HEATHFIELD COMMUNITY SCHOOL

Equalities Duty Policy

Part 1   Equality Information

Part 2   Equality Data

Part 3   Equality Objectives
Action Plan 2018 – 2022

Protected Characteristics

The new Equality Duty replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age (for adults only)
- Disability
- Gender reassignment
- Marriage and civil partnership (just with regard to the need to eliminate discrimination)
- Pregnancy and maternity
- 'Race' (this includes ethnic or national origins, colour or nationality)
- Religion or belief (this includes lack of belief)
- Sex (gender)
- Sexual orientation

NB – The term 'ethnicity' is generally preferable to 'race' (which has no scientific basis) and is used in this guidance.

Outline

General Duty

- Eliminate unlawful discrimination, harassment, victimisation.
- Advance equality of opportunity (protected characteristics).
- Foster good relations (protected characteristics).

Specific Duties

- Publish information (incl data) on pupils (and employees) to demonstrate compliance with the general duty.
- Prepare and publish a suitable number of equality objectives.

Other

- Update equality policies.
- Publish equalities statement.

Nicola Patmore
Reviewed : April 2019
Next review : May 2021

HEATHFIELD COMMUNITY SCHOOL

Equality Information

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

2. Our objectives for the July 2018 to July 2022:

- To raise achievement in FSM (Free School Meals) and therefore narrow the gap between FSM and non-FSM at the end of Key Stage 4.
- To raise achievement for this group of students on SEND (Special Educational Needs & Disabilities) School Action Plus.
- To raise the achievement of students with FSM, SEND EHCPs and Low Attainers
- To raise the achievement of High Attainers in all groups.
- Implement a range of measures to improve accessibility for people with specific impairments (see also Learning Support Team Development Plan and School Management Plan A11 Disability Access).
- To investigate whether there is a need for translated letters to be sent home.
- To raise attendance for all groups especially PP and SEND.
- To reduce Fixed Term Exclusions for all groups – especially PP and SEND.

These were chosen in consultation with staff, Senior Leadership Team and Access Group with reference to other school documents (eg School Development Policy, Raise Online data).

3. Information about what our school does to promote equality

Type of information	Evidence available and how this can be obtained
Data about the school population and differences of outcome	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English and Religion/Belief.	We hold this data as part of our Equalities Duty Action Plan, Appendix 1 – Heathfield Community School Equality Data – pupil population.
2. Our school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	We hold this data as part of our Equalities Duty Action Plan, Appendix 1 – Heathfield Community School Equality Data – pupil population.
3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	We hold this data as part of our Equalities Duty Action Plan, Appendix 1 – Heathfield Community School Equality Data – pupil population.

4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.	Our objectives for the July 2018 to July 2022 period (specified above) were based on the following data and other information: e.g. attainment, attendance, rewards and sanctions, exclusions, engagement in the extended life of the school, prejudice related incidents. Based on the following data and other information 1. Attainment / Raise online 2. Behaviour Records & FTE data 3. GCSE analysis 4. Attendance data

Documentation and record-keeping	
5. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the school improvement plan and self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	Relevant documents are available on our website or from the school office.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.	Governing Body reports and minutes of meetings are held in school as are records of staffing meetings.
7. Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their potential.	

Responsibilities	
8. A senior member of staff has special responsibility for equalities matters.	If you wish to discuss equality matters please contact Nicola Patmore via school office.
9. A member of the governing body has a watching brief for equalities matters.	If you wish to see records relating to particular decisions, please contact the Clerk to the Governing Body.

Staffing	
10. The school has data on its workforce composition broken down by disability, ethnicity and gender.	This information is not publicly available as it is not good practice to publish information which due to small numbers would allow individuals to be identified. If you wish to discuss such information please contact Nicola Patmore via school office.
11. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.	Examples of this include: • Whole staff training about teaching, students with Autism, SEND, HPA, PP. • Ongoing discussions in SDG/Staff Meetings. • Discussions in staff meetings about the Equalities Duty and the objectives.
12. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.	We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment.
13. Our other policies, including our pay policy, uphold good equalities practice.	Our policies are available on our website:

Behaviour and safety	
14. There are clear procedures for dealing with prejudice-related bullying and incidents.	Our Equal Opportunities Policy and Anti-Bulling Policy are followed when responding to prejudice-related bullying and incidents. This is available from school. We log racist incidents with the Local Authority and follow up appropriately, accessing external support and teaching for students when necessary. The above is also relevant to staff. Also see relevant policies.
15. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	• Student support questionnaire includes bullying and cyberbullying (July and annually). • The annual ICT questionnaire asks students if there are areas in school that they don't feel safe. • Add equalities questionnaires to crash PSHE (Personal, Social and Health Education) days. To be confirmed by NP in liaison with IC.

