



Strategic Equality Plan 2019 - 2023

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Person(s) responsible for implementation: Headteacher

Signed (Head teacher) Simon Edwards 15.5.2019

Signed (Chair of Governing Body) Emlyn R. Jones 15.5.2019

Equality impact Assessment Date: 13.5.2019

Hafod y Wern School

Strategic Equality Plan

2019 – 2023

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Foreword

1. Introduction

1.1 Background

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**.

Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

Description of our school

Hafod Y Wern C.P. School is a large primary school of 332 pupils including Nursery children. We have 32 pupils of nursery age on roll this year. We are situated in the Caia Park area of Wrexham which has a large amount of social housing.

Pupil Profile

Around 51% of our pupils are girls and 49% are boys, around 55% of pupils of qualifying age are eligible for free school meals. The school has a Local Authority resourced unit of 11 pupils some with statements. Around 24% of all pupils are on the school's SEN Register. The school has a stable population. 11% of our pupils currently speak English as an additional language. We aim to be a fully inclusive school.

Staff Profile

We have a total of 50 teaching and non-teaching staff. 94% of all staff are female and 6% are male. The majority of teachers are trained to teach Welsh as a second language.

Governor Profile

We have 14 school governors. The school governing body is made up of 50% men and 50% women.

1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet it's commitment to equality and how it will meet it's legal obligations contained with the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2. Public Sector Equality Duties

2.1 The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) (“the 2011 Regulations”) imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its “equality objectives” no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;

- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;
 - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body's compliance with the general duty;
 - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
 - Publishing or reviewing a Strategic Equality Plan;

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;

- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
- To make a Strategic Action Plan ("SEP") no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April

2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender
4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of same sex, opposite sex or either sex
7. Pregnancy and Maternity – from the time the woman becomes pregnant
8. Age – young and old
9. Marriage and Civil Partnership

3. Information Gathering and Engagement Process

A small working party of school staff was formed to identify the equality objectives in our Strategic Equality Plan. 5 objectives have been identified based on our previous plan. These are outlined in Section 7. Progress made against each of these objectives will be contained in an annual report.

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4. Relevant Information

We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

- Admissions data
- Attendance
- Behaviour Monitoring Records and Exclusions
- Attainment and Pupil Progress Data
- Feedback from staff e.g. meetings, appraisal questionnaires
- Complaints
- Analysis of parent /carer questionnaires
- Governing Body reports to parents
- School Council feedback
- Pupil Survey Results e.g. Pupil Attitudes to Self and School Survey (PASS)
- GwE Monitoring and School Inspection Reports

Relevant information will be published through newsletters on the school website and will be in the annual Strategic Equality Plan Report subject to the school's Data Protection Policy and current Data Protection legislation.

5. Equality Impact Assessments

In the school's Strategic Equality Plan for 2013-17 we identified the need to develop procedures for carrying out our equality impact assessments under objective 8. An Equality Impact Assessment is now completed for any changes in the school's policies and procedures or for any newly adopted policies and procedures.

The Wrexham County Council EIA toolkit is used to undertake assessments. This can be found at <http://www.internal.wrexham.gov.uk/wordpress/?+eia+toolkit>

Results of Equality Impact Assessments will be published via the school website if a "substantial" impact is identified.

6. Staff Awareness

All school staff and governors will be made aware of this Strategic Equality Plan. Equality objective 5 of this plan focuses on Equality and Diversity training for staff and governors.

7. Equality Objectives

1. Reduce Health Inequalities
2. Reduce unequal outcomes in Education to maximise individual potential
3. Reduce inequalities in Personal Safety
4. Reduce inequalities to information, services, buildings and the environment

5. Increase levels of understanding and knowledge of equality and diversity

8. Gender Pay Objective

Employees at Hafod y Wern School are paid according to the following:

- School Teachers Pays and Conditions Document (STPCD) – All teachers
- National Joint Council (NJC) Guidelines – All support staff

Given the high percentage difference between male and female employees at the school, statistical analysis is not appropriate as some members of staff may be identified.

Information in respect of schools will be included in WCBC's strategy.

9. Employment Information

We are required to collect and publicise an extensive list of employment information on an annual basis.

