Diocese of Chelmsford
Vine Schools Trust

Equalities Policy

&

Equality Objectives

St Andrew's Church of England Primary School.

Policy Reference	
Adopted by school on	Autumn 25
New review	Autumn 26

Our commitment to equality

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every stakeholder to uphold it. Every member of the school community should feel safe, secure, valued and of equal worth.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

Complementary policies relating to equality

All school policies take account of equalities issues, but the following policies have a particular and explicit concern with the promotion of inclusion and equality. They complement this policy and should therefore be considered alongside what is written here:

- Inclusion and Equal Opportunities in Learning Policy
- Employment of Disabled Persons Policy
- Equality and Diversity in Employment Policy
- Recruitment Policy
- Special Educational Needs Policy

Legal requirements

The Equality Act 2010 sets out the Public Sector Equality Duty (PSED, sometimes referred to as the 'general duty'). This duty applies to all public sector organisations, including schools. In addition to the PSED, there are two specific duties which apply solely to schools.

The Equality Act 2010 makes reference to the following 'protected characteristics': race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The PSED has three main elements:

- **eliminate discrimination** (this includes discriminating against, harassing or victimising a pupil or potential pupil in relation to admissions; in the way it provides education, in the way it provides access to any benefit, facility or service; or by excluding a pupil or subjecting them to any detriment)
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **foster good relations** across all characteristics, between people who share a protected characteristic and people who do not share it.

The two specific duties which apply to schools are as follows:

- publish information to demonstrate how the school is complying with the PSED (this must be done every year)
- prepare and publish equality objectives (this must be done at least once every four years).

Appendix B and Appendix C show how the school is meeting these two specific duties:

- Appendix B provides a summary of evidence showing how the school is meeting the three elements of the Public Sector Equality Duty (PSED)

- Appendix C identifies the school's equality objectives and provides an action plan showing how they are met.

It is also a statutory requirement for the school to produce a Disability Access Plan (also known as an Accessibility Plan). This may be found at Appendix D.

Addressing prejudice and dealing with prejudice-related incidents

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents/carers and governors. The school is opposed to all forms of prejudice, including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The school has a clear, agreed procedure for dealing with all prejudice-related incidents, as explained in the staff handbook. All such incidents are reported immediately to the nominated senior member of staff who ensures that each incident is dealt with in an appropriate manner. This senior member of staff also ensures that details of each incident are recorded together with information about actions taken in response to such incidents in the Behaviour file, which is situated in the staff room.

The headteacher provides termly reports to the Vine Trust through the school governing board on any prejudice-related incidents that may have occurred. If requested, the school is able to provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents and how they have been dealt with.

Our equality principles

Principle 1: all learners are of equal value

For a more detailed explanation of how this principle affects aspects of our practice, please see the following:

- Inclusion and Equal Opportunities in Learning Policy
- Special Educational Needs Policy

We see all learners, and their parents/carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- we identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement
- a range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- all pupils are actively encouraged to engage fully in their own learning.

Principle 2: we recognise and respect difference

This is something we regularly promote through assemblies and collective worship and through our curriculum.

Treating people equally does not always mean treating them in the same way. We need to treat people differently according to their particular needs. In order not to discriminate, our policies, procedures and practices need to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made (see Appendix D - Accessibility Plan)
- special educational needs (see Special Educational Needs Policy)
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised (see Inclusion and Equal Opportunities in Learning Policy)
- religion, belief or faith background (see Religious Education Policy)
- sexual identity

Principle 3: we foster positive attitudes and relationships, and a shared sense of cohesion and belonging

For a more detailed explanation of how this principle affects aspects of our practice, please see the following:

- Inclusion and Equal Opportunities in Learning Policy
- Social Policy
- Personal, Social, Health and Citizenship Policy
- Sex and Relationship Education Policy
- Assemblies and Collective Worship Policy

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: we observe good equalities practice in staff recruitment, retention and development

For a more detailed explanation of how this principle affects aspects of our practice, please see the following:

- Equality and Diversity in Employment Policy
- Recruitment Policy

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

To promote equality:

- all posts are advertised formally and open to the widest pool of applicants
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, ensuring equality of opportunity
- access to opportunities for professional development is monitored on equality grounds
- equalities policy and practice is covered in all staff inductions
- employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies is kept under regular review.

