

Disability, Equality and Action Plans



January 2024

Check list for Academy staff and governors

- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the Academy provides?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in Academy life? Are pupils who make a positive contribution reflective of the Academy's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body?
- ☒ Are visual displays reflective of the diversity of your Academy community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as class assemblies?
- ☒ Does the Academy take part in events, or through curriculum provision, to raise awareness of issues around race, disability and gender?
- ☒ Is the Academy environment as accessible as possible to pupils, staff and visitors to the Academy? Are parents evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Old Clee Primary Academy Disability, Equality Scheme and Accessibility Action Plans

1. Mission Statement
2. Mainstreaming Equality into Policy and Practice
3. Equal Opportunities for Staff
4. Equality and the Law
 - a. Race
 - b. Disability
 - c. Gender
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5. Community Cohesion
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1. Mission Statement

In this Academy, education is about children experiencing the joy of discovery, solving problems and being creative. It is about developing their self-confidence as learners and maturing socially, emotionally and academically, so that children may thrive as independent lifelong learners.

With this in mind, Old Clee Primary Academy will combine high standards with a broad and rich curriculum that will be presented in an interesting, exciting and imaginative manner. Education will be the fusion of excellence and enjoyment and will provide lots of opportunities for first-hand experience, practical work, investigation and learning through play. The curriculum will be enlivened and enriched by exciting and inspiring entry points and exit points (known as Celebration of Learning Events) that parents will be very much a part of, when circumstances allow. Visits, visitors, and extensive use of the environment will be used to further enhance learning opportunities. We believe that children learn better when they are inspired, excited and engaged. When there is joy in what they are doing, they learn to love learning.

Literacy and numeracy will be the backbone of our pupils' success in learning. We will build on our strengths to serve the needs of our children utilising the skills of everyone in the Academy. This Academy will drive its own improvement and, in setting its own challenging targets, recognise that, for the sake of our children we can always do better.

This will be an inclusive Academy where all will be treated equally and given equality of opportunity regardless of gender, special needs, disability, disadvantage or race. All will have high expectations and set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility, build their self-esteem and develop their self-confidence. All in the Academy will promote high standards of behaviour by teaching positive behaviours to all children. Success will be promoted and progress, achievement and successes rewarded. It is our belief that all children can shine.

All will be treated as individuals and teaching and learning will be differentiated and focused to take account of individual needs – with challenge built in at all stages. We will actively seek the support and guidance of outside agencies in order to provide the best possible care and education for our children.

We will continue to develop assessment for learning, to enable us to use our knowledge about individual children to inform the way they are taught and learn. We will provide opportunities for children to work alongside other children, in different ways, to help develop their emotional intelligences and life skills. Our emphasis will always be to build independence, confidence and a 'can do' attitude.

Teachers and teaching assistants will provide a tailored approach to support all children, as well as those who are disadvantaged, have additional needs, gifts and talents and minority ethnic groups. We will give extra support to the children that need it most.

We will build strong partnerships with parents by giving good information and provide plenty of opportunity for them to engage with their child's education and the Academy environment. We will weave the Academy into the fabric of the community. The Academy will promote community cohesion through its teaching, learning and curriculum.

This will be a welcoming, friendly, bright, lively and happy place where children feel secure, where excellent behaviour and manners is an expectation and where they enjoy growing up.

This vision is encapsulated in our Mission Statement and Aims:

Inspired to Believe, Learning to Succeed

- *Provide innovative, inspirational and challenging opportunities which encourage children to become lifelong learners, and to be the best they can be.*
- *Develop confidence, independence and a 'can-do' attitude within a safe environment so that children are ambitious for themselves and for others.*
- *Develop caring, considerate, well rounded individuals, who are polite, well behaved, respectful and resilient*

2. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the Academy operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning

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 tracking data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability 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 population and local community in terms of race, gender and disability, 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 Academy population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the Academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Old Clee Primary Academy.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the Academy reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2010. This Act incorporated 9 separate pieces of the equality legislation including the Disability Discrimination Act 1995. The Equality Act 2010 places a general duty on all establishments to promote disability equality.

