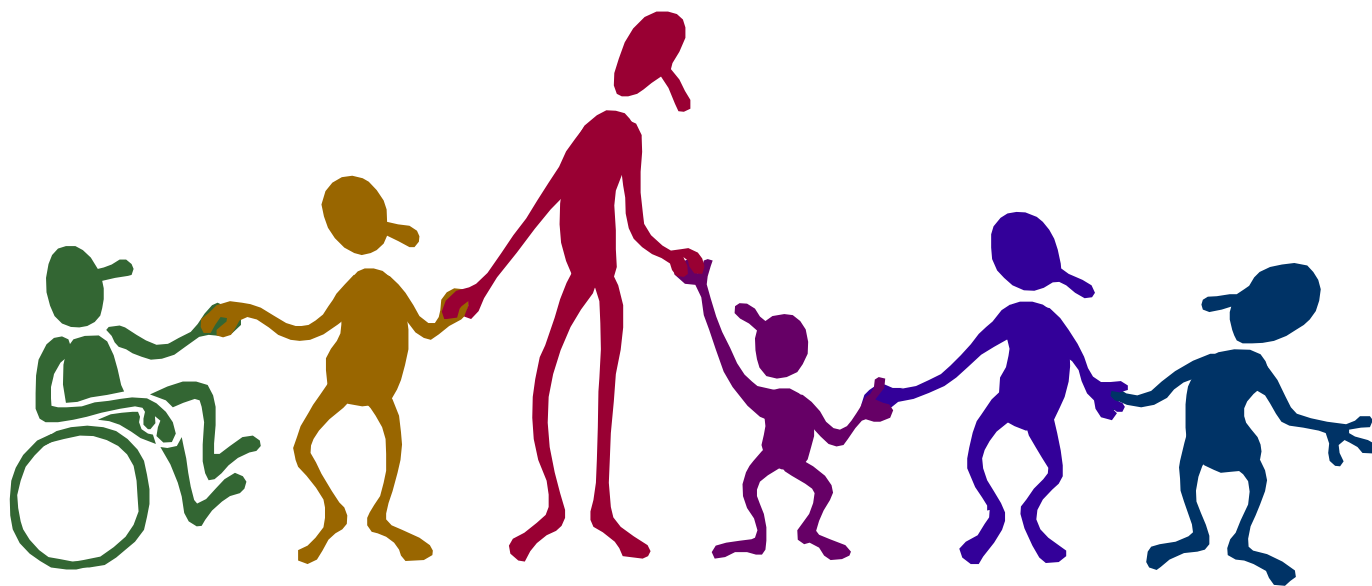


Equality Objectives Policy

Lord Deramore's Primary School



Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

Lord Deramore's Primary School Equality Plan

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Sexual orientation**
 - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

“Striving to be the best we can be”

At Lord Deramore's School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop 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 pupils will be monitored by race, gender and disability and we will use this data to support pupils, 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and 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.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures, particularly those represented in our school
- Seek to involve all parents in supporting their child's education
- Encouraging discussion about equality issues which reflect on social stereotypes, expectations and the impact on learning
- Enable our school community to respect our principle that we are all different but we all have equal rights

Admissions and exclusions

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

Exclusions will always be based on the school's Behaviour Policy and Exclusion Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to 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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to 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 and faith or religion are considered when appointing staff or evaluating staffing structures to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

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 an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils

- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Access Plan.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability 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
- Section 18 has been amended so that 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.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed 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 Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

4c. Gender Equality

The Gender Equality Duty 2006 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 pupils 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 Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the areas of admissions, benefits and services for pupils and treatment of pupils.

4e. 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 pupils 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 plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents' evening, parent meetings or governor days
- Input from staff surveys or through staff meetings and professional development
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/ Provision Maps, mentoring and support

- Feedback at Governing body meetings

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender 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 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 pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and s/he 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 Plan, and that teachers apply these guidelines fairly in all situations
- The Headteacher ensures that all appointments 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

The role of all staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender 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 Headteacher

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 pupil'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 class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

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 is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

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 e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, should view dealing with incidents as vital to the well-being of the whole school. Incidents should be dealt with according to the Safeguarding Policy and logged accordingly.