Principle 5: we aim to reduce and remove inequalities and barriers that already exist

For a more detailed explanation of how this principle affects aspects of our practice, please see the following:

- Inclusion and Equal Opportunities in Learning Policy

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people (see Appendix D – Accessibility Plan)
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: society as a whole should benefit

We intend that whenever children from our school encounter people with protected characteristics (i.e. characteristics related to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment), they will not discriminate against them, harass them or victimise them and they will respect them and

recognise their right to be treated equally. This applies to children's present and future conduct.

We intend that our policies and practices will benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- lesbian, gay, bisexual and transsexual (LGBT) people as well as heterosexual people.

School ethos

- Equality is one of the core Christian values of our school and all members of the school community are committed to its promotion.
- Those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and respect so that everyone feels welcome.
- The children are encouraged to greet visitors to the school with friendliness and politeness.
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities) (see Appendix D – Accessibility Plan).
- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through assemblies and collective worship, all subjects of the curriculum and classroom-based and off-site activities (see Assemblies and Collective Worship Policy and document entitled 'Opportunities for spiritual, moral, social and cultural (SMSC) development across the curriculum').
- Pupils' views are actively encouraged and respected, for example, pupils are given an effective voice through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Resources and display

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. All staff have a responsibility to ensure that displays and resources are free from discrimination, bias and stereotyping. We actively seek to ensure our resources and presentations/displays demonstrate and model diversity.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate equalities training and are given opportunities for professional development, both as individuals and as groups or teams.

Monitoring, evaluation and review

We collect, analyse and use quantitative and qualitative data related to the implementation of this policy, and make adjustments in the light of information gathered. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status and gender. The headteacher is responsible for co-ordinating monitoring and evaluation activities that measure the impact of this and related policies on pupils from different groups, e.g. children with special educational needs, children in care and adopted from care, children from minority ethnic backgrounds (including Travellers), children with English as an additional language and children with Free School Meals, in the following recommended areas:

- progress and attainment
- learning and teaching
- behaviour, discipline and exclusions
- attendance
- admissions
- prejudice related incidents
- all forms of bullying
- parental/carer involvement
- participation in extra-curricular and extended school activities
- staff recruitment and retention
- visits and visitors.

Appendix A

Equality Audit completed by school annually to inform School Development Plan

	Audit Statements	School Response
1	The school has data on its composition broken down by year group, ethnicity and gender, EAL	
2	The school has data on its composition broken down by types of impairment and special educational need	
3	The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English	
4	The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements	
5	There are statements of the school's responsibilities under the Equality Act in various school documents, for example the school improvement plan and self evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	
6	There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings, and in the minutes of the School Council.	
7	Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative.	
8	A senior member of staff has special responsibility for equalities matters	
9	A member of the governing body has a watching brief for equalities matters	
10	The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally	
11	The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally	

12	There are clear procedures for dealing with prejudice-related bullying and incidents.	
13	Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	
14	Focused attention is paid to the needs of specific groups of pupils, and there is extra or special provision for certain groups, as appropriate	
15	There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding	
16	There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	
17	The school takes part in certain national projects and award schemes, for example the Accord Coalition Inclusivity Award; Black History Month; Bullying Intervention Group; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; LGBT History Month; Refugee Week; Rights Respecting Schools Award; Stephen Lawrence Education Standard; and Stonewall School Champions.	
18	In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds	
19	The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.	
20	The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.	

