

**Taverham VC CE Junior School
Single Equality Scheme**

2017-2020



Foreword

"This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for compliance with the Equalities Act.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children."

Paul Stanley: Headteacher
Russell Angus: Chair of Governors

**'There is nothing so unfair as
the equal treatment of unequal people.'**

(Thomas Jefferson)

What is the Single Equality Scheme?

This Single Equality Scheme (SES) covers a three-year period from 2017-20. The current scheme is based on the initial SES, which covered the period from 2010-2013 and subsequent period of 2013-2016. The original policy was informed by training, discussions between cluster headteachers, and resources from the Local Authority (including best practice guidance and self-evaluation materials). It integrates our statutory duties in relation to race, disability, sexual orientation and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme. This will be reviewed by the governing body and will cover activity undertaken in relation to the equality strands and promoting community cohesion.

Meeting our duties

On 1 October 2010, the Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The school's duties under the act are to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Pupils (and staff) need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The school's commitment to equality and regard for diversity issues and approaches is reflected in one of our school aims, which states, 'To ensure that all members of our school are given equal regard and opportunities to develop and contribute as positive thinking individuals.'

The school aims to create an environment where no one should experience harassment, whether directed at them or at a fellow pupil.

Any incident that occurs in school will be treated as a 'prejudice-based incident' and reported to the Local Authority, using the appropriate online form.

Strategies to encourage positive pupil behaviour

- All staff promoting and modelling positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.
- Many incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed and a culture is created which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

- Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum and in assemblies/collective worship which will include diversity issues and racism.
- Development of diversity issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping, reinforcing prejudice or causing offence.

Identifying and Dealing with Incidents

A prejudiced-related incident is *'any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics*'*; it could take the following forms:

- Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation, which are cumulative in effect.
- Verbal harassment – name calling, homophobic, racist, sexist etc comments, ridiculing a person's background or culture, off the cuff remarks, which cause offence.
- Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a prejudice-based incident if there is evidence of prejudice-based motivation or the 'victim' perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the school community of a pupil's cultural practices, which cause the pupils to feel harassed or uncomfortable.
- Stereotyping – this can sometimes be the most subtle form of prejudice because it can lead to discrimination.
- Other incidents such as 'jokes' and vocabulary, graffiti, stickers/badges and literature.

** These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation; see below*

Referral/Reporting

Pupils will be encouraged to inform staff of prejudice-based incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a prejudice-based incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected prejudice.

MSAs to be told to report to the Senior MSA or Headteacher anything they may observe, or are made aware of, which might constitute abuse.

Action

Immediate action by a member of staff will be concerned, if necessary, with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour. Other action may include a detention

and a letter to parents or, in more serious cases, exclusion (either internal or fixed-term). Ideally, the victim and perpetrator should be spoken to together, in the spirit of restorative justice.

The Headteacher or Deputy Headteacher should be informed as soon as possible.

Parents of victims and perpetrator should be contacted, by phone or letter (see standard letter). Sanctions will be applied for perpetrators, where appropriate (see above).

All reported incidents should be investigated, reported and documented, with copies of the incident sheet placed in a file in the headteacher's office.

Protected Characteristics:

Age

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. A number of illnesses/diseases and diagnosed conditions such as ASD, ADHD and Dyslexia are considered a disability.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman, boy or girl.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminating unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Disability equality

The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability- related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways

It must be ensured that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

An accessibility plan was completed in December 2009, updated in February 2013 and again in January 2017, following an accessibility audit in the autumn of 2016 (See Appendix)

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Taverham VC CE Junior School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able (see Inclusion policy, SEN policy);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Taverham VC CE Junior School, we aim to ensure that:

- our planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity;
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs into account and different approaches to learning.

Ethos and Atmosphere

- At Taverham VC CE Junior School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Physical access to the school is possible for all staff, pupils, parents and visitors. Where work is necessary to improve access, the school will take all reasonable steps to do so.

Resources and Materials

When ordering new resources and materials we will consider how they show equality. The provision of good quality resources and materials within Taverham Junior School is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexually diverse society;"
- Reflect a variety of viewpoints;

- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Taverham VC CE Junior School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups (e.g. ethnic minorities, Travellers, those with SEN/disabilities)
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

Extra-Curricular Provision

Taverham VC CE Junior School will provide equal access to all activities and will avoid gender stereotyping with regard to sport/physical activity.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contract with children adhere to these guidelines and are DBS checked.

Provision for Bilingual Pupils

At Taverham VC CE Junior School we undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups are represented in very small numbers at the school (if at all), but may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

The school has a trained lead teacher responsible for EAL.

Personal Development

- Staff should take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relation across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme to make it easier to monitor our progress and performance in meeting our objectives.