Curriculum	
16. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs, Travellers, Looked After Children and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact Head of Additional Learning Needs (SENCO). The SPACE - Any student aged 16-18 may apply. Acceptance is by passing the Entry Workshop of practical, group sessions. Admission is not dependent on KS4 results. Any student facing financial barriers to participation may be eligible for support. (Please see The SPACE website for further details.)
17. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	**RPE (Religion, Philosophy and Ethics)**: This is at the heart of RPE in every year group e.g: **Year 7** • How to live together harmoniously. • Differences within Christianity. • Understanding of an Eastern religion – in particular Sikhism. **Year 8** • What kind of world do we live in today – looking at what isn't working in the world and thinking about how it can be fixed. **Year 9/10/11** • Equality- prejudice and discrimination-racism/ sexism/ attitudes to other religions. **In Geography:** • Year 7 - Introducing India • Year 9 – Do immigrants move to Britain, take our jobs, scrounge our benefits and take our houses? • Year 11 – Changing Economic World and Urban Issues and Challenges. **Performing Arts** • Civil Rights Movement • Gender Equality • Holocaust • Anti-Bullying

	History • Origins of humanity. • Local History. • 9/11 and Islamophobia. • Suffragettes. • Reformation and religious conflict. • Chartism & popular protest. • Industrialisation & social change. • Nationalism. • Dictatorship. • Holocaust. • War on terror. **PE** • Diversity and ability. • Social and physical factors affecting participation. **ICT** • Creating a computer for someone with a disability. **Others** • Comenius Bilateral project with schools from Spain – focus is specifically on Gender Stereotyping (2012/13) • Poems about racism in KS4 in English. • Assemblies/PSHE on Anti-Bullying and Rights and Responsibilities. **The SPACE (16-18 curriculum)** • Collaborative Principal Learning project, using physical theatre to explore and represent the lives of real people using actual voice recordings. • Acting specialists devise drama work as stimulated by a carefully chosen stimulus to allow them to explore these issues through their craft. • Dance specialists devise choreography as stimulated by carefully chosen stimuli to allow them to explore these issues through their craft. • Research and development and understanding of the lives of individuals different from them in every practical project and contextualisation of this.
18. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	**RPE :** • All schemes of work cover SMSC. **In Music:** • Blues and the music of slavery. • Music from Indonesia (Gamelan). • Music from India. • Samba from Brazil and African Polyrhythms. • Community Carol Concert. • Primary connection concerts. • Song writing with a focus on lyrics, students explore song topics.

		In Geography:

In Geography:
- Year 7 Local Fieldwork in the school grounds.
- Year 8 Local Fieldwork around Monkton Heathfield.
- Year 8 Fieldtrip to Dawlish Warren.
- Year 8 visit by explorer Matt Dickinson.
- Year 9 Link to Ghana (Kumasi Basic Services School).
- Year 9 G & T Fieldtrip to Cadbury World, Birmingham.
- Year 10 Fieldtrip on the Holford River.
- Year 10/11 Trip to Iceland (run biannually).
- Year 11 Fieldtrip in Bristol.

DT:
- Sustainability is taught throughout lots of KS3 and 4 projects. The need to be conscious of sustainably issues in design, e.g. Year 7 tote bag project to avoid use of plastic throw away bags.
- We address the ethical and moral considerations of consumers in the products we use and the responsibilities of those who manufacture them. This also includes looking at fair trade. This is addressed in many of the KS3 and 4 projects.
- At GCSE we look at environmental issues with regards importation and damage to the environment is discussed in light of profit that can be made.

Food:
- Year 8 looks at food from around the world. Looking at what different foods mean to different cultural. Rituals that go with this.
- Year 10/11 multi-cultural recipes and understanding of foods eaten around the world.

English:
- Discussion of morals in literature lessons (Y7-11).
- Poetry – Various poems from Y7-11 exploring issues relating to ethnicity, gender, marriage, age.
- Of Mice and Men – women/learning disabilities/racism/deprivation
- Dickens ('Oliver Twist' and 'A Christmas Carol') – gender and perceived 'race'.
- All Shakespeare (Macbeth; Romeo & Juliet; Much Ado About Nothing) – gender, marriage, age, some references to ethnicity which are explored and discussed contextually.
- 'An Inspector Calls' – issues relating to gender, marriage, perceived notions about national origins.