Appendix B

How the school is complying with the Public Sector Equality Duty (PSED)

Under one of the two specific duties contained in the Equality Act 2010, schools are required to publish information to demonstrate how the school is complying with the PSED. The grid below provides a summary of evidence showing how the school is meeting the three elements of the PSED in respect of each group with a protected characteristic.

As is required by law, this information is updated every year. Last updated Autumn 2025

	PSED element 1 **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.	**PSED element 2** **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people	**PSED element 3** **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
In relation to RACE the evidence we hold tells us:	These factors apply to our approach in regard to all protected groups: • We will take account of the Equalities policy in every area of school life	Principle 1 of the Equalities Policy **All learners are of equal value.** is taken very seriously.	We aim to foster good relations by • Visitors to the school • Visits by pupils to other settings • Curriculum provision • Assembly speaker

In relation to SEX the evidence we hold tells us:	• we take inclusion very seriously in all we do • we regularly map our provision • we regularly analyse assessment data with reference to protected groups • we implement a social policy which insists on equality of treatment for all • we make curriculum provision to which all pupils, irrespective of status, have appropriate access	Policies and practice across all areas of school life are demonstrably consistent with this principle.	We do this by work in aspects of the curriculum and from the use of appropriate role models where we can.
In relation to DISABILITY the evidence we hold tells us: ***Sight disabled** ***Hearing disabled** ***Mobility disabled** *** learning disabled** ***prone to seizures**			We engage as far as we can with relevant groups. They are encouraged to make visits to the school. They participate in school events, such as sports days. For further details see our Equal Opportunities in Learning policy.
In relation to SEXUAL IDENTITY AND ORIENTATION the evidence we hold tells us:			Work in the curriculum. Equalities audit Survey of appropriate books
In relation to RELIGION AND BELIEF the evidence we hold tells us:			Work in the curriculum Visits to a range of places of worship
In relation to AGE the evidence we hold tells us:			Use of older people as experts Grandparents tea party Our statement of values Work in PSHE Remembrance Day lunch
In relation to GENDER REASSIGNMENT the evidence we hold tells us			
In relation to PREGNANCY AND MATERNITY the evidence we hold tells us:			Role models PSHE
In relation to MARRIAGE AND CIVIL PARTNERSHIPS the evidence we hold tells us:			Work in PSHE

Appendix C - Our equality objectives and action plan

Equality Objective	Action to be taken	Impact	Review
To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.	○ Careful tracking of attainment and progress for pupils with SEND. ○ Target appropriate interventions at those pupils. ○ Create Individual Education Plans and involve parents in their implementation. ○ Provide SENCO support and training for staff. ○ Ensure reasonable adjustments are in place for children with SEND. ○ Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage. ○ Where appropriate, work with outside agencies to achieve the best progress for our children.	○ SEND children continue to make progress that is in line with, or better than their peers. ○ Children with SEND can access the curriculum as fully as they are able. ○ Children with SEND achieve as well as they can – including (where appropriate) achieving the Greater Depth level for Maths, Reading and Writing.	
To continue to promote understanding and respect for diversity.	○ Ensure school policies and procedures promote or equality of opportunity ○ Ensure all staff are aware of our responsibility with regards to the equality act ○ Ensure our school curriculum promotes tolerance of all groups. ○ To continue with our commitment to teaching children about British Values ○ To facilitate the introduction to, and understanding of, other religions and cultures by our children. ○ To continue the implementation of our new PSHCE assessment tools ○ Build into the curriculum further opportunities for cultural awareness ○ Make link with another setting with cultural/racial diversity	○ Children recognise and value similarity and difference ○ Children are aware of a range of religions and cultures ○ Children celebrate diversity and are tolerant to other religions, cultures and groups of people within society ○ Children build relationships with children from another school setting	

