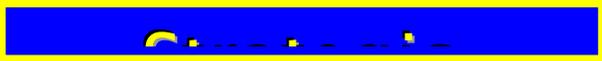


# Saint Joseph's



Date endorsed by  
Governing Body :

Catholic Primary School states that its mission is to be:

St Joseph's Catholic Primary School states that its mission is to be:

## **One Family – Many Gifts Un Teulu – Anrhegion Di-ri**

### **Introduction and Context**

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs. It should be used in conjunction with the accompanying guidance.

This template was produced as part of a collaborative exercise between the authorities of the South West and Mid Wales Authorities' Consortium, in partnership with officers of the Welsh Local Government Association (WLGA).

Schools were required to develop and publish Equality Objectives and a Strategic Equality Plan by 2<sup>nd</sup> April 2012, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Headteachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....Date

**Scheme due for review: October 2025**

## **Contents of our Strategic Equality Plan (SEP)**

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**Appendices**

- App. 1      Regional Equality Objectives**
- App. 2      School Equality Objectives and Action Plan**
- App. 3      School Access Plan (use current plan for 2022-2025)**

# **1. Our Distinctive Character, priorities and Aims**

## **1.1 School values**

### **One Family – Many Gifts Un Teulu – Anrhegion Di-ri**

#### **Vision Statement**

St. Joseph's provides a small, caring, nurturing Catholic environment where all pupils receive encouragement and guidance to develop their abilities and talents to the full; reflecting our Mission statement, "One Family, Many Gifts", whilst living out the Gospel Values.

We aim to create an inclusive environment where pupils are encouraged to form healthy relationships, be happy, literate, numerate and digitally competent, creative, confident and resilient learners; proud of their Welsh heritage. We challenge our pupils to reach their full potential, equipping them with the skills necessary to continue on their journey of life-long learning and to leave our school with happy memories of their formative years.

## **1.2 Characteristics of our school**

St Joseph's Catholic Primary School mainly serves the Catholic community of Neath and the surrounding area. The social and economic backgrounds of pupils are neither advantaged nor disadvantaged. Some 43% of pupils (Reception to Year 6) are eligible for free school meals. The school provides education for pupils aged three to eleven. Around 24% of the pupils have been identified as having additional learning needs (ALN). Currently 3 pupils have a statement of special educational need. One pupil has a School Maintained IDP and two pupils have LA maintained IDP's. Three pupils speak English as an additional language (EAL). No pupils speak Welsh as a first language. There is currently 1 pupil 'looked after' by the local authority. At present there are 119 pupils on the school's roll, including 11 pupils in the

nursery, attending for the mornings only. Children under five are taught in one class that includes both Nursery and Reception age children. The Acting Headteacher took up her post in January 2023.

### **1.3 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.

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 according to the various protected characteristics 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 the various protected characteristics, 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;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

### **1.4 Setting our equality objectives**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking 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
  - c. encouraging 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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- Views expressed by stakeholders that have been involved in the development of the scheme;
- Issues arising as a result of our analysis of our pupil data.

The delivery of our SEP will contribute to all of our actions and commitments to:

- Raise standards;
- Narrow the attainment gap in outcomes for children and young people;
- Improve outcomes as described within the Children and Young People Plan (CYPP);
- Promote community cohesion

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity 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 the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

### **2.2 Senior Management Team (SMT)**

The SLT promotes equality and eliminates discrimination by:

- Implementing the school's SEP, supported by the governing body in doing so;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- Ensuring 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;
- Promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- Developing and using our own support resources

## **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **3. Information gathering**

### **3.1 Purpose and process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate Equality Impact Assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- An analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups;
- Children and young people's views actively sought and incorporated in a way that values their contribution;
- Information about how different groups access the whole curriculum and how they make choices between subject options;
- Sports and activities choices of all groups;
- Uptake of enrichment activities by group;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### **3.3 Engagement**

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

## **4. Equality Impact Assessment (EIA)**

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion or (non-) belief
- Sex
- Sexual Orientation
- Welsh Language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

## 5. **Objectives and Action Plans**

Our chosen Equality Objectives are

1. *Raising standards for all pupils.*
2. *Developing our evidence base.*
3. *Raise awareness of equality and diversity issues amongst Pupils, Staff and Governors.*

- Further information on how we will achieve these objectives is contained in Appendix1.
- The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

## 6. **Publication and reporting**

The school will publish the SEP on our school website and make it available from the school office. It is accessible to all staff via the school's computer network. The Plan will be available in a range of formats on request.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

- Revisiting and analysing the information and data used to identify priorities for our Equality Objectives;
- Undertaking an annual review of progress against our Equality Plan.

We will undertake a full review of our SEP by October 2025.