- Specified employment information including information on training and pay (unless it has already been published elsewhere).
- People employed by the school on 31 March each year by protected characteristic;
Men and women employed broken down by:
Job grade (where grading system in place)
Pay
Contract type (including permanent and fixed term contracts)
Working pattern (including full time, part time and other flexible working patterns)
- People who have applied for jobs with the school over the last year;
- Employees who have applied to change position within the school identifying how many were successful in their application and how many were not;
- Employees who have applied for training and how many succeeded in their application;
- Employees who completed the training;
- Employees involved in grievance procedures either as complainant or as a person against whom a complaint was made;
- Employees subject to disciplinary procedures; and
- Employees who have left the schools employment.

Any information published has to comply with data protection laws. The school is unable to produce a report if individuals can be identified, however, Wrexham County Borough

Council will be producing a report on all staff. As this includes school staff the information will be published, just not aligned directly to Hafod y Wern CP School.

10. Publishing and Monitoring Results

The Strategic Equality Plan and the annual report will be published on the school website.

The report will be monitored by being included in staff meetings.

11. Contact Details

For further information about our plan, to request a copy of it in an accessible format or to obtain copies of the documents listed please contact:

Mr Simon Edwards, Headteacher

Telephone: 01978 367080

Email: mailbox@hafodywern-pri.wrexham.sch.uk

12. Appendices

1. Strategic Equality Plan

2. Accesibility Plan

Appendix 1. Strategic Equality Action Plan

Objective One:			
Reduce Health Inequalities			
School Priority: To improve the health and wellbeing of our pupils			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school (outcome)	When we will complete this action
Maintain Healthy Schools Standard ensuring that diversity is embedded in all activities	SLT & Healthy schools leader	Healthy Schools Standard achieved	Annually
Analysis of Staff Questionnaires	SLT	Staff to be aware of how to promote their own wellbeing	Sept 2019 – July 2020
Analysis of Pupil questionnaires	SLT	Pupils will be aware of how to promote their own wellbeing	Sept 2019 – July 2020
Audit current practice in relation to the Five Ways to Wellbeing	SLT	Current practice is identified and all pupils and staff are made aware of it	Sept 2019 – July 2020
Organise support for staff through 5 Ways to Wellbeing and identify stress training. Make all staff aware of the CareFirst support available to them.	SLT	Staff will be informed about how to identify and manage stress. Staff will be informed about ways to look after their own	Annually during Autumn Term

		wellbeing.	
Plan for assembly/workshops on anti-bullying	All class teachers	Reduction in allegations of bullying. Pupils will understand the impact of actions on all pupils. Peer support is effective. Pupils are empowered to report concerns.	Annually in Autumn term
Staff training is to be kept up to date with regards to First Aid, Child Protection and Healthcare needs	Administration team	Needs of pupils will be met.	Annual
Termly Concern and Action meetings will be held	SLT and Pastoral Team	Relevant staff will be informed of vulnerable pupils. Interventions will be implemented	Annual
First Day Response for absent pupils	Attendance Support Officer	Parent/Carers to be phoned on first day of pupil absence.	Daily
The use of Attendance Improvement Plans	Attendance Support Officer	The attendance of Pupils on AIPs will improve	Termly

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

Food and Fitness Policy

School prospectus

Healthy schools Awards

Healthy School Coordinator

Sex Education Policy

School absence monitoring

Attendance policy

Objective Two:			
Reduce unequal outcomes in Education to maximise individual potential			
School Priority: To support our pupils to achieve their potential			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school (outcome)	When we will complete this action
Continue to use PCPs to identify what is important to the pupil and how they can be supported	School ALNCo	All pupils identify strengths, what to improve and how they can be supported. Peer support.	Annually
Analyse attainment and progress data against protected characteristics	SLT	Data Supports target setting and SIP Inequalities are identified e.g. gender, EAL, LAC and FSM	On-going
Continue to consider diversity when creating individual development plans (IDPs) and curriculum planning	ALNCo all staff	ALNCo supports staff to ensure diversity All activities will be accessible to all pupils	On-going
Analyse sports surveys and encourage uptake of sports	PE Co- Ordinator	All groups of pupils participate in sport.	Annually