	General: • PSHE collapsed curriculum days including Anti-Bullying, Global Citizenship. • National Science Days. • D of E and Ten Tors – both sexes encouraged to be involved. • Year 8 Multi-cultural week. • Ethnic designs and cultural awareness in DT, Art. • International Schools Award. • Tacchi-Morris/Education Internships. • Amnesty International. • Youth Parliament. • Inter-form competitions. **The SPACE (16-18 curriculum)** • Collaborative Principal Learning project, Collaborative Principal Learning project, using physical theatre to explore and represent the lives of real people using actual voice recordings. • Acting specialists devise drama work as stimulated by a carefully chosen stimulus to allow them to explore these issues through their craft. • Dance specialists devise choreography as stimulated by carefully chosen stimuli to allow them to explore these issues through their craft. • Research and development and understanding of the lives of individuals different from them in every practical project and contextualisation of this. Examples include: Clink, Underground, Life in a Day, Blessing, SHIFT, Gas Station Angel, Gap Year, Angels in America.
	Examples of this include: • Us. • SHIFT. • Flight. • Enron. • King Charles III. Big Smoke.
19. The school takes part in certain national projects and award schemes.	**The SPACE (16-18 curriculum)** • UCAS (universities and Colleges Admissions Service) Progression Conventions. • Next Steps South West. • Charlie Waller Memorial Trust mental health awareness. • Nationwide excursions. **Performing Arts** • Anti-Bulling week. • Schools Shakespeare Festival.
20. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.	Particularly true in RPE, Geography, ICT, Science, English, Textiles, Food, DT, French, Maths and Careers.

Consultation and involvement

21. The school has procedures for consulting and involving parents, carers and teachers and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted and involved parents and other people include: • Consulted with parents and students re disability access – leading to automated front doors. • Site Audits - consulted on use of site. • The Cedar Centre (Autism Centre) is the end result of consultation with local groups and parents. • Transition work.
22. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted and involved pupils include: Our objectives for the 2018 to 2022 period (specified above) were based on the following information obtained through consultation: • Questionnaires • Feedback from parents • Staff have been consulted about equalities. **The SPACE (16-18 curriculum)** • Student voice consultations. **Performing Arts** • Student questionnaires • Discussions with students • Discussions with parents.
23. The school makes adjustments for specific needs to help inclusion, where physical alterations to the building and contents are necessary.	**These include:** • DT5 – Sink/hob – possible to set different levels for wheelchair disabled use. • M3 – Promethean Board is able to move up and down for wheelchair user access. • We have programmes to help students and staff with dyslexia. • Lift access in The Cedar Centre and main building. • Ramps around the school. • Yellow markers around school for visual impaired people. • Specifically designed care rooms. **The SPACE (16-18 curriculum)** Building design has ensured that all students have full access to The SPACE Performing Spaces including the auditorium. Disabled toilets are available in The SPACE. When performing in the auditorium set design and the use of the space is discussed with the technical manager and adjusted when necessary. This has included a ramp for wheelchair use within a set design and adjustments with lighting design for epileptics. **Performing Arts** Building design has ensured that all students have full access to Performing Arts Spaces including the auditorium. Disabled toilets within both Performing Arts spaces. When performing in the auditorium set design and the use of the space is discussed with the technical manager and adjusted when necessary. This has included a ramp for wheelchair use within a set design and adjustments with lighting design for epileptics.

HEATHFIELD COMMUNITY SCHOOL
Equality Data

Heathfield Community School Equalities Data – Student Population
Produced May 2019
(to be reviewed within 2 years)

Who comes to our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help and support our pupils to do well at Heathfield. We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Year Group	Males	Females	Total
Year 7	139	128	267
Year 8	128	143	271
Year 9	125	118	243
Year 10	126	114	240
Year 11	113	116	229
Year 12	4	33	37
Year 13	21	21	42
TOTALS	**656**	**673**	**1329**

		Heathfield Community School	
		Number	**%**
Gender	Girls	673	50.6
	Boys	656	49.4
Ethnicity	White British	1245	93.7
	Other White and European	50	3.76
	White – Irish	-	-
	White & Asian	-	-
	White and Black African	7	0.52
	White and Black Caribbean	7	0.52
	Gypsy Roma/ Irish Traveller/ Other	1	0.07
	Mixed Heritage	-	-
	Black - Caribbean Heritage	-	-
	Black- African Heritage	1	0.07
	Black - Other	-	-
	Asian - Indian	1	0.07
	Asian - Pakistani	2	0.15
	Asian - Bangladeshi	3	0.22
	Asian - Any Other Asian/white Background - Asian	6	0.45
	Chinese	3	0.22
	Any other minority ethnic group	3	0.22
	Nothing specified	-	-
	Refused	-	-
	Information not obtained	-	-
Free School Meal Eligibility	Not Eligible	1181	88.9
	Eligible	148	11.1