The action plan at the end of this Equality Plan outlines the actions Old Clee Primary Academy will take to meet the general duties detailed below:

4a. Race Equality

This section of the plan reflects the general and specific duties of schools regarding race.

The Act requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

Definition of disability

The Equality Act 2010 uses a wide definition of disability which includes those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, AD(H)D, medical conditions, mental health difficulties, autistic spectrum conditions, Chronic Fatigue Syndrome, M.E. and “unseen” disabilities” (e.g. asthma, epilepsy, heart conditions, diabetes) The formal definition included in the Act is: “A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities”

The definition of “day to day activities” includes mobility, manual dexterity, lifting, hearing, speech, eyesight, memory and the ability to concentrate, learn or understand. The Act defines “substantial” as being more than trivial and “long term” as being more than 12 months or likely to last more than 12 months. An impairment which would substantially affect a person, but is controlled by medical treatment or prosthesis, is still covered by the definition of a disability.

The definition includes cancer, AIDS/HIV and Multiple Sclerosis effectively from the point of diagnosis.

Discrimination and harassment is not limited to those who are themselves disabled but also applies to those associated with disability i.e. a carer for a disabled child.

Legal Duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements to identify our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

As with any racial discrimination, discrimination, derogatory comments or slurs on sexual Orientation grounds will be dealt with in the same manner.

5. . SMSC and British Values

SMSC is the Spiritual, Moral and Cultural development of the children in our Academy. This is not a separate subject taught explicitly but an aspect of learning that should be present in lessons and behavior at the Academy. Some lessons lend themselves more easily to direct SMSC development such as PSHE and RE. We also aim to develop SMSC through our behavior expectations and our attitudes at the Academy.

The British Values which complement our Academy values and ethos are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and belief.

At Old Clee Primary Academy we recognize the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issue; develop a sense of social and moral responsibility and promote the British Values. We therefore aim to provide and education that provides children with opportunities to explore and develop:

- Their own values and beliefs
- Their own high standards of personal behavior
- Their team and collaborative skills
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An understanding of democratic processes and the law in England
- An appreciation and acceptance of the diversity and richness of their cultures
- Their opportunities to experience other cultures
- Their ability to celebrate each other's successes
- Their access to a range of educational visits

6. Consultation and Involvement

The development of this plan and the actions within it have been informed where possible by direct and indirect input of staff, pupils and parents and carers. We have achieved this by using the following:

- Feedback from parent questionnaires, parents' evenings and parent comment sheets

- Input from staff through staff meetings / training days;
- Feedback from school council meetings , on-going PSHE;
- Issues raised in annual reviews or reviews of progress on Individual Health Care Plans;
- Feedback at governing body meetings.

7. Roles and Responsibilities

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Academy is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our Academy on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the Academy, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our Academy on account of their race, sex or disability.

The Role of the Head Teacher

- It is the Head Teacher's role to implement the Academy's Equality Plan and that they are supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that staff apply these guidelines fairly in all situations.
- The Head Teacher ensures 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.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of Academy life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the Academy's behaviour policy.

The Role of All Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Academy's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the Academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher /Pastoral Lead/ Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reviewed by the governing body at least annually – but generally termly, through the Head Teacher's Reports or Behaviour Reports.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into the Academy;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding To and Reporting Incidents

It should be clear to pupils and staff how they report incidents, and this is outlined in our Anti-Bullying and Behaviour Policies. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole Academy.

9. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our Academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plans on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the Plan

In order to meet the statutory requirements to publish an Equality and Discrimination plan, we will make this plan available on the Academy website and continually raise awareness of the plan through the Academy newsletters, assemblies and staff meetings, where appropriate.