Implement changes for ALN Transformation Bill	School ALNCo	ALN pupils reach maximum potential and are suitably supported Multi Agency work is effective	Annually
Implement changes to pedagogy and curriculum planning for new curriculum	SLT	Inequalities are reduced There is maximum engagement in learning for all pupils.	Annually

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

School improvement plan

Additional Learning Needs Policy

School prospectus

Absence Monitoring

Curriculum Policy

Marking policy

Handwriting Policy

Target setting document

Child protection policy

Calendar of self-review

Pupil Development Grant document and guidance

Charging policy

Pupil Discipline (including anti-bullying)

Attendance Support Officer

Behaviour support

Catch up schemes

Additional literacy support

Language Outreach support

Transition plans

Objective Three:			
Reduce inequalities in Personal Safety			
School Priority: To ensure that staff and pupils feel confident to report issues of concern			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school (Outcome)	When we will complete this action
Work with WCBD to adopt procedures that help to reduce identity based incidents and bullying in our schools across all of the protected characteristics	SLT & CHAIR of governors	Policy and procedures adopted	Link with Human Resources- annually
Ensure staff and volunteers are trained to deal with identity based bullying and hate incidents, Prevent and Violence Against Women, Domestic Abuse and Sexual Violence	SLT and Administration Team	Number of staff trained	Annually and to all new staff
Include information on identify based bullying, trafficking, honour based abuse, domestic abuse etc in our school induction	SLT and Administration Team	Induction Procedures would be updated.	Link with WCBC

Take part in Local/National initiatives for pupils such as Show Racism the Red Card	SLT	Evidence of activities will be reported in Headteacher's Report under Diary of School Events	Annually during academic year as they become available
Worry box to be available in classes for pupils to raise concerns	All Class Teachers	Relevant concerns will be action planned accordingly	On going
Keep Staff Awareness and training up to date, e.g. Domestic Violence, prevent, child protection	SLT and Administration Team	All staff will be trained within the relevant cycle	Annually

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

Performance management

Staff Discipline, conduct, capability and grievance Policy

Whistle Blowing

Child protection policy

Pupil discipline (including anti-bullying policy)

Equality policy

Objective Four:			
Reduce inequalities in access to information, services, buildings and the environment			
School Priority: To ensure our schools is accessible, inclusive and welcoming to pupils, parents/guardians, staff & visitors.			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school (Measure)	When we will complete this action
Increase access to the curriculum for pupils with a disability in line with the objectives in the School's Accessibility Plan	School ALNCo	Targets in the Accessibility Plan met under this aim.	In line with dates in the accessibility plan
Improve and maintain access to the physical environment disability In line with the objectives in the School's Accessibility Plan	School ALNCo	Targets in the Accessibility Plan met under this aim.	In line with dates in the accessibility plan
Improve the delivery of information to pupils with a disability	School ALNCo	Targets in the Accessibility Plan met under this aim.	In line with dates in the accessibility plan
Promote the Language Selection option available on the school Website	IT Leader	Website will be accessed by whole community regardless of first language	At least Annually

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

Handwriting policy

School prospectus

School nurse

Sensory services

Wrexham LA

Accessibility Plan

Objective Five: Increase levels of understanding and knowledge of equality and diversity			
School Priority: To train key people on equality and diversity			
School Governor Champion: Mr E Jones			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school (Measure)	When we will complete this action
Introduce equality and diversity elements in the new starter induction pack	SLT & Administration Team	Pack Updated	Autumn 2019
School governors undertake equality and diversity training	SLT & Administration team, Chair of Governors	Number of Governors accessing learning	Link with WCBC Governor Support
Current teaching and non-teaching staff undertake equality and diversity training in line with the induction	SLT & Administration team	Number of staff accessing learning	When possible
Introduce equality and diversity elements within the new starters induction	SLT & Administration team	Number of new staff completing equality induction e module	Autumn 2019
Use staff appraisal processes to identify equality and human rights training needs	Line Managers	Training Records on Performance Management completed.	Annually

Staff to maintain familiarisation with WCBC adopted policies	SLT & Administration Team	All Staff aware of content of WCBC policies	In line with Review cycle of individual policies
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Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

School Improvement plan

Staff meeting minutes

SLT meeting minutes

Governing Body meeting minutes

Induction Pack

In service training

LA training

Appendix 2. Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a</p>	<p>1. Collate a Resource Bank for pupils with Sensory Disabilities.</p> <p>(Medium Term)</p>	<p>Resources to be identified and a pack made available of any free resources. A list will be produced to include other resources that may be available at a cost. The list will:</p> <ul style="list-style-type: none"> • Identify the Resource • Identify the 	ALNCo & Resourced Provision Teacher	July 2020	A comprehensive list of resources available and how they can be accessed will be available to all.

