



Ysgol Padarn Sant Policy for



Strategic Equality Plan

Date Policy Adopted	Autumn 2012
Signed Chair Of Governors	
Date Policy for Review	Autumn 2015
Named persons for review of this policy are:	The Headteacher and Deputy Headteacher

St. Padarn's R.C. Primary School

Strategic Equality Plan 2012 – 2016



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

Growing in faith . . . Growing in understanding . . . Growing in love . . .

We believe that everyone is a child of God. We try to live like Jesus by :

Celebrating God in everyone and everything.
Using our gifts to the very best of our ability.
Being kind and helping each other.

AIMS

To enable us to live our Mission Statement, we aim:

1. To become aware of our dignity as children of God, and to develop a relationship with God and with others.
2. We aim to provide an atmosphere of warmth, care and justice for the children.
3. To help one another to explore our uniqueness and so grow in self-worth.
4. To develop our vision to go forward with eagerness to make a better world.
5. To encourage respect, courtesy and sensitivity towards others.
6. To nurture values of justice, honesty and freedom.
7. To provide a rich, stimulating environment, where we will be encouraged to discover our gifts and strengths and where we will develop enquiring minds and an enthusiasm for life.
8. To provide an integrated curriculum, which develops the spiritual, intellectual, social, physical, emotional, aesthetic, ethical and moral potential of each child, in accordance with the National Curriculum. The specific aims of each subject area are dealt with in more detail within this booklet.
9. To keep open dialogue between home, school and parish.
10. To encourage involvement with the wider community.
11. To be aware of, and respond positively to people in need.

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

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which

champions respect for all. At St. Padarn's School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

St. Padarn's School is committed to an employment, training and education policy of equal opportunities and non-discrimination on any grounds, other than the merits and the abilities required of the individual to carry out the job. The only divergence from this statement applies in the appointment of staff that makes up the senior management team of the school. Guidelines prepared by the Roman Catholic Church, which are applicable to the management of its church schools, indicate that members of the senior management team **must be practising Catholics**. This is deemed to be necessary, in order to preserve the Catholic ethos of the school.

Many employment and training matters involve discrimination, in the sense of drawing legitimate distinction between people, but we recognise that unjustified discrimination occurs when people are treated less favourably than they would otherwise be, by virtue of their sex, race, religion (with the exception of the point highlighted earlier), age or disability.

St. Padarn's School is directly opposed to these forms of discrimination and the staff of the school should be aware that any act of unjustified discrimination (as laid down in the Sex Discrimination Act 1975 and the Race Relations Act 1976) which they commit in the course of their work, is in direct contravention of this policy and that they will face disciplinary action as a result. The Head Teacher and governing body of the school are responsible for ensuring that St. Padarn's School's equal opportunities policy is observed at all times.

In the long term, St. Padarn's School will continue to endeavour to ensure that all staff, trainees and pupils, regardless of sex, ethnic origin, age or disability, are encouraged to develop to their full potential in an environment which is fully committed to this policy.

1.3 Mainstreaming equality into policy and practice

We at St. Padarn's School are committed to providing the highest possible standards of education for our pupils and will endeavour to meet the needs of all without unfair discrimination of any kind.

We will:

- oppose all forms of unfair discrimination, whether individual or institutional, direct or indirect, on the grounds of gender, colour, ethnicity or national origin, religion. Disability, financial resources, social background, HIV status, age, appearance, ability, language, political views, size, marital status or sexual orientation.
- challenge prejudice or unreasonable beliefs about groups in society and endeavour to instil tolerance and acceptance of differences.
- promote and celebrate diversity within our community and beyond.
- seek to become an inclusive community, in the widest sense of the word.
- prepare pupils for adult life in a multi-cultural society.

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

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

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- We promote the principles of fairness and justice for all, through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of direct discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

1.4 Setting our equality objectives

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

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

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

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

- c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;
- advice provided by the Education department of the Diocese of Menevia;

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

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

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

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

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

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

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies;
- ensuring that all staff are aware of the school's policy for equal opportunities and specifically the elements relevant to inclusion within that document;

2.3 Staff – teaching and non-teaching

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

- ensuring that all pupils are treated fairly, equally and with respect and do not discriminate against any child maintaining an awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents;
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups;
- When designing schemes of work, staff use this policy to guide them, both in their choice of topics to study and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

3. Information gathering and Engagement

3.1 Purpose and process

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

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

3.2 Types of information gathered

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

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

3.3 Engagement

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

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

It is the responsibility of the governing body to monitor the effectiveness of the priorities which have been set and this is done by:

- monitoring the progress of pupils of minority groups and comparing it with the progress of other pupils in the school
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated

4. Equality Impact Assessment

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

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

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

5. Objectives and Action Plans

Our chosen Equality Objectives are :

- To address the under attainment of boys in relation to girls in KS2.
- To address all instances of bullying – physical, verbal, racial and cyber-bullying.
- Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are incorporated into the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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

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

7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2016.