The school's strategies for promoting community cohesion include the following:

- **Developing international knowledge, understanding and awareness** through the curriculum and collective worship/assemblies.
- **SMSC** is embedded throughout the curriculum and extra-curricular/enrichment activities, as evidenced by ongoing monitoring by HT/DHT, subject leaders and governors.
- **Working with the local community** e.g. St. Edmund's Church; School council; housecaptains leading an assembly for new intake pupils; sports leaders running multisports induction event for Y2 pupils; school council pupils interviewing at UEA for school nurses; visiting day care centre; fundraising for a community defibrillator-kept at the school; providing work experience opportunities for local high school students; supporting local parents with opportunities/mentoring towards qualifications; contributing to local magazines-Taverham Newsletter and 'Just Taverham and Drayton.' The school is available for community use through lettings etc. after school, in evenings and weekends/holidays. The school also has good links with the local PCSO.
- Using the school's VC status and close links with parish church to **promote Christian values**, which unite the whole community. The vicar (a school governor) regularly visits the school to lead assemblies/collective worship and help out at PTFA functions, as well as occasionally supporting learning in class. Pupils from each year group visit St. Edmund's Church at least once a year, including a Y6 leavers' service.
- **Continuing to develop a strong sense of school community;** pupils'

personal development is excellent.

- **Using whole school assemblies to regularly develop themes related to community cohesion and global citizenship** (e.g. Martin Luther King/Racism, Black History Month, Holocaust Memorial Day)
- **Working, at school and cluster level** to provide support and extended services to pupils and families.
- **Taking part in fund-raising initiatives** (often suggested by pupils), which help to develop local, national and global community links. (e.g. responding to natural disasters in the news; we also work/fundraise with the NSPCC, participate in Children in Need and Comic Relief activities) and support other charities.
- **Working at a cluster level to promote community cohesion**; Use of funding to support parents in accessing school trips etc. (established charities in Norwich do not cover the schools' catchment areas).
- **Maximising our already effective links with Norwich City Football Club** (including Community Sports Foundation Coaches providing PPA cover, extra-curricular clubs) and local business/organisations (e.g. through aspirations/careers events, PTFA events, governors etc)

Our school values and visions

Add generic sentence re 'As a Church of England School....'

In 'learning for a fuller life', we want all children at Taverham VC CE Junior School to become:

- Successful and happy individuals, who participate fully, enjoy learning, make progress and achieve;
- Confident and resilient young people who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society, locally, nationally and globally;
- Caring, respectful and tolerant members of their community;
- Reflective individuals, with a spiritual and moral awareness based on universal and Christian values.

Our school within Norfolk's profile

Is this section still necessary? |Are there any more up to date figures?

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS - 2005)
- Over 100 different languages are spoken by pupils in the primary phase, and approximately 65 different languages are spoken by pupils in the secondary phase (October 2008)

- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Ethnicity Data

The table below shows some key data regarding the ethnic composition of the school (Info based on 2016 'Raiseonline' data from school census)

White - British 90.0 (69.3)*
 White - Traveller of Irish heritage 0.0 (0.1)
 White - Romany or Gypsy 0.0 (0.1)
 White - Irish 0.2 (0.3)
 White - any other White background 3.6 (5.6)
 Mixed - White & Asian 1.8 (1.2)
 Mixed - any other mixed background 1.6 (1.9)
 Mixed - White & Black African 0.4 (0.7)
 Mixed - White & Black Caribbean 0.7 (1.5)
 Asian or Asian British - any other Asian background 0.0 (1.7)
 Asian or Asian British - Bangladeshi 0.0 (1.7)
 Asian or Asian British - Pakistani 0.2 (4.2)
 Asian or Asian British - Indian 0.0 (2.8)
 Black or Black British - African 0.0 (3.7)
 Black or Black British - any other Black background 0.2 (0.5)
 Black or Black British - Caribbean 0.2 (1.2)
 Chinese 0.0 (0.4)
 Any other ethnic group 0.4 (1.7)
 Parent/pupil preferred not to say 0.0 (0.5)
 Ethnicity not known 0.4 (0.5)
 *Figures in brackets are national %

These figures underline the importance of the school adopting effective approaches to global citizenship, racism and community cohesion in particular.

Collecting and analysing equality information for pupils at Taverham Junior School

Taverham VC CE Junior School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

- Attainment levels
- Attendance levels
- Exclusions
- Detentions
- Incidents of bullying, racism and harassment
- Participation in School Council/Eco Council
- Participation in extra-curricular activities, clubs etc

Collecting and analysing equality information for employment and governance at Taverham VC CE Junior School

Taverham VC CE Junior School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Taverham VC CE Junior School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

Information Gathering (Staff and governors)

We collect and analyse the following profile information for our staff and governors:

- Job applications (including LA application form, disability and ethnic monitoring forms)
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management information

The staff and governors of TJS are overwhelmingly from one ethnic group, as are most of the pupils (White British). No staff have indicated having any disability. It is therefore particularly important that staff and governors are fully aware of the issues around diversity and equality

Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the original Single Equality Scheme. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme. Examples include:

- Discussions at school council
- Contact with parent/carers (via newsletter survey)
- Staff surveys
- Discussions at staff meetings
- Consultation about original Single Equality Scheme
- Parent and pupil questionnaires
- Discussions at governing bodies
- Discussions within cluster

The school is always trying to improve communication between home and school (most recently through the adoption of 'School Pod' management system in 2016). We are happy to seek, and act upon, feedback from parents and other stakeholders, which can be used to inform the development of this scheme, as well as other school policies and procedures.

Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- Inclusion policy
- Anti-bullying policy
- SEN policy/information report
- Disability Equality Scheme/accessibility audit
- SMSC policy

Roles and Responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this Scheme.
- The headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers, are adhering to our commitment to equality.

Publicising our scheme

Our Scheme will be published on the school's website. A hard copy will be available in the school office; copies can be provided on request.

Annual Review of Progress

Ongoing development of the Single Equality Scheme will form part of the School's Development and Improvement Plan. Progress on the SDIP is reviewed regularly and reported at Governors' meetings.

We will revise our Single Equality Scheme every three years.

Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme. This includes:

- Encouragement of pupils to raise/discuss equality and diversity in PSHE/R-Time, school council meetings etc
- Discussion at staff meetings/CPD sessions
- Discussion at governing body meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Responding to parent questionnaires and comments

Priorities for the next four years (see SDIP for more details):

- Ensure that pupils in all groups (e.g. SEND, EAL, ethnic minorities) make at least expected progress from starting points and that the difference between the achievement of different groups is diminished
- Ensure that the school's curriculum (particularly SRE and PSHE) promotes tolerance, understanding, respect and equality
- Ensure that staff, parents and pupils are aware of the school's duties and responsibilities regarding equalities and diversity (e.g. through CPD sessions, parents' meetings/workshops, newsletters and other communications).
- Work closely with parents of SEN/disabled pupils to ensure provision is effective.
- Continue to improve provision for pupils with social, emotional and sensory difficulties.

Appendix 2



Accessibility Plan: 2017-20

This plan is a revised and updated version of the school's original accessibility plan and has been informed by site visits by John Atkins (Premises Officer-Planning and Buildings) and an external accessibility audit which took place in September 2016.

The long term aim of this plan is to ensure that the school is a welcoming and accessible environment to all staff, pupils and visitors with any disability.

For practical, logistical or financial reasons, not all of the identified issues can realistically be tackled at once.

This plan is a working document and the school will respond to the particular needs of any new pupil or member of staff as necessary.

Entrance

The school has a disabled parking space close to the entrance. The route to the reception area is accessible, and a disabled person can use the doors. Ideally, however, the doors should open automatically.

Reception hatch: This was redesigned in 2013-14 to allow a wheelchair user to access it. The hatch is split with a lower signing-in shelf/desk.

Building and Grounds

The school site is not level and there is quite a steep gradient across the site. Attempts seem to have been made at some point in the past to address the issue of accessibility; slopes have been created, but these are generally too steep to be suitable for wheelchair users. Access to the year 5 and 6 playgrounds is possible, but not particularly easy. Because of the gradients involved, any new slopes would need to be zig-zagged and would take up a very large area, as well as being very expensive. Alternative routes are available, however.

Generally, the inside of the building is accessible. There is a long, fairly steep sloping main corridor, which could be problematic for some wheelchair users. The only long-term solution would appear to be a chairlift; this is something the school would need to consider if the need arose.

Other rooms that are difficult to access include:

- 'Starfish' Mobile: The slope is quite narrow and it is difficult to manoeuvre a wheelchair or walking frame into the door.
- The Music Mobile mobile is not accessible.
- The food tech room is quite difficult to move around in, particularly when the tables are set out.
- Steps to the Headteachers' office make it difficult to access for anyone with mobility problems.

The school has two disabled toilets.

A metal slope was installed for one of the entrances to Year 3 (outside Italy classroom) in the summer of 2010. This proved effective in making the Italy classroom and main building accessible.

There are a number of outdoor areas in the school grounds school grounds where access is difficult or impossible:

- The slope outside Brazil classroom is steep and uneven.
- Access to the top playground and field is difficult, via a muddy path. This also makes access to the wildlife area very difficult for anyone in a wheelchair or with mobility problems. *The school has looked into the cost/practicality of accessible paths/paving, but the costs are prohibitive.*
- The slabs on the paving/seated area outside the Y5 mobiles is uneven. *This is an ongoing problem, since the slabs were never laid properly in the first place. The slabs will be removed as part of new landscaping work/making good, following the mobile replacement project in 2017/18.*
- The garden is difficult to access and could do with a paved path, of wheelchair width.

Visual Impairment

Recent redecoration has ensured that there is sufficient contrast between floor/carpets and skirting boards, and door frames and door edges. The school will continue to bear in mind this issue and plan future re-decoration programmes accordingly.

The sloping corridor leading up to the hall has a number of changes in gradient; when next replacing the carpet here, consideration should be given to using different colour carpet for each section, to make the changes in the slope more obvious for those with a visual impairment.

Coloured overlays and IWB backgrounds are used in classes where there are pupils with Mears Irlen Syndrome, for example.

Paul Stanley
Headteacher

January 2017