investigated and treated seriously. Anti-Bullying Cornwall support our work as an independent partner, as do the School Nurse service.
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of PSHE curriculum, on specific enhanced curriculum days and as part of the pastoral system.
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender.

Section 6 - Religion and Belief

Newquay Junior Academy recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Equality with regard to religion or belief is promoted at all levels at Newquay Junior Academy and particularly within our PSHE programme of study. This work is supported by:

- Our SMSC programme of themes per project
- Celebrations of specific festivals – as part of our thematic curriculum

- Marking key national / international events
- Inviting visiting speakers into assembly and having developed assembly themes
- Raising awareness of local faith events
- Making provision for pupils to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the subject leader for PSHE, regarding its priority on the curriculum and how it can best be supported
- Discussion with the school council and curriculum surveys
- Analysing relevant behavioural incidents on a weekly basis

Section 7 - Sexual Orientation

Newquay Junior Academy is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Newquay Junior Academy and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Newquay Junior Academy:

- Homophobic bullying, language and stereotypes will be challenged
- The PSHE curriculum will address these issues and invites speakers from other agencies to lead sessions
- The pastoral system and multiagency approaches are used to support specific pupils as required.

Section 8 – Age

Newquay Junior Academy is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large. This includes Newquay Junior Academy staff.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Section 9 - Anti-bullying and Discriminatory Policy Framework

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Local Authority

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly programme
- The curriculum (e.g. SMSC, PSHE)

Pupils are encouraged to speak to any member of staff if there is an issue with bullying. With regard to issues of safeguarding, pupils are encouraged to report this to the Designated Child Protection Person (Craig Hayes or Karen Dickens).

Our anti-bullying policy is reviewed annually and will next be reviewed in July 2018, in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- Pupil and parent surveys
- Communication with external partners and agencies

Staff receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Newquay Junior Academy subscribes to the Anti-Bullying Cornwall Consortium's good practice in recording bullying and discriminatory incidents and reporting them in accordance with Local Authority guidelines.

Section 10 - Employment Practices

Newquay junior Academy observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All teaching staff are subject to performance management and support staff have an annual review
- The school will adopt the Local Authority Manual of Personnel Practice and will follow the advice of Local Authority officers in all matters regarding employment matters

Section 11 - Consultation and Information

We will involve stakeholders in the preparation of this scheme in the following ways:

- **Pupils** – The scheme will be discussed in SMSC lessons and pupil comments will be fed back to the SLT. The SLT will also meet with the School Council and discuss both the Scheme plus wider issues they raise with regard to equality and discrimination
- **Parents** – The Scheme will be put onto the website and parents will be notified of this.
- **Staff** – The Scheme will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives
- **External Partners** – The school will discuss the Scheme, plus associated school policies, with the school's Educational Welfare Officer.

Section 12 - Equality Scheme Objectives

This section sets out the objective we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

We are pleased to note that incidents of harassment and bullying are low at Newquay Junior Academy and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times; bullying and discrimination are challenged and replaced with opportunity, relationship and community.

Objective:

- 1 To ensure all pupil groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other pupils and they are successful in all aspects of attainment and other outcomes.
- 2 To ensure in all aspects of its work, Newquay Junior Academy celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

These objectives feed directly into the school's Single Equality Scheme Action Plan.

Section 13 - Roles and Responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme. They will ensure the school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.

They will do this through:

- Close involvement in the formulation and adoption of the SES policy
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring
- Ensuring the impact of the Scheme is reported at Governor meetings

Section 14 - Contracting and Procurement

Responsibility for ensuring compliance regarding equality issues rests with Newquay Junior Academy as an Academy, and will be managed as per the Local Authority Equality Scheme, which forms the basis of the school Scheme.

Section 15 - Action Plan

The school has produced a Single Equality Scheme Action Plan. It sets out the key tasks the school will carry out to ensure the school is fully compliant with guidance and legislation. It will also develop current practice so that in all respects, our provision and effectiveness is outstanding.

Lead responsibility for ensuring the Single Equality Scheme is implemented and has lasting impact, lies with the Headteacher. Key delegated responsibility will lie with a designated Assistant Headteacher.

Section 16 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce a report on progress and review and revise Newquay Junior Academy's Equality Scheme annually. This will be presented to the Governing Body

Section 17 - Publication

Newquay junior Academy's Equality Scheme will be published on the school's website.

Section 18 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through Newquay Junior Academy's complaints procedure.

Complaints by staff will be dealt with under the Dignity at Work Policy or under the Staff Grievance procedure as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the Academies complaints procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equalities Scheme.