	○ Ensure all worship/ assemblies/ presentations/ reading materials actively tackle diversity issues identified in audit		
To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group*	○ Careful tracking of attainment and progress for pupils with the "Protected Characteristics" relevant in our school ○ Ensure reasonable adjustments are in place for these children. ○ Where appropriate, work with outside agencies to achieve the best progress for our children.	○ Children identified as needing additional support make progress that is in line with, or better than their peers. ○ Children can fully access the curriculum	
To encourage our children to recognise the value of learning from the experiences of older people in our local community.	○ Continue to invite older people in the village to join us for various events and occasions where they can share experiences with children – e.g. lunch on Remembrance day ○ Set up a more regular coffee morning – once every term – Rev Justin will lead an assembly for members of the community to attend and we will serve coffee etc with children ○ Build in opportunities termly for older people to visit to share their experiences -e.g. to speak about a hobby/skill/experience in assembly or with a class or to learn about something FROM the children, play board games etc ○ discuss with school council how we can develop this link with older members of community	○ Older people will recount positive experiences of contact with school ○ Children will be able to give examples of how their learning and experience has been enriched through contact with older people	

Accessibility Plan

(Disability Access Plan)

INTRODUCTION

The SEN and Disability Act 2001(SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.
Attached is a set of action plans showing how the school will address the priorities identified in the plan.

DEFINITION

Disability is defined by the Disability Discrimination Act 1995 (DDA) **:**

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 OBJECTIVE

To reduce and eliminate barriers to access to the curriculum promoted and to promote full participation in the school community for pupils, and prospective pupils, with a disability.
The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA) :

- 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

The School will :

- Recognise and value parents/carers knowledge of their child's disability and its effect on their ability to carry out normal activities,
- Respect the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

This curriculum endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum by

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities
The school will continue to seek and follow the advice of the Vine, LA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

Physical Environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information
The school will make itself aware of local services, including those provided through the Vine and LA, for providing information in alternative formats when required or requested.

PREVIOUS TARGETS ACHIEVED

The school has made significant progress with regard to accessibility:

- Ramped surfaces to and from all primary entry and fire exit routes of the school have been fitted.
- Openers to the main entrance doors to allow for suitable wheelchair and buggy access have been fitted.
- Acoustics improved as necessary within the main hall
- All corridors and pedestrian routes cleared of obstruction and so as not to cause a hazard to those that are partially sighted.
- Training for staff provided so as to assist disabled persons to the school
- Wheelchair accessible toilet now in place
- Hoist has been fitted and power provided for a changing unit

PLAN AVAILABILITY

The school makes its Accessibility Plan available in the following ways ;

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be e-mailed or posted on request
- The plan can also be made available in a large print size format upon request – the school officcan be contacted for further details.

Objective	Strategy	Outcome	Timescale	Goals achieved
Improving access to the curriculum				
Ensure that SEND reforms are implemented effectively	Establish the needs of staff with regard to curriculum delivery. Participate in appropriate CPD programmes	SEND reforms fully implemented .	Ongoing	Pupils with SEND well supported Parents and carers of pupils with SEND well supported Staff expertise is raised
Ensure the school is able to accommodate the needs of SEN admissions	Effective communication between school and support agencies regarding information about new admissions to the school Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise according to current needs. CPD courses. Specialist Teaching Service courses. School visits. Observations and school based INSET.	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum.	Ongoing	Pupils with SEND well supported Parents and carers of pupils with SEND well supported Staff are able to provide necessary support to pupils with SEND.
Ensure PE curriculum is adapted to enable children with disabilities to work alongside peers.	Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise for current needs. CPD courses. Specialist Teaching Service courses. School visits. Working with Health professionals Observations and school based INSET.	Broad and balanced curriculum offered alongside peers,	Within one term when applicable	Child accesses a full physical programme and PE curriculum.
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside peers.	As and when trips are considered. *Subject to Funding*	Equal opportunities for disabled pupils to participate in off-site activities.
Objective	**Strategy**	**Outcome**	**Timescale**	**Goals achieved**
Improving physical access				
Ensure that disabled access to the building and its facilities is maintained.	Regular access audits to the building and its facilities carried out by the Premises/Health and Safety Committee.	Continued evaluation identifies any necessary modifications.	Ongoing	Ensure the school complies with DDA giving accessibility to disabled users.
Ensure that reception provided is accessible for wheelchair users.	Bell for all visitors to gain attention Access via office door if necessary	Visitors to school can access reception		All visitors to school catered for