Equality Action Plan

Equality Strand	Objective	Action	Timescale	Monitoring	Success indicators
All	Governing Body to be fully aware of equality issues.	<ul style="list-style-type: none"> Governing Body to appoint an Equality Governor. Equality to be a GB agenda item. 	Ongoing	Chair of Governors	Governors fully briefed on equality issues
All	Publish and promote the Equality Plan through the Academy website, newsletter and staff meetings.	<ul style="list-style-type: none"> On-going professional dialogue with staff in regard to equality and accessibility of our provision and services for all of our groups 	Ongoing	Head Teacher Assistant Head Teachers	All staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays etc Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and disadvantage act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Annually	SLT / Governing Body	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Increase in pupils' participation, confidence and achievement levels	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the Academy's diversity in terms of race, gender and disability.	Ongoing	SLT / Governing Body	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in programmes and events such as More Able programmes and after school clubs etc to ensure representation on the programmes fully reflects the Academy population in terms of race and gender.	Gifted and Talented/More Able groups known and monitored by race, gender and disability	Ongoing	SLT	Analysis of things on offer and opportunities undertaken by the More Able to ensure it reflects the Academy's diversity

All	Increase in pupils' participation, confidence and achievement levels	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Ongoing	SLT / Governing Body	More diversity reflected in A displays across all year groups
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Equality Strand	Objective	Action	Timescale	Monitoring	Success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, monitors, class assemblies, student ambassadors, jobs etc.	Representation monitored by race, gender, disability	Ongoing	Member of staff leading on school council & PSHE PCW (Pastoral Care Workers)	Diversity in school participation
Race Equality	Identify, respond and report racist incidents as outlined in the associated policies. Report the figures to the LA & Governing body annually.	Be aware of and record any racist incident and report to Governing Body annually.	Ongoing	SLT PCWs	Staff and GB are aware of and respond to racist incidents
Race Equality	Use opportunities within the curriculum to promote positive attitudes towards cultural and ethnic diversity	<ul style="list-style-type: none"> Regularly monitor the curriculum to ensure learning opportunities are in place Plan assemblies, visits and visitors to promote respect for diversity and challenge negative stereotyping Monitor learning resources to ensure that they do not reinforce negative stereotypes 	Ongoing	SLT + Governing Body RE leads All subject leaders and staff using resources	<ul style="list-style-type: none"> Appropriate learning opportunities experienced by the children Relevant assemblies held Learning resources all checked and appropriate action taken to remove material which may cause offence

Race Equality	Monitor all aspects of Academy life to ensure that there is no cultural bias or other such barrier to learning and take action should any be found	<ul style="list-style-type: none"> • Check all assessment activities are not culturally biased and amend them as necessary • Ensure all children have equality of opportunity including any for whom English is an additional language • Monitor teaching styles and expectations give equal entitlement to success • Ensure that children with English as an additional language are supported appropriately and not treated as having a learning difficulty 	Ongoing	SLT + Teachers, Teaching Assistants Governing Body	<ul style="list-style-type: none"> • All children have equality of opportunity and experience • Learning and teaching monitored and appropriate actions taken as necessary • Children with English as an additional language receive appropriate input
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Equality Strand	Objective	Action	Timescale	Monitoring	Success indicators
Gender Equality	Use opportunities within the curriculum to promote positive attitudes towards gender equality	<ul style="list-style-type: none"> Regularly monitor the curriculum to ensure equal learning opportunities are in place Plan assemblies to promote equal opportunities and challenge negative stereotyping Monitor learning resources to ensure that they do not reinforce gender stereotypes 	Ongoing	SLT + Governing Body All subject leaders and staff using resources	<ul style="list-style-type: none"> Appropriate learning opportunities experienced by the children Relevant assemblies held Learning resources all checked and appropriate action taken to remove material which may cause offence
Gender Equality	Monitor all aspects of Academy life to ensure that there is no gender bias or other such barrier to learning and take action to reduce the attainment between boys and girls (if any)	<ul style="list-style-type: none"> Check all assessment activities are not gender biased and amend them as necessary Ensure all children have equality of opportunity Monitor teaching styles and expectations give equal entitlement to success 	Ongoing	SLT + Teachers, Teaching Assistants Governing Body	<ul style="list-style-type: none"> All children have equality of opportunity and experience Learning and teaching monitored and appropriate actions taken as necessary Children with English as an additional language receive appropriate input
Gender Equality	Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the Academy population.	<ul style="list-style-type: none"> Increased participation of girls in sports clubs and out of school sport activities 	Ongoing	PE Specialist	<ul style="list-style-type: none"> More girls take up after-school sports clubs
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	<ul style="list-style-type: none"> RE and PSHE schemes of work to celebrate and teach children about significant cultural and religious celebrations. 	Ongoing	Members of staff leading on PSHE & RE	<ul style="list-style-type: none"> Increased awareness of different communities
Disability Equality	To mark clearly objects that could cause tripping hazards or that could cause someone to injure themselves	<p>To mark clearly:</p> <ul style="list-style-type: none"> Edges of external steps Protruding handrails & door fixings 	Ongoing	Site Manager	<ul style="list-style-type: none"> Improved access to the physical environment for the visually impaired