## **Appendices**

- App. 1 Regional Equality Objectives**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 Current school Access Plan**

## **Regional Equality Objectives**

### **South West and Mid Wales Authorities Consortium (ERW)**

#### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

#### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

**Strategic Equality Plan 2022 – 2025**  
**Equality Objectives and Action Plan**

Appendix  
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<b>Equality Objective 1.</b> Publish and promote the schools' reviewed Strategic Equality Policy (SEP) developed in line with the Equality Act through the school community.				
<b>Our Research:</b> Stakeholders unaware of the reviewed Strategic Equality Plan and how the objectives are to be implemented.				
<b>Information from Engagement:</b> To make stakeholders aware of the school's equality objectives by presenting them in school newsletters and on the website and by discussing them at staff and governor meetings.				
<b>Data Development:</b> Further data will be collected from stakeholders to measure success and that the equality plan and objectives are understood by all stakeholders.				
<b>This objective will be judged to be successful if...</b> Key stakeholders (staff, parents and governors) show a very good understanding of the school's equality objectives and contribute positively to the implementation of the action plans.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Publish equality objectives in newsletters and on the school website.	HT	Oct 2022	Ongoing
1.2	Discuss SEP and equality objectives in staff and governor meetings	HT	Oct 2022	Ongoing
1.3	Ensure stakeholders are invited to contribute to the implementation of the action plan in order to achieve the equality objectives.	HT Stakeholders	Sept 2022	Ongoing

**Strategic Equality Plan 2022 – 2025**  
**Equality Objectives and Action Plan**

<b>Equality Objective 2</b>				
Ensure there is high quality access to information and physical access to the school for all pupils, parents, staff and governors and members of the wider community.				
<b>Our Research:</b>				
We need to be confident that all pupils, staff and visitors can reasonably access all areas of the school and are not justifiably disadvantaged in any way. Whilst we have a Disability Access Scheme and Access Plans, we need to cater for the needs of all protected groups outside the scope of the Disability Access Plans.				
While improvements have been made to improve access into and around the building, within the strategy and access plan needs to ensure that the improvements continue and that pupils with disabilities are able to participate as far as reasonably possible in all school activities.				
<b>Information from Engagement:</b>				
The school makes a strong commitment to ensuring a wide range of learning experiences. It is therefore, essential, that should the occasion arise, pupils with disabilities are provided with access to all these learning opportunities.				
<b>Data Development:</b>				
N/A				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>We demonstrate that disabled children have the same (wherever reasonable) opportunities to access off site activities as other children especially outdoor education.</li> </ul>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Staff meetings to discuss ways of ensuring access for disabled children to off site activities and school trips.	All Staff HT	When need established	When need established
1.2	Should the need arise, a guidance document would be produced by the school to support and assist teachers and other staff who are planning to take disabled children to off site activities particularly outdoor education visits at local woodlands and beaches etc.	All Staff HT	When need established	When need established

**Strategic Equality Plan 2022 – 2025**  
**Equality Objectives and Action Plan**

<b>Equality Objective 3.</b>				
Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.				
<b>Our Research:</b>				
Evidence indicated a strong link between attendance and achievement. Individual children and groups exist with poor attendance. These are closely monitored by both the school and LEA. Most at risk are those pupils with poor attendance rates receiving free school meals and those on the ALN register. In some cases there are issues in need of addressing.				
<b>Information from Engagement:</b>				
Staff meetings and analysis of attendance data have identified the link between children receiving free school meals, being on the ALN register and having poor attendance in some cases. Other examples of poor attendance have also been identified by staff.				
<b>Data Development:</b>				
To gather further information on the attendance rates of pupils at risk to identify whether there are any gaps in the attendance of these pupils.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• We have identified any problems with the attendance rates of groups of pupils at risk and</li> <li>• We have implemented systems and procedures to raise rates of attendance with these particular groups of children.</li> </ul>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Whole staff analysis of attendance data to identify any attendance gaps for groups of pupils who share particular protected characteristics e.g. on ALN register, receiving free school meals, looked after children etc.	HT EWO All Staff	Oct 2019	Ongoing
1.2	Implemented a range systems and procedures to raise rates of attendance with these particular groups of children who are identified at risk and have identified as having poor attendance	HT EWO All Staff	Oct 2019	Ongoing