	<p>disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Interactive whiteboards are available in all classrooms</p>	<p>2. Text to speech software and accompanying required equipment such as headphones to be made available to any pupil identified as requiring it. (Medium Term)</p>	<p>supplier of the resource and their contact /ordering details</p> <ul style="list-style-type: none"> Identify any resources in school & their location Identify the sensory disability the resource targets. <p>Zero cost implication</p> <p>IT co-ordinator to explore options available to schools. Software to be</p>	<p>Lauren Jones ALNCo</p>	<p>July 2019</p>	<p>Text to speech software can be accessed by all pupils that require it to access the curriculum without a delay in it being obtained.</p>
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			<p>installed on ipads and computers if as a free download. If the software needs to be purchased, details of this are to be retained and passed onto the ALNCo for use as the need arises. Zero cost implication if obtained as a free download rising to a maximum of £500.00 if required.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>Hafod y Wern School moved into a new purpose built single storey school building in January 2017. The building was</p>	<p>1. To ensure Library Shelves across the school are wheelchair accessible (short</p>	<p>1. Specific dimensions for gaps to be researched and Library shelving to be repositioned.</p>		<p>July 2019</p>	<p>Pupils who use wheelchairs will be able to access library shelves unaided.</p>

	<p>constructed to be fully compliant with the requirements of the act and the environment meets the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Door Width • Disabled parking bays • Level entrances • Disabled toilets and changing facilities • Access to all areas of school building 	term)	Zero cost implication.			
		2. To ensure internal and external signage is compliant with the act (medium term)	2. Liaise with Access and School Places Lead at Wrexham County Borough Council regarding school being including promptly in the current scheme of works being conducted in this area when it is rolled out to schools. Act on advice arising from the scheme of works in replacing or adding to signage	Sheila Groom (Caretaker) Simon Edwards (Headteacher) Sarah Hudson (Administrator)	July 2020	Confirmation will be received from Local Authority that the signage is all now compliant with the act as required following participation in the scheme of works.

			as required. Cost implication will vary from zero to £2,000.00			
		3. To create wheelchair-accessible pathways around both the Mentoring Garden and Foundation Phase Garden (medium term)	3. Quotes to be obtained from contractors re cost and timescales of work required. Outside funding in the form of grants to be researched and applied for. Cost implication has been estimated to be	Sheila Groom (Caretaker) Simon Edwards (Headteacher) Sarah Hudson (Administrator) Katherine Minson (Foundation Phase)	July 2020	Wheelchair users will be able to access both gardens unaided.

			upwards of £5,000.00. This can be revised when quotes have been received.	Leader)		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources including all National Test papers • Non Verbal Gestures • Pictorial Cues • Staff trained in 	1. Ensure that sufficient staff members are trained in Makaton (Short – Medium Term)	<p>Training timetable and record to be collated. Training up to the appropriate level to be booked for identified staff.</p> <p>Cost Implication approximately £80.00 per session per person. (2 sessions would</p>	<p>Resource Provision Teacher</p> <p>ALNCo</p> <p>Sarah Hudson (School Administrator)</p> <p>Resource</p>	<p>July 2019 and Ongoing</p> <p>July 2019</p>	

	<p>Makaton, a variation of sign language</p> <ul style="list-style-type: none"> • Elimination of background noise from learning areas 	<p>2.To provide pupils/new starters with information on alternative ways that information can be delivered to them.</p>	<p>cover up to Level 4)</p> <p>Information Flyer to be produced to be included with starter packs for new pupils and displayed on school website and around school</p>	<p>Provision Teacher</p> <p>ALNCo</p> <p>Sarah Hudson (School Administrator)</p>		
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Available in other languages and formats on request