

*St. Joseph's Catholic School & Sixth Form Centre*  
Ysgol Gatholig San Joseff

## **Strategic Equality Plan**



*This plan is modelled on the Strategic Equality Plan for Schools - Model Template published by the South West and Mid Wales Authorities' Consortium (SWAMWAC).*

**Strategic Equality Plan agreed by Governors**

# Contents of our Strategic Equality Plan (SEP)

<b>1. Our school</b>	
1.1 Mission	
1.2 Characteristics and context	
1.3 Mainstreaming equality into policy and practice	
1.4 Setting our equality objectives	
<b>2. Responsibilities</b>	
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff – teaching and non-teaching	
<b>3. Information gathering and Engagement</b>	<b>8</b>
3.1 Purpose and process	
3.2 Types of information gathered	
<b>4. Equality Impact Assessment</b>	<b>10</b>
<b>5. Objectives and Action Plans</b>	<b>10</b>
<b>6. Publication and reporting</b>	<b>11</b>
<b>7. Monitor and Review</b>	<b>11</b>

## Appendices

<b>App. 1</b>	<b>Regional Equality Objectives</b>
<b>App. 2</b>	<b>School Equality Objectives and Action Plan</b>
<b>App. 3</b>	<b>School Access Plan</b>

# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

“BECOMING FULLY HUMAN IN CHRIST”

St Joseph’s Catholic School & Sixth Form Centre is committed to bringing the mission of Christ alive among all those associated with our community. Becoming fully human in Christ means that we must develop all aspects of our humanity – academic, emotional, physical, social and spiritual. Our mission, rooted in the words of St. John’s Gospel (“I have come that they may have life and have it to the full” 10:10) underpins everything which happens within the school and between the school and other communities. It applies to the pupils, students and staff of the school and to those who govern the school.

At St Joseph’s Catholic School & Sixth Form Centre, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Joseph’s we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics and context

Our school is an English medium, voluntary-aided secondary school and sixth form centre catering for 820 pupils aged between 11 and 19, over 200 of which are in the sixth form. St. Joseph’s is in the Catholic diocese of Menevia and the County Borough Council of Neath-Port Talbot.

St. Joseph’s is the only faith secondary school in the LA and is able to provide for baptised Catholics – most of whom come from Catholic primary schools in the LA – and for others who are supportive of and who wish to benefit from our distinctive Catholic, Christian ethos. In recent times St. Joseph’s has been able to welcome pupils from increasingly diverse cultural, ethnic, religious and social backgrounds.

St. Joseph’s is situated in the Fairfield/Aberafan area of Port Talbot. It is essentially an urban school though we draw pupils from all over Neath-Port Talbot. A small number of pupils come from other authorities (Swansea, Bridgend). Approximately 23% of pupils are reliant on school bus services and families are vulnerable to potential decisions to remove subsidies. St. Joseph’s provides for most learners on site but some learning opportunities are provided off-site through collaborative partnerships with other institutions (e.g. Neath College).

The school was built in 1964 with additions in 1977 (Sixth Form block), 1997 (SEN block) and 2001 (New Hall). Whilst some refurbishment and maintenance work has taken place over the years, many parts of the school are in need of significant improvement. St. Joseph's is included in the next phase of LA 21<sup>st</sup> century school rebuilding programme but this in relation to a new 11-16 school only. This is of major concern to all associated with the school community.

Another significant challenge is posed by the school's deficit budget. This resulted in 5 members of staff being made redundant at the end of the last academic year. The governing body, the new headteacher (appointed in April 2012) and the senior leadership team continue to work to clear the deficit whilst maintaining a commitment to improve educational standards.

St. Joseph's was last inspected in February 2007 and is likely to be inspected in the spring of 2013. The school is currently in Band Three according to the most recent national banding exercise (December 2011).

The school takes particular pride in its Catholic Christian ethos. The mission statement of the school is 'becoming fully human in Christ'. At the heart of school life are prayer and liturgy, Religious Education and the communication of care for others. Consequently, St. Joseph's is a happy and positive school with a particularly strong tradition of commitment and participation, for the benefit of the school community and beyond.

### **1.3 Mainstreaming equality into policy and practice**

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 discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include 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 any protected characteristic defined within the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- gender
- sexual orientation.

