

2016/2017

# Strategic Equality Policy Statement and Plan for 2016-17

## Llanishen High School

This document contains the specific policy and associated information relating to strategic equality statement and plan at Llanishen High School

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Approved by Governing Body: 23 May 2017  
Full review: May 2020  
Review of strategic Equality Plan: Oct 2017



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# Strategic Equality Plan Policy Statement

## 1. Our School

Llanishen High School is an English medium, co-educational 11-18 comprehensive a school with 1550 pupils on roll. The school is on a single site serving a large part of north Cardiff including Thornhill, Llanishen, Lisvane, Pontprennau, Pentwyn and Llanedeyrn. Parts of the catchment area have significant levels of social and economic deprivation, while other areas are amongst the most affluent in Wales. At the time of writing, around 14.8% of pupils are currently eligible for free school meals (FSM). The school caters for the full ability range.

The school houses two resource bases for secondary age pupils from across Cardiff, one for hearing impairments (HI) and one for Autistic Spectrum Condition (ASC). There are currently 12 pupils within the HI support base. There are currently 26 pupils in the ASC base which opened in September 2013. The school also has both a Learning Support base supporting pupils with Additional Learning Needs and a Behaviour support base which offers intervention and support for pupils behavioural and emotional difficulties. Needs are evaluated continuously as a result numbers above fluctuate.

The needs of pupils with disabilities are considered on an individual basis and recent and ongoing building work has improved accessibility around the site. The Performing Arts, Science and DT blocks have lifts making them accessible to all and all other faculties have accessible ground floor rooms. The school has established strong links with Creigiau Park and currently is co-educating three wheel-chair bound pupils with cerebral palsy and multiple, complex needs.

The school has a rising number of pupils from ethnic minorities. At the time of writing, approximately 15% of pupils come from ethnic minorities - the main groups are Pakistani, White and Black Caribbean and Arab. Currently the school has on roll 132 pupils for whom English is not the main language spoken at home - with around 11 different languages recorded including Arabic, Bengali, Spanish, German, Urdu, Polish and Czech. Of these 4 are asylum seekers. The school gives direct support to a small number of these pupils, particularly those who have been in Britain for less than 2 years, by providing 1 full time teacher, employed by the Ethnic Minority and Traveller Achieve Service (EMTAS) a teacher from the New Arrivals Team who works in the school 3 days per week, plus a full time Teaching Assistant who provides in class / small group support. Interventions are on a graduated basis according to need with the aim of full integration into the appropriate ability banding as soon as possible. The school has a particular issue with Arab pupils arriving for short term placement whilst their parents are undertaking professional qualifications.

The school has pupils from a variety of different faith backgrounds. The largest faith groups are Christian, Muslim and Hindu however, according to entry form data the majority of pupils are described as non-religious.

The school has approximately 190 staff. Of this total 117 are teaching staff, 64% female and 36% male. 23% of teaching staff are part-time, 89% of these are female. 2 staff are qualified teachers of the deaf and 1 teacher is an ASC specialist. The school has 73 non-teaching staff – 74% female and 26% male. The

non-teaching staff include Teaching Assistants (TAs) working in the Learning Support Base, the HI Base, ASC Base, the Behaviour Base and KS4 Outreach provision. There are a very small number of Disabled staff.

Almost all of the teaching and non-teaching staff are white British. Other nationalities represented on the staff include Greek, Romanian, Moldavian, German, French and Kurdistan. 9% of the staff are fluent Welsh speakers.

We are aware that we have disabled parents and parents and staff in same sex relationships and pupils who will grow up to be LGBT, however we do not monitor this robustly.

All of these people, the school values equally their faiths, cultures, communities and languages. Our mission statement is 'We believe all can succeed'

## **2. Aims**

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

## **3. Our Strategic Equality Objectives**

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all

relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

#### **4. Scope**

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

#### **5. Equalities Summary Statement**

At Llanishen High School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group is not tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the local authority to help actions to combat hate crime across the City.

#### **6. Responsibilities**

##### **Leadership and Management**

##### **Commitment**

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

## **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg “Anti-Bullying Policy”, “Harassment Policy” etc and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

**The named person with responsibility for dealing with reported incidents of unlawful discrimination is Jackie Pearce.** Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

**The Equal Opportunities Co-ordinator is Jackie Pearce.** The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

**All staff** are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

## **7. Information gathering and Engagement**

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 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 assessments 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. The reason that this progress is important is to understand the full range of needs of the school community.

## **8. Publication and reporting**

The school publishes the Strategic Equality Plan on our website and the Untethered Ltd website and it is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

*We regularly consult and engage with parents on issues which arise, along with finding out what parents think is going well or needs to improve. We are fortunate to have a very diverse school community and through our regular contact with parents, the school council and staff, we inform the annual Strategic Equality Plan. We have found we have gaps in data, that has led to improvement targets for the collection of data. People from a diverse range of ages, genders, ethnicity, religions or beliefs and sexual presentation have been involved in the production of this document.*

## **9. Monitor and Review**

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality 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.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review every 3 years.

10.