8. Review of progress and impact

The 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 Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils 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 a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school website, assemblies, staff meetings and other communications
- Make sure hard copies are available on request



Approved by FGB

Meeting Date 19th March 2019

Equality Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation is included in the action plan below.

Actions indicated are linked to the school improvement plan.

Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
All	Publish and promote the Single Equality Policy through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in school surveys.	Headteacher/ designated member of staff	Ongoing	Staff are familiar with the principles of the Policy and Plan and use them when planning curriculum opportunities Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates value added.
All	Ensure that the curriculum promotes aspirational role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans and creative curriculum	Ongoing	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher and PSHE Leader	Ongoing	More diversity reflected in school displays across all year groups

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Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council.	All pupils to celebrate the belief that we are all different but all equal.	Member of staff leading on school council	Ongoing	Cultural differences celebrated throughout school
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	Reporting: December, April, July in Headteacher Reports to Governors	All staff are aware of and respond to racist incidents Reporting is challenged by the Governing Body
Gender Equality Duty	Extend opportunities for developing boys interest in fiction.	Increased participation in book reviews and sharing literature.	Literacy Co-ordinators	Ongoing – linked to SDP priorities	More interest in a range of fiction
Disability Equality Duty	Ensure the curriculum is accessible for all by continuing to provide wave 1 provision and enabling all staff to undertake training.	All staff receive CPD and are trained to facilitate support.	Lead Governor on Special Educational Needs & Disabilities	Ongoing	Part of the SEN action plan enabling all staff to access CPD.
	To increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia and ASD.	Headteacher and SENDCo	Ongoing and as required	Raise staff confidence in strategies for differentiation and increase pupil participation.

	Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs, on line learning modules if required.	SENDCo	As required.	Raise confidence of support staff.
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Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
	Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual plans for disabled pupils when required. Information sharing with all agencies.	SENDCo	As required.	All staff aware of individual needs.
	Use ICT software to support learning.	Make sure software is installed where needed.	ICT Leader	As required.	Wider use of SEN resources within classrooms.
	All Educational Visits to be accessible for all children.	Develop guidance for staff to make all visits accessible. Ensure each new venue is vetted for appropriateness.	SLT	As required.	All pupils in school are able to access all educational visits and a range of activities.
	Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	PE Leader	As required.	All children to access to high quality PE.
Community cohesion	Extend existing partnerships with Faith groups	Headteacher reports to governors.	Headteacher and RE Co-ordinator	Ongoing	Increased awareness of different Faiths and beliefs. Pupils will have a strong understanding of each others cultures.



Approved by Full Governing Body

Meeting Date 19th March 2019

Adopted: 6 November 2017

Review date: July 2020

1. Statutory Requirements

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision

normally available to pupils of the same age.

Public Sector Equality Duties

A single Public Sector Equality Duty was introduced in April 2011 which applies to public bodies including maintained schools and academies and extends to certain Protected Characteristics (including disability). This combined equality duty requires public bodies to:

- Eliminate discrimination and other conduct which are prohibited under the Act.
- 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 those who do not.

Due regard must be given by public bodies to the three elements outlined above – giving relevant and proportionate consideration to the duty.

Lord Deramore's Primary School has adopted this accessibility plan in line with the school's **special educational needs and inclusion policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan has been created in October 2017, following a move into the school's new premises. It has also taken into account recommendations made in the school's last access audit which took place in April 2017. Training has been received on the Equality Act in the Spring Term 2015.

Our **special educational needs and inclusion policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information particular to children with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs and inclusion policy** for an outline of our full provision to support pupils with SEND and our school offer posted on the website.

2. Engagement with different communities

To review the previous accessibility plan and identify equality issues and outcomes a number of different communities have been consulted with including:

- Children
- Parents and Carers
- Staff
- Others who use Lord Deramore's School facilities.

Feedback has been taken into account whilst devising this Accessibility Plan.

3. School Data Analysis

This is recorded in the school performance data published on the website.

