

**Manor Junior School**  
**Equality and Staff Employment Equality Policies**

Approved and adopted: 2.2.22  
Review by: Spring 2025

**Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our whole school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

**National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**School Context**

Manor Junior School is a non-denominational junior school which welcomes pupils from all faiths. We cater for pupils from seven to eleven years of age and we are maintained by Hampshire County Council. The school is situated on the outskirts of Farnborough. See Appendix A for current contextual data

**Principles**

To fulfil our legal obligations, we are guided by a number of principles.

**1) All pupils, families and staff are of equal value**

- We see all pupils, potential pupils, their parents and carers, and staff as of equal value:
- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

**2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the

kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth (NOTE: Secondary schools should also include pupils within this section as this protected characteristic applies to pupils as well).

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

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

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in. The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Strategies for dealing with incidents:** All forms of discrimination by any person within the school will be treated seriously. All staff are expected to deal with incidents that may occur. Discrimination between pupils will be dealt with and a record of incidents will be kept. Cases that necessitate parental involvement will be recorded using the county reporting forms and kept in the pupil's file and /or through CPOMS.

## **Appendix A - Equalities Information 2022**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

### **School Context Data (2021/22)**

Approximately:

30% of pupils are in receipt of FSM / pupil premium funding (Nationally - 25%)

17.8% of children have SEN (Nationally – 12.6%)

4.1% of children have an EHCP (Nationally – 2.1%)

9% of children have English as a second language (Nationally - 21%)

24% of children are from ethnic minority groups

### **Pupil-related data**

There have been no National assessments since 2019 and therefore attainment / progress levels for 2020/2021 are not available.

Attendance levels in 2018/19 were 96.0% with the National Average at 95.3%.

National Data for 2019/20 and 2020/21 have been impacted by the Pandemic and therefore no new comparisons can be made.

## **Appendix B – Equality Objectives 2022- 2025**

### **Free School Meal Pupils (FSM) / Ever six (E6) Pupils / LAC**

**Objective 1:** to reduce the number of pupil premium pupils 'Not on track' to reach Age Related Expectations to be in line with the non-pupil premium pupils and the overall school outcomes.

### **Pupils from ethnic minority groups**

**Objective 2:** To further engage and seek increased representations from families of ethnic minority groups within the governing body and parent forum.

## Appendix C - Disability Discrimination Act Action Plan (2022 – 2025)

### Achievements 2019 – 22

- Refurbished accessible toilet for pupil use
- Carpark remarking
- Refurbishment of general pupil toilets
- Provision of laptops for home learning (Partially supported by DFE scheme)
- Intervention and tutoring development
- Review of anti-bullying policy and practice
- BSL signing course