Chair of Governors : _____

Head Teacher : _____

Date : _____



St. Padarn's RC Primary School

Strategic Equality Plan 2012 – 2016

Appendices

Appendix 1: Regional Equality Objectives

Appendix 2: School Equality Objectives and Action Plan

Appendix 3: Current school Access Plan 2010-2013

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

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

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

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

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

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

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

4. Reduce the number of NEETs

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

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

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

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

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

St. Padarn's RC Primary School
Strategic Equality Plan 2012 – 2016
Equality Objectives and Action Plan

Equality Objective 1.				
Address the under attainment of boys in relation to girls in Key Stage 2.				
Our Research:				
Analysis of the All Wales Core Data Sets has highlighted boys' underperformance when compared to the girls in Key Stage 2.				
Information from Engagement:				
Staff meetings, discussions and analysis of school data have highlighted this issue.				
Data Development:				
Boys attainment compared to girls will be very closely monitored particularly in literacy. All Wales Core Data Sets, assessment data and school formative and summative data will be scrutinised to track boys' performance to ensure it is in line with the girls.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • Boys' performance in Key Stage 2 shows a marked improvement when compared with the girls. This will be highlighted by quantifiable data. • Through pupil surveys boys show that they are more engaged in lessons and are demonstrating raised standards. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Establish intervention groups to raise standards in boys' literacy. (reading). Pupil progress to be tracked and monitored rigorously.	Mrs Rowe (SENCO) Mrs Jones (HLTA)	February 2013	September 2014
1.2	Introduce the LNF literacy programme to raise standards across the school.	All staff	September 2013	Ongoing
1.3	Ensure literacy resources e.g. non-fiction books and teaching approaches suit the learning of boys as well as girls.	Mrs Brophy Language Co-ordinator	February 2012	Ongoing

St. Padarn's RC Primary School
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Equality Objective 2.				
To address all instances of bullying – physical, verbal, racial and cyber-bullying.				
Our Research:				
Although we feel confident that there are no real issues with bullying in our school, we want to ensure that any instances are not overlooked.				
Information from Engagement:				
Staff meetings, discussions with school councillors, discussion with pupils during circle time and class lessons, listening to parents.				
Data Development:				
We need to be receptive to all stakeholders and not view this as an issue which does not exist in our school.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • Any issues which might arise are dealt with appropriately and in such a way that pupils are aware that bullying of any kind will not be tolerated in our school. • Through pupil surveys, pupils show that they are happy and are not afraid to come to school because of the actions of others. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Bring this issue to the attention of all staff at a staff meeting and review the school's policy.	Mr James (HT)	January 2013	January 2014
1.2	Use anti-bullying resources available during anti-bullying week	All staff	November 18th	November 22 nd 2013
1.3	Invite the community policeman into school to discuss cyber-bullying with children of an appropriate age group (Y5 & 6)	Mrs Rowe (Healthy Schools Coordinator)	January 2014	Ongoing

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Equality Objectives and Action Plan

Equality Objective 3. Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.				
Our Research: Evidence suggests that there are some groups and individual children with poor attendance. These are closely monitored by both the school and LA. We are particularly interested in the attendance rates of children from overseas families and the effect of extended family visits home to see relatives.				
Information from Engagement: Staff meetings and discussions re. analysis of attendance data have identified that this is a problem which has becoming increasingly prevalent in the last few years, as the number of children from overseas families has increased dramatically. Other examples of poor attendance have also been identified by staff.				
Data Development: We need to gather further information on the attendance rates of these pupils in order to identify whether there are any gaps in the attendance of these pupils.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • We have identified any problems with the attendance rates of groups of pupils who share particular protected characteristics as defined by the Equality Act 2010. • We have implemented systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Whole staff analysis of attendance data to identify any attendance gaps for groups of pupils who share particular protected characteristics e.g. on SEN register, receiving free school meals, looked after children etc.	Mr James All Staff	September 2013	July 2014
1.2	Implement a range of systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics and have been identified as having poor attendance.	Mr James LA Inclusion team	September 2013	Ongoing

Accessibility Plan



St. Padarn's R.C. Primary School

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's ALN policy;
- The school recognises its duty under the DDA
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and ALN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Head Teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Improvement Plan.

Linked Policies

This Plan will contribute to the review and revision of related school policies e.g.

- School Improvement Plan
- Staff training and development plan
- ALN policy
- Equal Opportunities policy
- Curriculum policies
- Policy for Disability Discrimination

St. Padarn's R.C.P. School - Monitored Accessibility Plan

Our Accessibility Plan covers the measures we have already taken, and are still taking, to try to ensure that our school does not discriminate against disability.

Improvements made to date :

- Ramped access from the end of the school drive to the main entrance of both main buildings.
- Disabled ramp with handrail installed at rear entrance to the school.
- Disabled toilet installed.
- Shower facility installed.
- New frontage of School Hall included two fire exits suitable to allow wheelchair access.
- New emergency doors installed at the rear of the school allow wheelchair access.
- Disabled ramp with handrail installed to the hall patio allowing access to the School Hall.

Improvements still required -

Action Plan - based on Disability Access Survey (attached)

- Access to the first floor of the main school building (costs are likely to be prohibitive, as it will possibly mean the installation of a lift).
- Access to the area at the rear of the school where the outside learning area is located.
- Suitability of furniture and equipment in all areas.
- Establish one or two disabled parking bays.

Plan reviewed - Autumn Term 2012

Date for next review - Autumn Term 2015

Angelo James - Head Teacher