No formal complaints have been received by the school regarding accessibility to date.

4. Impact Assessment

Updated from Lord Deramore's School Accessibility Plan 2013-2016

Area of priority identified	Updated October 2017 with Impact Assessment	
Curriculum	<ul style="list-style-type: none"> • Work with the specialist teaching team to ensure curriculum is accessible to all students. • Encourage alternative means of recording using laptops with specific software • Ensure Homework projects are accessible for all • Encourage children to participate in extra-curricular activities • Develop the range of extra-curricular activities • Ensure children have access to educational resources • Ensure children, staff, parents and governors are consulted to further develop the Accessibility Plan. 	<ul style="list-style-type: none"> • Close liaison takes place with relevant members of the Specialist Teaching Team including staff training wherever relevant at the start of the academic year. Targeted children make consistent very good progress as a result. • Specific training is being offered at the start of next academic year on access to the curriculum for children with specific needs • Increased pupil use of alternative technologies is apparent through investment in software and hardware to support targeted groups – this has led to good progress in a number of cases. New school wide interventions such as Read Write Inc and talk partners have been introduced and its impact is to be tracked. • Home work has been differentiated and received positive comment from the majority of parents • Areas of responsibility are shared with all learning groups • In the new school we are monitoring access to the curriculum as a new ICT infrastructure will be in place
Physical Access – see annex	<ul style="list-style-type: none"> • Review the site annually • Review the allocation, availability and state of repair of disabled car parking bay on site • Provide annual training for staff in 	<ul style="list-style-type: none"> • The site has been reviewed by key representatives of all stakeholders and is mainly accessible with minor improvements identified • The Office Administrator and Site Manager observe the appropriate use of the parking bay (although this will not be in use until December 2017) • Training for key staff has been offered on an annual and ongoing basis • The fire alarm has not been altered and there are visual elements attached to each fire alarm • Pathways to the Hall and external areas are in place • The Hall has a new lighting system with optional dimmers.

	<p>relation to Autistic Spectrum Conditions</p> <ul style="list-style-type: none"> • Consider access to the Hall during the development of the new building • Consider lighting in the Hall 	
Written Information	<ul style="list-style-type: none"> • Liaise with the specialist teaching service to ensure that written information is accessible to children eg different print sizes 	<ul style="list-style-type: none"> • Liaison with the Specialist Teaching Team and the use of suitable electronic learning material has increased the ability of the school to respond to this need and has given good progress for children with Autism/Asperger's

5. Accessibility Plan – October 2017

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Area of priority identified		Updated October 2017 with Impact Assessment
Curriculum	<p>This year, we are focussing on our provision for the following groups of children:</p> <p>ASC (Autistic Spectrum Condition)</p> <p>EAL (English as an Additional Language)</p> <p>Adopted from Care</p> <p>PPG (Pupil Premium)</p> <p>We are exploring how we can best cater for these learners</p>	

	within our curriculum and overall provision	
Physical Access – see annex	Please see School Accessibility Checklist	
Written Information	<ul style="list-style-type: none"> Liaise with the specialist teaching service to ensure that written information is accessible to children eg different print sizes 	<ul style="list-style-type: none"> Liaison with the Specialist Teaching Team and the use of suitable electronic learning material has increased the ability of the school to respond to this need and has given good progress for children with Autism/Asperger's

Name: Sue Perutz **SEND Governor**
Name: Jane Hitchon **SENDCO**
Name: James Rourke **Headteacher**

This policy will be reviewed in July 2020

Annex 1: School accessibility checklist (SAC):

No:	Name of setting: Lord Deramore's Primary School Date 1 st SAC completed: October 2017 Date to be reviewed: 2019	*Red	Amber	Green
1	Signage			
	External signage from road to entrance is clear, well placed		X	
	Internal signage is clear and well placed			X
	Signage suitable for non-readers including symbols		X	
	Wayfinding and learning are supported by use of symbols (following CYC guidance)		X	
2	Accessible parking			
	Signage indicates location of parking bay		X	
	Parking is convenient with flat access to main entrance of school			X
	Bay is marked following guidelines, including signage on vertical wall or post			X
	Available for use when needed by people with disabilities			X
3	Main entrance			
	Well signed from edge of school grounds and easily recognised		X	
	Flat access to main entrance from road, or suitably ramped			X
	Sufficient space for wheelchair to enter, including level landing in front of entrance			X
	Entry systems at correct height, position			X
	Doors can be opened manually without exerting excessive pressure, or are powered		X	