Accessibility Plan 2022 – 2025

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**PART A : Improving the physical environment of schools to increase the extent to which people can take advantage of education and associated services in schools**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost	6. Monitoring	7. Evaluation
<p><b><u>Short Term (1 Year)</u></b>                      Ensure front entrance access is appropriate for disabled people.</p> <p>Ensure emergency and evacuation systems are set up for ALL pupils.</p>	<p>Front entrance fully accessible to disabled people.</p> <p>Emergency and evacuation systems established for ALL pupils.</p>	<p>Headteacher Governing Body</p> <p>NPT Local Education Authority Headteacher Governing Body</p>	<p>Ongoing</p>	<p>Surveys and questionnaires completed by able and disabled people.</p> <p>Fire Service inspection.</p>	<p>Ongoing</p>
<p><b><u>Medium Term (2 Years)</u></b>                      Ensure pathways around the school site and routes are fully accessible and parking arrangements safe.</p> <p>Make sure disability signage is well positioned to disabled access areas.</p>	<p>Pathways around the school site and routes are fully accessible and parking arrangements are safe.</p> <p>Disability signage is well positioned to disabled access areas.</p>	<p>Headteacher Governing Body</p> <p>Headteacher Governing Body</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Discussions with disabled people using the site, and/or people with direct experience of disabled people. Are routes and pathways logical?</p> <p>Discussions with people with direct experience of disability. Is signage well positioned and effective?</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b><u>Long Term (3 Years +)</u></b>                      Review existing disability access – ensure the size and layout of all areas.</p>	<p>Existing disability access is effectively reviewed and updated – ensuring the size and layout of all</p>	<p>Headteacher Governing Body</p>	<p>Ongoing</p>	<p>Discussions with individuals with direct experience of disability, staff discussions etc.</p>	<p>Ongoing</p>

	areas allows access for all pupils.			Are we providing effective disability access?	
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### Accessibility Plan 2022 – 2025

#### **PART B : Increasing the extent to which disabled pupils can participate in the school curriculum**

<b>1. Activities</b>	<b>2. Success Criteria</b>	<b>3. Responsibility</b>	<b>5. Cost</b>	<b>6. Monitoring</b>	<b>7. Evaluation</b>
<p><b><u>Short Term (1 Year)</u></b> Ensure teachers and assistants have the necessary training to teach and support disabled pupils.</p> <p>Ensure classrooms are optimally organised for disabled pupils.</p>	<p>Teachers and assistants received the necessary training to teach and support disabled pupils.</p> <p>Classrooms are optimally organised for disabled pupils.</p>	<p>INSET Co-ordinator Headteacher</p> <p>Headteacher Governing Body</p>	<p>Grants Budget if appropriate</p>	<p>Training feedback to be provided by attendees to all staff.</p> <p>Discussions with parents of disabled children, staff discussions etc.</p>	<p>Ongoing</p>
<p><b><u>Medium Term (2 Years)</u></b> <b><u>(Should occasion arise)</u></b> Encourage disabled pupils to take part in music, drama and physical activities.</p> <p>Explore and provide alternative ways of giving access to disabled pupils who can not engage in particular activities</p>	<p>Disabled pupils to take part confidently in music, drama and physical activities.</p> <p>Alternative ways of giving access for disabled pupils who can not engage in particular activities has effectively provided.</p>	<p>Headteacher Governing Body</p> <p>Headteacher Governing Body</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Discussions with parents of disabled children, staff discussions etc. Are disabled pupils participating?</p> <p>Discussions with parents of disabled children, staff discussions etc. to monitor progress.</p>	<p>Ongoing</p>

<b>Long Term (3 Years )</b> Ensure all school trips and visits, including residential visits are made accessible to all pupils irrespective of attainment or impairment	All school trips and visits, including residential visits are made accessible to all pupils irrespective of attainment or impairment.	Headteacher Governing Body Class Teachers	Ongoing	Discussions with parents of disabled children, staff discussions etc. to monitor progress. Have disabled pupils attended all trips/visits?	Ongoing
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### Accessibility Plan 2022 – 2025

#### **PART C : Improving the delivery to disabled of written information provided to pupils who are not disabled**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost	6. Monitoring	7. Evaluation
<b>Short Term (1 Year)</b> Ensure that staff are familiar with technology and practices developed to assist people with disabilities. Ensure Governing Body is aware of their duties and responsibilities under the EA.	Staff are familiar with technology and practices developed to assist people with disabilities.  GB is aware of their duties and responsibilities under the EA.	Headteacher Staff Governing Body  Governing Body	Ongoing   Ongoing	Staff discussions as part of Performance Management to monitor familiarity with technology.  GB meetings. Governor discussions.	Ongoing

<p><b>Medium Term (2 Years)</b></p> <p>Ensure that information is presented to groups in a way which is user friendly for people with disabilities.</p> <p>Use facilities to provide written information in a variety of font sizes.</p>	<p>All information is presented to groups in a way which is user friendly for people with disabilities.</p> <p>Written information provided in a variety of font sizes.</p>	<p>Headteacher Staff Governing Body</p> <p>Headteacher Staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Discussions with disabled people using information presented in a way that is user friendly for people with disabilities.</p> <p>Is the presentation of information appropriate? What more do we need to do?</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b>Long Term (3 Years +)</b></p> <p>Provide information in simple language, symbols, large print or in Braille (as need dictates) for people who have difficulty with standard forms of printed information.</p>	<p>Information provided in simple language, symbols, large print or in Braille (as need dictates) for people who have difficulty with standard forms of print.</p>	<p>Headteacher Staff Governing Body</p>	<p>Ongoing</p>	<p>Review our current practices and assess the need for provide information in simple language etc. Discussions with people with disabilities who may benefit from this intervention.</p>	<p>Ongoing</p> <p>Ongoing</p>