Religion/Belief	Buddhist/Taoist	0	0
	Christian	694	52.2
	Anglican	0	0
	Roman Catholic	0	0
	Hindu	1	0.07
	Jewish	0	0
	Muslim	1	0.07
	Sikh	1	0.07
	Other	19	1.42
	Blank (refused)	21	1.58
	No Religion	592	44.5
Special Educational Need	No Special Educational Needs	1159	87.2
	Education, Health & Care Plan (E)	25	1.88
	SEND Support (K)	129	9.70
	School Action	-	-
	School Action Plus	-	-
	No Spec Ed	16	1.20
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	27	2.03
	Behaviour, Emotional & Social Difficulties	-	-
	Social, Emotional & Mental Health	53	3.98
	Hearing Impairment	9	0.67
	Moderate Learning Difficulty	19	1.42
	Visual Impairment	6	0.45
	Sensory Processing	2	0.15
	Physical Disability	3	0.22
	Profound & Multiple Learning Difficulty	-	-
	Speech Language & Communication Need	31	2.33
	Specific Learning Difficulty	66	4.96
	Severe Learning Difficulty	-	-
	Other Difficulty/Disability	9	0.67

No Information was available on the following protected characteristics:

- **Gender Reassignment -** The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor and to seek national data.
- **Sexual Identity -** The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask students this question and how to use the data sensitively when collected and to seek national data.

HEATHFIELD COMMUNITY SCHOOL

Equality Data

Heathfield Community School Equalities Data – Staff Population
Produced May 2019 (to be reviewed within 2 years)

Who works at our School?

		Heathfield Community School	
		Number	**%**
Total	Total Staff	212	100
Gender	Male	60	28.3
	Female	152	71.6
Ethnicity	White British	204	96.2
	Other White and European	3	1.41
	White and any other White	1	0.47
	Mixed White African	1	0.47
	Gypsy Roma/ Irish Traveller/ Other		
	Mixed White Caribbean	1	0.47
	Black - Caribbean Heritage		
	Black- African Heritage		
	Black - Other		
	Asian - Indian	1	0.47
	Asian - Pakistani		
	Asian - Bangladeshi		
	Asian - Any Other Asian/white Background - Asian	1	0.47
	Chinese		
Disability (Data held in school)	Hearing Impairment	This data is held securely as per paragraph 10 (staffing)	
	Visual Impairment		
	Physical Disability		
	Dyslexia		
	Other specific learning difficulty		

No Information was available on the following protected characteristics:
- **Gender Reassignment -** The school did not have any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity -** The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked.

Heathfield Community School Equalities Data - Outcomes

Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Raise online data on the next page:

Date:	All Pupils	Boys	Girls	White British	Minority Ethnic Groups **	Gypsy/Roma + Irish Travellers	No SEN and/or disability	SEN and/or Disability	Not FSM	FSM	Not Looked After	Looked After	Not G&T	G&T	Not EAL	EAL
PUPIL OUTCOMES																
% of whole school	99.81	50	49.81	91.7	93.9	60.4	74.66	25.15	89.81	10.00	98.94	0.87	96.70	3.11	98.06	1.75
KS2 or 4 Attainment %L4+ En +Ma (cohort = ??) %5+ GCSE A*-C inc En +Ma	59.8	49.1	70.8	58.5	66.7		63.6	8.3	66.1	27.0	60.2	33.3	56.7	94.7	75.0	59.8
Progress benchmark, eg % 2NC levels of progress KS1 - 2																
CVA of groups + CODE: 1 sig+, 2. above but not sig 3.,below but not sig, 4. Sig-																
% attendance	92.3	92.3	92.3	91.7	93.9	60.4		89.4		85.5		89.3		93.6	91.7	93.4
Fixed term exclusions (no./%)	270	207	63													
Permanent exclusions (no./%)																
Attendance of clubs (no./%)																
No. subject to bullying (Racist, Homophobic, Sexist, Disability related))	R= 3 H= etc															
No. serving on school council (no. / % of SC)																
OUTCOMES FOR OTHERS																
Parental attendance at progress review Summer (no./%)																
Members of Governing Body (no./%of GB)																
Parent survey returns (no./% of cohort)																