Next Review Date: Sept 2018



Accessibility Plan 2017-2019

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability

- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The Headteacher, SLT and the Director's Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.



Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Fire and Access Plan completed, printed and on display.	Complete the Fire and Access Plan to include all of the site	Jonathan Purshouse	Short term	Spr 18	
All children and staff aware of how to be safe around wheelchairs.	Recap safety training for whole school for wheelchairs.	Wheelchair therapy Team Karen Dickens	Short term	Spr 18	
Families and children feel their voice has been heard in the writing of this plan.	Review this action plan with families and children.	Karen Dickens	Meduim term	Sum 18	
Our school offer is up to date and on the FIS website.	Review our school offer and information report and update to FIS website	Karen Dickens	Short term	Spr 18	
Wheelchairs users are aware of the risks in and around school	Educate individual wheelchairs users to recognise hazard and the capability of their wheelchairs.	Wheelchair Therapy Team, Teachers and TAs	Short term	Spr 18	

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All doors can accommodate wheelchair access and maneuverability.	Total consideration of width of fire exits from all classrooms.	Directors Site supervisor	Long term	Sum 2019	
Wheelchair users have access to classrooms from all doors.	Provision of ramps, platforms and handrails to the fire exit doors of classrooms.	Social Care Occupational Therapy	Short term	Spr 16	
Wheelchairs users have FULL access to whole school site.	Future provision of ramps from exterior doors to meet future needs of staff or volunteers.	Directors Site supervisor	Long term	Sum 2019	
Wheelchairs users have FULL access to whole school site.	Provision of ramp and access to new modular classrooms.	Social Care Occupational Therapy	Medium term	Sum 18	
Disabled persons always have adequate space to park	Provision of extra disabled/reserved parking adjacent to existing. Repaint existing markings and to put up signage.	Jonathan Purshouse Site supervisor	Short term	Spr 17	
Disabled children do not need to move far from own classrooms to use the toilet.	Update provision for disabled toilets in all areas.	Directors Jonathan Purshouse	Medium term	Aut 18	
Children are able to access a personalised curriculum in a new purpose built inclusive, sensory space.	Create a calm, low sensory inclusive space for sensory breaks – old hall.	Karen Dickens Directors	Long term	Aut 18	

Wheelchair users can be taught in any area of the school.	Furniture and equipment for children in wheelchairs to be planned for future years, e.g. ICT benches too low, lunch tables, junior tables etc.	Occupational Therapy Karen Dickens	Short term	Sum 18	
School is equipped to meet the needs of moderately and severely visual and hearing impaired children or adults.	To fit hearing loop, provide braille signage, large print to meet the needs of future children and their families and also for community users. To ensure as new pupils are coming into our school that we are ready to meet their needs.	Karen Dickens	Long term	Sum 18	
Wheelchair users are aware of areas around the school where a wheelchair may potentially tip and will avoid these areas.	Carry out a full audit of tilt/tip hazards and build this into the site supervisors premises inspection checks.	Wheelchair Therapist alongside TAs and teachers	Medium term	Spr 18	
Handrails in place.	Handrail on ramps up to all classrooms to be fitted.	Site supervisor	Medium term	Sum 18	
Steps are clearly visible.	Nosing on steps to be painted yellow.	Site supervisor	Immediate	Spr 18	
Wheelchair users have maximum possible independence in moving around the school.	Total review of door opening and closing mechanisms to support wheelchair users. Review of all doors – these are too heavy for some children to open.	Social Care Occupational Therapy Team	Short Term	Spr 18	
Taps can be used by all children.	Update taps in all classrooms for children with limited dexterity, grip and strength.	Social Care Occupational Therapy Team	Short term	Spr 18	
Gates are more easily opened and safer for children and their families.	Improvements to gate and access at the top of the playground.	Site Supervisor	Medium term	Sum 18	

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Most up to date information is available for children and families.	To update our school offer and information report and share this on the Family Information Service website.	Karen Dickens	Short term	Spr 18	
Staff are well trained to meet the needs of all pupils.	To continue to meet training needs of new and existing staff.	Karen Dickens	Short term	Sum 18	

Access to the curriculum – statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pupils make maximum progress and have wide access to the curriculum.	Contact Specialist ICT service regarding provision of equipment for individual children.	Karen Dickens	Short term	Spr 18	

Access to information advice and guidance – statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All families are aware of this service and more families opt to use this service.	To more actively promote the services of SENDIASS and to seek further ways to support families of children with SEND through our school website. Add to newsletter.	Karen Dickens	Short term	Spr 18	