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 people who share a relevant protected characteristic and people who do not share it; this means
3. Foster good relations between people who share a relevant protected characteristic and people who do not share it

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

- the regional equality objectives identified in **Appendix 1**;
- views expressed by school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data (e.g. attainment data of boys v. girls; attainment of pupils entitled to free school meals).

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

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

## 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<sup>1</sup>;
- 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 Leadership Team (SLT)

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 appointment-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 injustice, bullying, harassment or discrimination according to LA and school policies;
- ensuring that all staff are aware that equality is a whole school priority

---

<sup>1</sup> Some positions in a Catholic school require that those appointed be practicing Catholics (e.g. Headteacher, Head of RE. Such requirement is protected by legislation.)

## **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;
- supporting the work of Heads of Department to devise and deliver schemes of work that implicitly and explicitly embed principles of equality;
- challenging any incidents of prejudice and discrimination, and recording any serious incidents as prescribed in LA and school policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging 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 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:

- the views of pupils via school council in particular
- the views of parents and carers
- the views of partners working with the school (e.g. school counsellor, 5x60 officer)
- the views of governors
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate
- pupil attainment and progress data relating to different groups

- 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

## 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## 5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Raise standards for all learners
2. Improve attendance levels of all learners
3. Raise awareness of equality and diversity issues among pupils staff and governors
4. Establish as an integral part of strategic planning the identification and accommodation of vulnerable pupils in order to maximise their chances of success

Further information on how we will achieve these objectives is contained in Appendix 1.

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

We will publish our SEP on our school website and make it available from the school office. It is accessible to all staff via our computer network. The SEP will also be included in the documentation accompanying the school prospectus. We will take all reasonable steps to make the SEP 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 to Parents.

All data collected will be used solely for the purpose of analyzing 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 objectives.

We will undertake a comprehensive review of our SEP by September 2016

Initial Policy Review Date to monitor review of Action Plan: September 2013

# *St. Joseph's Catholic School & Sixth Form Centre*

## Strategic Equality Plan

### 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 (swamwac)

#### **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.

# St. Joseph's Catholic School & Sixth Form Centre

## Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plans

<b>Equality Objective 1</b>		<b>Raise standards for all learners</b>		
<b>Task(s)</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Outcome</b>	<b>Progress update (completed annually)</b>
<b>Year One: 2012-2013</b>				
1. Analyses of performance data used to inform self-evaluation reports and plans for improvement. 2. Formulation of School Improvement Plan and Dept. Improvement Plans targeting areas for improvement	Governing Body (overview) SLT Heads of Dept. Heads of Year	KS3 July 2013 KS4 October 2013 Post-16 October 2013	Improvement secured in targeted areas with all groups and learners achieving higher standards.	
<b>Year Two: 2013-2014</b>				
1. Analyses of performance data used to inform self-evaluation reports and plans for improvement. 2. Formulation of School Improvement Plan and Dept. Improvement Plans targeting areas for improvement	Governing Body (overview) SLT Heads of Dept. Heads of Year	KS3 July 2014 KS4 October 2014 Post-16 October 2014	Improvement secured in targeted areas with all groups and learners achieving higher standards.	
<b>Year Two: 2014-2015</b>				
1. Analyses of performance data used to inform self-evaluation reports and plans for improvement. 2. Formulation of School Improvement Plan and Dept. Improvement Plans targeting areas for improvement	Governing Body (overview) SLT Heads of Dept. Heads of Year	KS3 July 2015 KS4 October 2015 Post-16 October 2015	Improvement secured in targeted areas with all groups and learners achieving higher standards.	
<b>Year Four: 2015-2016</b>				
1. Analyses of performance data used to inform self-evaluation reports and plans for improvement. 2. Formulation of School Improvement Plan and Dept. Improvement Plans targeting areas for improvement	Governing Body (overview) SLT Heads of Dept. Heads of Year	KS3 July 2016 KS4 October 2016 Post-16 October 2016	Improvement secured in targeted areas with all groups and learners achieving higher standards.	