	New reception counter fitted to meet DDA requirements.		£4000 - when funds are available.	
Provide a clearly marked pedestrian route from the car parking facilities. Identify car parking bay that is accessible.	Using thermoplastic painted lines, mark a safe pedestrian route, designated parking bays and 1 no. Accessible bay 2.4 metres wide by 4.28 metres long with a 1.2 metre side transfer zone	Car park clearly marked and accessible by all users	2 years + or as user needs require Cost £1000 approx	Safe access from car park for all users
Maintain signage of a suitable tactile or visual standard to denote clearly the main entrance and parking facilities of the school	Provide visual and tactile information to clearly denote the parking facilities at main entrance to the school building	Signage is suitable and meets DDA requirements		Clear signage meeting DDA requirements.
Ensure toilets have suitably maintained floor coverings	Ensure all floor coverings within wet areas of the school are not slippery when wet	Safe surfaces	Cost of replacement when necessary	Increased accessibility
Ensure Staff facilities have been provided to take into account wheelchair users	Implement works as necessary to ensure all staff facilities within the school are suitable for wheelchair users as and when a member of staff requires such facilities	Enhanced facilities for staff with disabilities	2 years + or as user needs require	Physical accessibility of school improved
Colour schemes are reassessed when refurbishing to benefit pupils with visual impairment. Ensure floor coverings contrast when changing use of an area.	Seek advice from the LA Visual Impairment Service on appropriate colour schemes. Floor coverings need to be contrasted between different areas for the partially sighted	Several areas are made more accessible for visually impaired children	See premises plan- make adaptations as met on premises plan, or as user need requires.	Physical accessibility of school improved
Objective	**Strategy**	**Outcome**	**Timescale**	**Goals achieved**
Ensure doors throughout the whole school provide a suitable clear opening, correct width for wheelchair user, and in addition they also do provide 300mm clear to their leading edge	Undertake the necessary alterations so that all doors throughout the school provide a minimum of 750mm clear and have 300mm clear space to their leading edge so as to be suitable for wheelchair users	Wheelchair access improved	2 years+ or as user needs require £1500+	Physical accessibility of school improved
Ensure staff have been trained to assist people with physical and sensory disabilities	Provide training to staff so as to assist disabled persons to the school	Disabled pupils well supported	Ongoing as need arises	Physical accessibility of school improved
Ensure the existing alarm has been supplemented by a visual or tactile alert	Supplement the existing alarm with a visual or tactile alert	Alarm system that is suitable for all	2 years+ or as user needs require £2000+	Physical accessibility of school improved
Ensure there are Fire exit routes from the building are without steps	Ensure all fire exit routes designated for wheelchair users (including visitors) are provided with ramps to meet the DDA requirements	Fire exits accessible to wheelchair users	2 years+ or as user needs requires £5000+	Physical accessibility of school improved
Provide an accessible WC within the school ACHIEVED	Supply and fit 1 Unisex accessible W.C. to a suitable location within the school to meet DDA requirements	Toilet facilities accessible to wheelchair users	2 years+ or as user needs require	Physical accessibility of school improved

Fit an induction loop - to be available for hearing impaired	Supply and fit induction loop to assist the hard of hearing	Hearing impaired are better accommodated in school	As user needs require £250	Physical accessibility of school improved
Improving the delivery of written information				
Ensure availability of written material in alternative formats.	Issue documents in a clear font of size 12 or larger if requested. Notify parents that alternative formats can be supplied upon request.	The school can provide written information in alternative formats when required.	Annually -September	Delivery of information to disabled persons improved