<b>Duty</b>	<b>Identified actions</b>	<b>Responsible person</b>	<b>Resources</b>	<b>Outcomes</b>	<b>Start date</b>	<b>Completion Date</b>	<b>Evaluation</b>
Promote equality of opportunity	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Catch up / tutoring provision</li> <li>• Access 'pads' to push to get into school; Intercom modifications for HI users</li> <li>• Allocation of downstairs classrooms</li> <li>• Monitor manageability of some of the access doors that are heavy to open</li> <li>• Establish a quiet recovery space for pupils who have medical needs eg epilepsy, fits, diabetes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff / HT</li> <li>• Identified staff / DHT</li> <li>• HT</li> <li>• SLT</li> <li>• HT</li> <li>• HT / SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Annual budget / staffing</li> <li>• Catch up funding</li> <li>• Devolved budget</li> <li>• Devolved capital</li> <li>• Devolved capital</li> </ul>	<ul style="list-style-type: none"> <li>• Quality provision for all</li> <li>• Closing of gaps</li> <li>• Improved pupil and adult access to school building and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2021</li> <li>• Sept 2022</li> <li>• January 2023</li> <li>• June 19</li> <li>• January 2023</li> <li>• April 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• July 2023</li> <li>• December 2023</li> <li>• Annually</li> <li>• December 2023</li> <li>• July 2022</li> </ul>	
Eliminate discrimination	<ul style="list-style-type: none"> <li>• Build into curriculum plans, assemblies etc to educate and raise awareness pupils</li> <li>• Promote school values around equality and diversity</li> <li>• Is there a right to not be considered as disabled?</li> <li>• Continued modification of PE equipment to enable inclusion and curriculum accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE Leader</li> <li>• HT / SLT / All staff</li> <li>• HT to explore with LA / EPS</li> <li>• PE co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Signing training for staff and pupils</li> <li>• Assembly programme</li> <li>• Assembly / curriculum programme</li> <li>• 'Normal but different' support resources</li> <li>• Speakers in assemblies to promote disability equality / raise awareness</li> <li>• PE premium</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive curriculum with all pupils fulfilling potential</li> <li>• Pupil well-being recognised through annual questionnaires</li> <li>• Inclusion in all PE / Sport activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2021</li> <li>• January 2022</li> <li>• Sept 2022</li> <li>• On-going</li> <li>• Sept 2022</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Annual review</li> <li>• Ongoing</li> <li>• Annual purchasing / development</li> <li>• July 2023</li> </ul>	
Eliminate harassment of people	<ul style="list-style-type: none"> <li>• Communication – incorporate statements into brochures, letters</li> <li>• Training for all school users</li> <li>• Information evenings</li> <li>• Pupil training – changing attitudes towards others eg obesity</li> <li>• Clear anti-bullying policy</li> <li>• Employment equality policy</li> </ul>	<ul style="list-style-type: none"> <li>• SBM</li> <li>• HT</li> <li>• HT / SENDCO</li> <li>• PE Leader</li> <li>• HT</li> <li>• HT</li> </ul>	<ul style="list-style-type: none"> <li>• General budget</li> <li>• Training budget</li> <li>• PE premium</li> </ul>	<ul style="list-style-type: none"> <li>• Effective strategies in place to enable good communication and minimise bullying of any nature</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2021</li> <li>• Sept 2022</li> <li>• Sept 2022</li> <li>• April 2022</li> <li>• Annual review</li> <li>• Annual review</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Annually</li> <li>• Annually</li> <li>• July 2023</li> <li>• Review annually</li> <li>• Review annually</li> </ul>	

Promote positive attitudes	<ul style="list-style-type: none"> <li>• Signing opportunities (BSL)</li> <li>• Report writing – avoid writing in the negative</li> <li>• Visual resources</li> <li>• Speakers and role models in to assemblies etc to promote inclusion</li> <li>• Develop links with local special schools</li> </ul>	<ul style="list-style-type: none"> <li>• TOD</li> <li>• Teaching staff</li> <li>• SENDCO</li> <li>• PSHCE leader</li> <li>• SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Training budget</li> <li>• SEN budget</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils and school users feel positive, welcomed and included</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• On-going</li> <li>• On-going</li> <li>• On-going</li> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• On-going</li> <li>• On-going</li> <li>• On-going</li> </ul>	
Encourage participation of all	<ul style="list-style-type: none"> <li>• Further consultation with representatives from disability groups on community needs and accessibility arrangements</li> <li>• Include HI, EAL and SpLD children in working party</li> <li>• Shower facilities for staff / pupils</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> <li>• HT</li> <li>• HT</li> </ul>	<ul style="list-style-type: none"> <li>• HT time / working party</li> <li>• Working party</li> <li>• Devolved capital</li> </ul>	<ul style="list-style-type: none"> <li>• All disabled pupils and school users feel able to integrate in all activities offered</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Annually</li> <li>• Sept 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Annually</li> <li>• July 2025</li> </ul>	
Take steps to meet the needs of people with disabilities, even if this requires more favourable treatment.	<ul style="list-style-type: none"> <li>• PE modifications to allow greater inclusion</li> <li>• Review of parking arrangements to improve access for all</li> <li>• Front door access and annexe access</li> <li>• Sports coaching</li> <li>• Music lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PE leader</li> <li>• HT</li> <li>• HT</li> <li>• PE Leader</li> <li>• Music Leader</li> </ul>	<ul style="list-style-type: none"> <li>• PE premium</li> <li>• Devolved budget</li> <li>• Devolved budget</li> <li>• PE premium</li> <li>• Pupil premium</li> </ul>	<ul style="list-style-type: none"> <li>• Accessibility plan in place and provision for people with disabilities is considered in all building and development projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2019</li> <li>• Sept 2021</li> <li>• January 2023</li> <li>• Sept 2021</li> <li>• Sept 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review</li> <li>• March 2022</li> <li>• December 2023</li> <li>• On-going</li> <li>• On-going</li> </ul>	