Equality Strand	Objective	Action	Timescale	Monitoring	Success indicators
Disability Equality	To make written materials available in a range of formats on request (parents)	<p>To become familiar with services available for converting written information into alternative formats.</p> <ul style="list-style-type: none"> ▪ Offer newsletters, prospectus etc in large print ▪ Offer newsletters, prospectus etc through website ▪ Help with translation if necessary 	On-going	Office SENCO	Delivery of information to disabled stakeholders improved
Disability Equality	To make written curriculum resources available in a range of formats on request (parents)	<p>To become familiar with alternative curriculum resources and ascertain sources for purchasing them if required, e.g. reading books, reference materials,</p> <ul style="list-style-type: none"> ▪ Approach education suppliers ▪ Consult NE Lincolnshire's Physical and Sensory Service ▪ If necessary visit schools with specialist provision to find out what is available 	On-going	SENCO	Academy is able to provide written curriculum resources in a range of formats if needed
Disability Equality	Staff to be able to meet the requirements of disabled children's needs with regards to accessing the curriculum	To establish quality first teaching approaches and new Assessment and Feedback policy to ensure all needs are planned for and met	Ongoing	SENCO and HT	Staff more able to meet the requirements of disabled children's needs with regards to accessing the curriculum
Disability Equality	Improved access to the National Curriculum for pupils with disabilities	<p>Begin to purchase apparatus that will suit needs of groups of pupils</p> <ul style="list-style-type: none"> ▪ Adapted computer hardware e.g. big keyboards ▪ Adapted resources e.g. scissors, sticky mats, sloping boards 	Ongoing	SENCO and SBM	Staff more able to meet the requirements of disabled children's needs with regards to accessing the curriculum

Equality Strand	Objective	Action	Timescale	Monitoring	Success indicators
Disability Equality	To incorporate appropriate needs of disabled pupils, staff , parents and visitors when refurbishing	As finances allow: <ul style="list-style-type: none"> ▪ Incorporate appropriate colour schemes e.g. non-gloss surfaces, doors/surrounds in different colours ▪ Handles-easy open at correct height ▪ Lighting considered ▪ Carpeting to reduce noise ▪ Quiet rooms 	Ongoing	Head Teacher SENCO PL	Improved access to the physical environment for pupils with disabilities
Disability Equality	<p>Longer Term Objectives</p> <p>The Academy will continually look for ways that may be needed to improve physical access – where deemed necessary. The Academy will continue to identify measures, both external and internal, which will enhance our provision for those with disabilities, as and when the need arises.</p>				

Last reviewed January 2023

Next Review due January 2024