<b>Equality Objective 2</b>		<b>Improve attendance levels of all learners</b>		
<b>Task(s)</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Outcome</b>	<b>Progress update (completed annually)</b>
<b>Year One: 2012-2013</b>				
1. Analysis of attendance data to identify individual students and student groups whose attendance is in need of improvement. 2. Formulation of attendance improvement plans identifying tasks and strategies to assist students to improve their attendance.	Governing Body (overview) SLT Heads of Year EWO ASO	On-going (fortnightly, termly, annually) monitoring and planning. A particular focus in meetings between SLT and pastoral leaders and for pastoral teams.	Improvement secured for targeted individuals and groups and attendance improved overall.	
<b>Year Two: 2013-2014</b>				
1. Analysis of attendance data to identify individual students and student groups whose attendance is in need of improvement. 2. Formulation of attendance improvement plans identifying tasks and strategies to assist students to improve their attendance.	Governing Body (overview) SLT Heads of Year EWO ASO	On-going (fortnightly, termly, annually) monitoring and planning. A particular focus in meetings between SLT and pastoral leaders and for pastoral teams.	Improvement secured for targeted individuals and groups and attendance improved overall.	
<b>Year Two: 2014-2015</b>				
1. Analysis of attendance data to identify individual students and student groups whose attendance is in need of improvement. 2. Formulation of attendance improvement plans identifying tasks and strategies to assist students to improve their attendance.	Governing Body (overview) SLT Heads of Year EWO ASO	On-going (fortnightly, termly, annually) monitoring and planning. A particular focus in meetings between SLT and pastoral leaders and for pastoral teams.	Improvement secured for targeted individuals and groups and attendance improved overall.	
<b>Year Four: 2015-2016</b>				
1. Analysis of attendance data to identify individual students and student groups whose attendance is in need of improvement. 2. Formulation of attendance improvement plans identifying tasks and strategies to assist students to improve their attendance.	Governing Body (overview) SLT Heads of Year EWO ASO	On-going (fortnightly, termly, annually) monitoring and planning. A particular focus in meetings between SLT and pastoral leaders and for pastoral teams.	Improvement secured for targeted individuals and groups and attendance improved overall.	

<b>Equality Objective 3</b>		<b>Raise awareness of equality and diversity issues among pupils staff and governors</b>		
<b>Task(s)</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Outcome</b>	<b>Progress update (completed annually)</b>
<b>Year One: 2012-2013</b>				
Promotion of knowledge and understanding of equality and diversity issues	Governing Body (overview) SLT Middle leaders	Autumn Term 2012 for initial presentations and on-going reminders thereafter	Publication and circulation of SEP. SEP presented formally to Governors, staff and the school council. Principles of equality and diversity presented to all students via assemblies.	
<b>Year Two: 2013-2014</b>				
On-going promotion of knowledge and understanding of equality and diversity issues by means of improved levels of engagement with the student body	Governing Body (overview) SLT Middle leaders	Questionnaire to all pupils in summer term to inform annual review of SEP.	Continued promotion of equality and diversity issues and improved awareness of SEP. SEP used more effectively to inform strategic planning.	
<b>Year Two: 2014-2015</b>				
On-going promotion of knowledge and understanding of equality and diversity issues by means of improved levels of engagement with parents and carers	Governing Body (overview) SLT Middle leaders	Questionnaire to all parents in summer term to inform annual review of SEP.	Continued promotion of equality and diversity issues and improved awareness of SEP. SEP used more effectively to inform strategic planning.	
<b>Year Four: 2015-2016</b>				
On-going promotion of knowledge and understanding of equality and diversity issues by means of improved levels of engagement with representatives of protected groups	Governing Body (overview) SLT Middle leaders	Questionnaire to members of protected groups and a range of representative organisations in summer term to inform annual/final review of SEP 2012-2016.	Continued promotion of equality and diversity issues and improved awareness of SEP. SEP used more effectively to inform strategic planning.	