	Flat access across door threshold			X
	Floor coverings do not impede access through the door			X
	Doors are wide enough for all wheelchair users			X
	Doors easily visible to those with visual impairment			X
	Reception counter accessible (height, position of writing surface)			X
4	Circulation: horizontal			
	Flat access along corridors and through external doors, ie raised thresholds / door sills no more than 15 mm total height, any vertical surface 5 mm max			X
	Flat access along corridors and through internal doors, ie raised thresholds / door sills no more than 15 mm total height, any vertical surface 5 mm max			X
	Ramps meet guidelines (gradient, kerbs, handrails, width, colour contrast)			X
	Adequate corridor width for volume of people			X
	Entrance/exit doors wide enough for wheelchair users (single clear opening width)			X
	Internal doors wide enough for wheelchair users (single clear opening width)			X
	Internal doors open without excessive pressure, or magnetically operated		X	
	Doors easily visible for people with visual impairment			X
5	Circulation: vertical			
	Front edges of stairs colour contrasted			
	Handrails on both sides of stairs, continuous around landings			
	Lift convenient to use (size, controls)			
	Emergency evacuation procedures for disabled in place for upper floors			
6	Accessible toilet			
	Signage in place, including symbols			X
	Adequate dimensions (minimum 2200 mm x 1500 mm), adequate turning space			X
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)			X
	Alarm cord functions correctly, ready for use, staff alerted and respond appropriately			X
	Colour contrasted fittings etc			X
	Toilet ready for use at all times (not used for temporary storage etc)			X
7	Hygiene room			
	Signage in place, including symbols			X

	Adequate dimensions for up to 2 carers			X
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)			X
	Alarm cord functions correctly, ready for use, staff alerted and respond appropriately			X
	Colour contrasted fittings etc			X
	Hoist facilities available	NA		
	Changing bench (height adjustable)	NA		
	Shower facilities			X
8	Measures for hearing impairment			
	Rooms have good acoustics to prevent noise transfer between rooms and excessive reverberation			X
	Surfaces have high absorbency eg carpets, curtains, soft furnishings, display boards			X
	Teaching areas have reasonably low reverberation levels			X
	Communal areas (hall, dining room) have reasonably low reverberation levels			X
	Emergency systems have visual alarms			X
	Technical aids (eg hearing loop at entrance desk) in place if appropriate			X
	Soundfield systems in place and used correctly (minimum 1 in each Key stage/dept)			
	Good levels of natural / artificial lighting / blinds where needed			X
9	Measures for visual impairment			
	Good levels of natural / artificial lighting			X
	Blinds / anti-glare glazing where needed			X
	Surfaces are non-reflective			X
	Colour contrasting decor			X
	Steps, kerbs, level changes colour contrasted (internal and external)			X
	Braille is used where appropriate, eg for lift controls (inside and outside)	NA		
10	Additional resource rooms			
	Quiet distraction-free withdrawal / work area(s)			X
	Room available for visiting therapists / health care			X
	Medical room			X
11	Furniture and general equipment			
	Height adjustable tables available when needed			X

	Practical lessons (science, art /craft, design and technology, food technology) accessible for a variety of users			x
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*suggested scoring: red (Focussing) amber (Developing) green (Established)

Date completed: 11.10.17

Final Accessibility Plan posted on the school website: October 2017

Review date for the Accessibility Plan: Summer Term 2020

Completed by:	James Rourke	Designation:	Headteacher
	Jenny Scholes		School Business Manager
	Sue Perutz		SEND/Safeguarding Gov.



Approved by Staffing & Curriculum Committee

Meeting Date 6 November 2017