## Appendix D - Accessibility Plan (2022 – 2025)

### SECTION 1: How does your school deliver the curriculum?

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	✓		<ul style="list-style-type: none"> <li>• Performance management</li> <li>• Teachers of the deaf</li> <li>• Staff Meeting / INSET programme</li> <li>• Team teach training</li> <li>• Moving &amp; Handling course as appropriate</li> <li>• Liaison with occupational therapy and physiotherapists as appropriate</li> <li>• Liaison with STA (Specialist Teacher Advisory) team</li> <li>• In-School SALT provision</li> <li>• In-School Counselling</li> </ul>
Are your classrooms optimally organised for pupils with disabilities?	✓		<ul style="list-style-type: none"> <li>• HIU</li> <li>• Soundfield systems</li> <li>• Ramping</li> <li>• Differentiated seating &amp; grouping</li> <li>• All acoustically refurbished classrooms.</li> <li>• Accessibility considered in planning classroom allocations annually</li> </ul>
Do lessons provide opportunities for all pupils to achieve?	✓		<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated tasks</li> <li>• LSA support accessed by all classes</li> <li>• Individual and group support programmes</li> <li>• Monitoring programme in place</li> <li>• Radio aids for HI pupils</li> <li>• CPD programme established</li> </ul>
Are lessons responsive to pupil diversity?	✓		<ul style="list-style-type: none"> <li>• Clear policies in practice</li> <li>• SENDCO employed</li> <li>• HEMTAS Support</li> <li>• Regular monitoring and inspection</li> <li>• Clear CPD programme</li> <li>• Liaison with specialist advisors / professionals</li> </ul>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		<ul style="list-style-type: none"> <li>• See teaching &amp; learning Policy</li> </ul>
Are all pupils encouraged to take part in music, drama and physical activities?	✓		<ul style="list-style-type: none"> <li>• Full curriculum offered to all pupils – some tailoring to meet specific needs accordingly</li> </ul>
Do staff recognise and allow for the mental effort expended by some pupils with disabilities, for example using lip reading?	✓		<ul style="list-style-type: none"> <li>• Yes – HIU offer annual training for staff and awareness raising</li> <li>• SEN review &amp; developments</li> <li>• Personalised learning timetables</li> </ul>
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓		<ul style="list-style-type: none"> <li>• LSA support</li> <li>• Regular CPD</li> <li>• Application for additional time in testing arrangements</li> <li>• Catch-up support and tutoring</li> </ul>
Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		<ul style="list-style-type: none"> <li>• Yes – alternative activities to support skill development eg sports</li> <li>• Spoken rather than tape recording used</li> <li>• Therapy sessions</li> <li>• Modification of lessons /activities</li> </ul>
Do you provide access to computer technology appropriate for students with disabilities?	✓		<ul style="list-style-type: none"> <li>• Yes – individual laptops / ipads used as appropriate</li> <li>• Numicon</li> <li>• Interactive Teaching Programmes</li> </ul>
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		<ul style="list-style-type: none"> <li>• Yes subject to adequate staffing support and unless the impairment is likely to affect the health and safety of any participant.</li> </ul>
Are there high expectations of all pupils?	✓		<ul style="list-style-type: none"> <li>• Yes - See teaching and learning policy</li> <li>• Termly monitoring data</li> </ul>
Do staff seek to remove all barriers to learning and participation?	✓		<ul style="list-style-type: none"> <li>• Risk assessments.</li> </ul>

## SECTION 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No	Comment
Does the size and layout of areas, including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓	<ul style="list-style-type: none"> <li>• Upstairs classrooms not accessible by all</li> <li>• Height of library shelving for wheelchair users</li> </ul>
Can pupils who use wheelchairs move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	<ul style="list-style-type: none"> <li>• Ground level is accessible by all.</li> <li>• Heavy doors in places</li> </ul>
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		<ul style="list-style-type: none"> <li>• Signage needs annual reviews</li> <li>• Safe routes to school project</li> </ul>
Are emergency and evacuation systems set up to inform all pupils with SEN and disability; including alarms with both visual and auditory components?	✓		<ul style="list-style-type: none"> <li>• Upgraded alarm system, 2015.</li> <li>• Fire safety / health and safety policies in place.</li> <li>• Evacuation procedures in place. PEEPS produced as appropriate</li> </ul>
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	<ul style="list-style-type: none"> <li>• In plan for future consideration</li> <li>• Skirting around school</li> </ul>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓		<ul style="list-style-type: none"> <li>• School refurbishment programme in place and colour contrasts being implemented as maintenance / decoration undertaken</li> </ul>
Are areas to which pupils should have access well lit?	✓		<ul style="list-style-type: none"> <li>• Annual checks in place</li> </ul>
Are steps made to reduce background noise for hearing impaired pupils such as considering room's acoustics, noisy equipment?	✓		<ul style="list-style-type: none"> <li>• All internal classes fully refurbished</li> </ul>
Is furniture and equipment selected, adjusted and located appropriately?	✓		<ul style="list-style-type: none"> <li>• Furniture adapted according to needs of all pupils.</li> <li>• Annually reviewed.</li> </ul>