<b>Equality Objective 4</b>		<b>Establish as an integral part of strategic planning the identification and accommodation of vulnerable pupils in order to maximise their chances of success</b>		
<b>Task(s)</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Outcome</b>	<b>Progress update (completed annually)</b>
<b>Year One: 2012-2013</b>				
1. Analyses of performance data used to inform judgements about the achievements of vulnerable pupils. 2. Formulation of initial plan to support vulnerable pupils.	Governing Body (overview) SLT Heads of Dept. Heads of Year	Outline plan by September 2012. Continued MER of PVR Plans.	Initial use of Pupil Vulnerability Response Plans Raised staff awareness of the need to respond	
<b>Year Two: 2013-2014</b>				
1. Analyses of performance data used to inform judgements about the achievements of vulnerable pupils. 2. Evaluation of the effectiveness of PVR Plans. 3. Formulation of new PVR Plans (improved where necessary).	Governing Body (overview) SLT Heads of Dept. Heads of Year	Continued MER of PVR Plans	Improved outcomes of vulnerable pupils Continued staff awareness of the need to respond	
<b>Year Two: 2014-2015</b>				
1. Analyses of performance data used to inform judgements about the achievements of vulnerable pupils. 2. Evaluation of the effectiveness of PVR Plans. 3. Formulation of new PVR Plans (improved where necessary).	Governing Body (overview) SLT Heads of Dept. Heads of Year	Continued MER of PVR Plans	Improved outcomes of vulnerable pupils Continued staff awareness of the need to respond	
<b>Year Four: 2015-2016</b>				
1. Analyses of performance data used to inform judgements about the achievements of vulnerable pupils. 2. Evaluation of the effectiveness of PVR Plans. 3. Formulation of new PVR Plans (improved where necessary).	Governing Body (overview) SLT Heads of Dept. Heads of Year	Continued MER of PVR Plans	Improved outcomes of vulnerable pupils Continued staff awareness of the need to respond	

## St Joseph's Catholic School &amp; Sixth Form Centre

## DISABILITY EQUALITY SCHEME ACCESSIBILITY PLAN

	TARGETS	STRATEGIES	OUTCOME(S)	TIMEFRAME	GOALS ACHIEVED
Short Term	Availability of written material in alternative formats/sizes	Provide written material in larger font sizes. Provide yellow (or other) filters for reading.	Greater accessibility to written documentation	Immediate	Delivery of information to those with visual disability is improved
Short Term	Improve emergency exits so that they are fit for use by all school members and visitors	Fit ramps where needed.	Improved emergency evacuation for wheelchair users	By October 2012	Improved accessibility to emergency exits
Short Term	Improve emergency egress plans for members of staff with mobility challenges	Provide accommodation suited to the needs of individuals	Improved emergency evacuation for staff with mobility challenges	By October 2012	Improved accessibility to emergency exits
Short Term	Improve emergency egress plans for pupils with mobility challenges	Adjust rooming allocation of the timetable to ensure that classes with wheelchair users are given priority to the use of ground floor rooms.	Improved emergency evacuation for users of wheelchairs	Immediate	Improved accessibility to emergency exits
Short Term	Review current policies to ensure that they allow for	Amend and update policies as appropriate	Improved understanding (all stakeholders) of the	Policies reviewed according to a schedule	Improved access to the curriculum and wider opportunity for

	accessibility		role of policy in improving accessibility		all
Medium Term	Audit extra-curricular activity of disabled pupils to inform planning of events and activities	Amend and update programmes	Pupils with disabilities engaged in extra-curricular activity and sport	On-going MER and planning	Improved access to extra-curricular activity and sport
Medium Term	Training and advice for teachers and associate staff on differentiation techniques	Audit and review current procedures and draw up appropriate training plans based of the needs of pupils	Improved ability of teachers and associate staff to meet the needs of pupils when accessing the curriculum	Rolling programme as budgets allow	Improved access of pupils to the curriculum
Medium Term	Ensure specialist CEG for pupils with disability	Audit and set up programme in conjunction with the careers service	Specialist advice and guidance secured	Programme to accord with needs of pupils	Improved access to specialist careers advice and guidance
Long Term	Incorporation of appropriate colour schemes when refurbishing to benefit any pupils and staff (actual or potential) with visual impairments.	Seek appropriate and specialist advice and guidance (e.g. from LA and RNIB)	Classrooms more accessible to visually impaired people	Rolling programme of maintenance and refurbishment	Accessibility improved for visually impaired people
Long Term	Install induction loop in reception, lecture theatre and school halls to benefit any pupils and staff (actual or potential) with hearing impairments.	Seek appropriate and specialist advice and guidance (e.g. from LA and NDCS)	Areas more accessible for hearing impaired children, staff, parents and visitors	Programme to be established as budgets allow.	Accessibility improved for hearing impaired people