** **N.B. Analysis by Minority Ethnic Group will often be inadequate as attainment and other outcomes vary markedly between groups – additional columns (eg Travellers) can be added**

HEATHFIELD COMMUNITY SCHOOL
Equality Objectives Action Plan

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activities	How to measure progress
Protected characteristic: **2 or more protected characteristics**				
Advance equality of opportunity between people who share a protected characteristic and people who do not share it • remove or minimise disadvantages • meet the needs of people from protected groups where these are different from the needs of others (KGH)	**Attainment** School data and Raise Online information shows a difference between students eligible for the Pupil Premium Grant and their peers at the end of key stage 4, where their more advantaged peers outcomes exceed those of students eligible for the PPG. DATA **Progress** School PPG progress = -0.95 School not PPG = -0.23 Gap = -0.73 **Attainment** School PPG attainment = 3.1 School not PPG attainment = 4.7 Gap = -1.6	To raise achievement in PPG cohort and therefore narrow the gap between their peers at the end of Key Stage 4, whilst raising the achievement of all students. Ongoing	• Track progress of individuals and provide challenge and support as needed. • Targetted use of pupil premium funding. • Monitoring annually GCSE results. • Monitoring in year assessment points, for 'Gaps' in progress and attainment. • Enrichment, Extra-Curricular and Cultural Capital. • Literacy and Numeracy Intervention. • More able PP students monitored by Learning Enhancement Office for enrichment opportunities via Next Steps South West and Aspire programme. • Work with external improvement partners to embed best practice from elsewhere. 'Challenge the Gap'.	Improved end of KS4 attainment and reduce gaps between groups. Annual monitoring consideration of overall trend.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it • remove or minimise disadvantages • meet the needs of people from protected groups where these are different from the needs of others (KGH)	**DATA** **Progress** School SEN support progress = -1.28 School not SEN support = -0.36 Gap = -0.92 **Attainment** School SEN support attainment =1.7 School not SEN support attainment = 4.4 Gap = -2.7 The number of students with an EHCP is too small to be able to draw reliable conclusions. .	To raise achievement of the SEN support cohort and therefore narrow the gap between their peers at the end of Key Stage 4, whilst raising the achievement of all students. Ongoing	• Track progress of individuals and provide challenge and support as needed. • Update staff understanding of common barriers to learning and insist on non-negotiable classroom practice. • Literacy interventions • Y11 revision sessions	Improved end of KS4 attainment and reduced gaps between groups. Annual monitoring / consideration of overall trend.

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activities	How to measure progress
Protected characteristic: gender				
Advance equality of opportunity between people who share a protected characteristic and people who do not share it • remove or minimise disadvantages • meet the needs of people from protected groups where these are different from the needs of others • encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low.	**Occupational gender stereotyping** • National evidence of occupational stereotyping • National evidence of slow progress in achieving pay equality, e.g. 'at current rates it will be 2067 before women managers' pay matches men's, women managers currently receive about £10,000 less than men in similar jobs (August 2010 news).	Encourage both sexes to consider STEM/Digital Leaders traditionally male career paths and clubs including Ten Tors. Raise career aspirations of all students.	Department to encourage non-typical genders to engage (e.g. Maths department to encourage girls to join STEM group). Opportunities to explore aspirational jobs – visits from past students. Inviting female and male role models into school, possibly as mentors.	Increased uptake.
Protected characteristic: disability				
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act. (SENDCo MT1)	**Accessibility** • National evidence that some environments are physically inaccessible to students / staff / visitors with a range of impairments.	To improve and maintain access to the physical environment for students / staff / visitors with a range of impairments. Ongoing : reactive and anticipatory.	• Ramps. • Lifts. • Automatic doors. • Evacuation chairs. • Reserved parking bays. • Accessible toilets and changing facilities. • Rise and fall tables. • Yellow paint to indicate uneven surfaces or potential hazards. Regular consultations with parents/external agencies about how best to improve and maintain access to the physical environment.	• Physical improvements and other practical measures in place.

(SENDCo MT1)	**Communication** • National evidence that some methods of communication impede the understanding of recipients with a range of impairments.	To improve communication between school staff, students and parents. Ongoing.	Use a range of communication methods to ensure information is accessible. This includes : • Visual timetables • Large print • Visual and audio resources as well as text • Text messages/phone calls as well as letters.	Feedback from students / parents / carers. Greater engagement of some previously hard to reach groups.