## SECTION 3: How does your school deliver materials in other formats?

Question	Yes	No	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		<ul style="list-style-type: none"> <li>• This is considered and implemented as appropriate. New signage around school being implemented.</li> </ul>
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg reading aloud overhead projections and describing diagrams?	✓		<ul style="list-style-type: none"> <li>• Use of soundfield systems.</li> <li>• Repeating statements from other pupils to HIU pupils via soundfield systems.</li> <li>• Radio aids</li> </ul>
Do you have the facilities such as ICT to produce written information in different formats?	✓		<ul style="list-style-type: none"> <li>• Access to EMTAS services and outside agencies</li> </ul>
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		<ul style="list-style-type: none"> <li>• Annual training from HIU</li> </ul>



### Self-Evaluation Audit (2022)

Question	Yes	No	Comment
Is there visitor parking within the school site? If yes - does it include parking bays for disabled drivers? If no – can a vehicle get close to the main entrance to allow a disabled person to be dropped off?	✓ ✓	✓ ✓	<ul style="list-style-type: none"> <li>• Parking issues being addressed through liaison with LA</li> <li>• Designated parking space allocated but not always accessible. Ramp by main playground provides even access to school via main entrance and footpaths</li> </ul>
Is the access route from the site entrance suitable for wheelchair users? If there are ramps / steep gradients on the route are they suitable for wheelchair users?	✓ ✓		<ul style="list-style-type: none"> <li>• Kerb issues addressed</li> <li>• New pathways being developed</li> </ul>
Is there level access at the main school entrance? Is the main school entrance suitable for wheelchair access? Can a wheelchair user open the entrance door independently? Does reception counter have max 800mm height? An induction loop for hearing aid users? Seating with arm & back support?	✓ ✓  ✓	  ✓ ✓	<ul style="list-style-type: none"> <li>• Front door very heavy to open.</li> <li>• High counter – needs lowering.</li> <li>• No hearing aid loop in entrance.</li> <li>• Variety of seating to be introduced</li> </ul>
Do routes between buildings provide independent access for wheelchair users?		✓	<ul style="list-style-type: none"> <li>• Annexe entrance difficult.</li> </ul>
What proportion of building entrances have level access for wheelchair users?			<ul style="list-style-type: none"> <li>• Approximately 60%</li> </ul>
How easy is it to adapt entrances which are not currently wheelchair accessible?	✓		<ul style="list-style-type: none"> <li>• Budget allocation dependent</li> </ul>
Is there level access to all unique outdoor areas?	✓		<ul style="list-style-type: none"> <li>• Drainage being monitored</li> </ul>
Does your school have a WC which meets criteria? Unisex cubicle size 1.5m wide x 2m deep (preferred 2.2m deep) Outward opening door with minimum 850mm clear opening width Unobstructed space to at least one side of pan for transfer from a wheelchair A wash hand basin with lever-type tap within reach of seated position on pan Easily distinguished emergency alarm pull cord extending to the floor	✓ ✓ ✓ ✓ ✓		<ul style="list-style-type: none"> <li>• Achieved 2014</li> </ul>
Is there an automatic fire alarm? (smoke detectors linked to fire alarm) What proportion of your building(s) are easy to evacuate by people in wheelchairs?	✓		<ul style="list-style-type: none"> <li>• Smoke detectors linked to alarm Spring 2015</li> <li>• 50% of lower ground rooms</li> </ul>
Does your Emergency Evacuation Plan include a strategy for evacuating pupils with disabilities, staff, visitors and community users? If you have upper floors are there means to ensure the evacuation of people with mobility impairments?	✓ ✓		<ul style="list-style-type: none"> <li>• Reviewed annually.</li> <li>• PEEPS established</li> <li>• Upper classrooms are not generally accessed by people with mobility impairments. PEEPs would be provided if needed.</li> </ul>
Are internal circulation routes adequate for wheelchair users?	✓		<ul style="list-style-type: none"> <li>• Need to monitor deliveries as this can impede access within reception area.</li> </ul>
What proportion of all teaching areas including: library, ICT, music / drama, Hall & stage are accessible to wheelchair users?	✓		<ul style="list-style-type: none"> <li>• 50% - 6 upper classrooms, modular classrooms &amp; annexe inaccessible.</li> </ul>
How practical is it to adapt any existing level changes?	✓		<ul style="list-style-type: none"> <li>• Easy if funding available</li> </ul>

### SHORT TERM ACTIONS

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term Actions	1. Annual training on supporting HI pupils and use of soundfield systems.	Staff meeting time – TOD	All teaching areas fitted with infrared soundfield systems to aid HI pupils.	September annually	Ongoing training – all staff inducted
	2. Regular meetings with teaching assistants to undertake SEN training and establish pupil support programmes	SEN meetings Staff meeting opportunities	Fully trained teaching assistants with specific skills fully utilised.	On-going	Ongoing training programme established
	3. Identify training programmes in accordance with SEN pupil needs as and when they arise	CPD review in accordance with pupils needs.	Training provided to assist with the integration and inclusion of all pupils.	On-going CPD Budget	
	4. Review and update emergency evacuation plans in regard to HI pupils and those with physical disabilities	SLT meeting and feedback to staff and governors.	Clear evacuation plans / procedures understood by all staff and pupils.	Annually in Sept and when new pupils arrive	PEEPS in place
	5. Improve crossing gate with second barrier	Devolved Budget	Access entrance gate for pedestrians and vehicles to be replaced.	Autumn 2022* £4,000	
	6. Improved lighting around pathways and internal road ways.	Devolved budget	New lighting around pathways and visibility for evening users / CCTV	Autumn 2022* £2,000	
	7. Improved seating in entrance area	Devolved budget	New seating suitable for multiple users in entrance area	Summer 2022* £1,000	
	8. Parent workshops – tackling homework	School budget	Parent awareness of school strategies and expectations	Spring 2022	
	9. Improved surfaces on playground and pathways	School budget	Playground / pathways are more hazard free and even	Spring 2023*	

### MEDIUM TERM ACTIONS

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium Term Actions	1. New entrance and welcome signing (with Braille)	School budget	Clear signing identifying entrance and welcome area	Summer 2024* £140,000	
	2. Pupil toilet refurbishment	Devolved / School budget	Toilets are more welcome and pupil friendly	Summer 2022	Phase 3 in place
	3. Outdoor facilities and Den building area suitable for all pupils	Fundraising / Devolved capital. CMPP bid	Improved playground / garden facilities	Summer 2022	
	4. Remark parking lines / establish a designated disabled parking space.	Delegated budget	Parking spaces and disabled parking space identified and marked.	December 2020	Achieved Sept 2021
	5. Lowering of entrance intercom system	County contractors	Intercom accessible by wheelchair users.	Summer 2023* £2,000	

### LONGER TERM ACTIONS

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Long Term Actions	1. Dual height welcome counter in front of entrance office	Capital build programme	New entrance design and counter	2024 – 2025* £4,000	
	2. Appropriate and accessible parking on school site and around neighbourhood. Suitable passing area along driveway.	Fundraising / Devolved capital.	Improved parking facilities. Designated disabled parking areas.	2024 – 2025*	
	3. Relocate school entrance and office area with improved access areas.	Seek LA funding to relocate school office and entrance area in light of redeveloped front playground.	New access area suitable for all pupils, staff, parents and visitors.	2024 -2025* £100,000	
	4. Improved reception induction loop and signage	HI Funding	Induction loop in place and welcoming signage in school entrance area	2024 – 2025* £3,000	
	5. Modify annexe entrance area to accommodate wheelchair access and add security keyfob access	Devolved budget to be used. County recommendations sought.	New access for annexe suitable for wheelchairs	2024 – 2025* £5,000	
	6. Fill in spaces on stairwell balustrades.	Devolved budget	Stairwells are boxed minimising risks of accidents	2024-2025* £5,000	

\* Budget dependent