**Strategic Equality  
Action Plan  
2016-17**

**Priority One:** Reduce Gaps in attainment and attendance between pupils from protected groups

**Targets:**

1. To build upon the improving trend in boys performance at KS4 L2 threshold including **English & Mathematics** in 2017 to narrow the gap in gender performance, with additional focus on alignment in L2 English where the gap was >20% in 2016.
2. To reduce the gap in KS4 Core Subject Indicator performance, where girls are currently outperforming boys by >10%.
3. To increase the performance of girls at KS4 L1 threshold including **English & Mathematics** in 2017 to bring it above FOS and to close the gap in gender performance between boys at Llanishen High School.
4. Further improve the performance in KS3 boys to reduce the 12.2% gap in L6+ English and 9.7% gap in L6+ Science against the girls.

**Strategically Planned Tasks:**

- Continue to monitor performance data for boys and girls across L2 threshold, L1 threshold and CSI performance in 2017 and carry out focus groups to identify and implement intervention strategies where a need is identified through departmental meetings.
- Provide further training for all staff on developing a literacy and numeracy rich lesson, specifically focussed on improving the performance of boys in at KS4 L2 threshold and girls at KS4 L1 threshold.
- Monitor pupils' work and planning to ensure that all genre of writing is taught paying particular attention to genres that appeal to boys in KS4 L2 and KS3.
- Extend mentoring programme so that key pupils are mentored by a member of the SLT. Emphasis will be placed on identifying and supporting borderline or underperforming boys at KS3 and KS4 L2 threshold and girls at KS4 L1 threshold.
- Re-audit all departments to assign accountability for primary and secondary strands of LNF and to identify areas for improvement in boys at KS3 and KS4 L2 threshold and girls at KS4 L1 threshold.

On Track	Lead Person(s) Involved	Time Scale
	LB	Sep 16 – Jul 17
	EL/JC	Sep 16
	Eng staff	Sep 16 – Jul 17
	SLT	Sep 16 – Jul 17
	LH/JC/EL	Sep 16

<ul style="list-style-type: none"> <li>• Develop effective lit/num activities for KS3 registration in line with the restructured school day, with emphasis on including tasks that are appealing to boys and their learning style.</li> <li>• Ensure that Lit/Num champions identified for all departments cascade good practice throughout department with the aim of aligning performance in Maths, Science, English and CSI between boys and girls and KS4 and KS3.</li> </ul>		<p>LH/JC/EL</p> <p>LH/JC/EL</p>	<p>Ongoing</p> <p>Sep 16</p>
<p><b>Monitoring Commentary (Bullet Points)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Evaluation Commentary (Bullet Points)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		

**Priority Two:** Develop the quality and use of our Equality Information

**Targets:**

1. To amend our enrolment form to better collect useful equality information on parents
2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)

**Strategically Planned Tasks:**

- Amend SIMS method of recording bullying incidents to include anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
- Run reports via SIMS to analyse bullying incidents in terms of the above
- Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs
- Modify the county enrolment form to begin to collect Equality Information on Parents
- Clarify whether to adopt the Parent Equality Monitoring database or make internal changes to SIMs for anonymous and confidential collation of parental Equality Database
- Carry out an exercise to update the equality information held on staff for all protected characteristics

<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
	<b>JP/HW</b>	<b>Autumn Term 2016</b>
	<b>JP</b>	<b>July 2017</b>
	<b>JP</b>	<b>Autumn Term 2016</b>
	<b>JP</b>	<b>Summer Term 2017</b>
	<b>SLT</b>	<b>Summer Term 2017</b>
	<b>JP</b>	<b>Summer Term 2017</b>

**Priority Three:** Teach and Train pupils, staff and governors

**Targets:**

1. Staff and governors are aware of their statutory obligations under the Equality Act
2. Staff and governor training combines basic training for all staff with specialist training for selected staff dependant on priorities and emerging equality issues or trends
3. The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics

**Strategically Planned Tasks:**

- Untethered to provide Twilights on 'Equality Act' and 'Family Diversity' for all staff and selected Governors
- Untethered to provide Equality Impact Assessment training for SLT and selected Governors
- Key Staff to attend 'Identity Based Incidents' full day's training course to cascade to all staff
- Headteacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act
- International Day of Disabled People to be celebrated with an Assembly and co-ordinated lesson activities in selected classes throughout the day
- IDAHO day (International Day Against Homophobia) to be marked by each class using one of the No Outsiders Family Diversity storybooks alongside at least one whole school activity
- Planning for Black History Month 2017 to begin, including liaising with other Primary Schools who are also engaging with this event.

On Track	Lead Person(s) Involved	Time Scale
	JP	June 2017
	JP	May 2017
	JP	October 2016
	SP/JP	Ongoing
	JP	December 2016
	JP	May 2017
	JP/RE	June to October 2017

**Monitoring Commentary (Bullet Points)**

- *You will be able to reproduce this section in your Annual Equality Report*

**Evaluation Commentary (Bullet Points)**

- *You will be able to reproduce this section in your Annual Equality Report*

# 12. Appendix.

## Accessibility Plan

## *Llanishen High School Accessibility Plan as at 2017*

### *Access to the Physical Environment*

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>
Short Term	<ul style="list-style-type: none"> <li>• Improvements to accessible toilets required. Ensure all access toilets are accessible. In East wing multiple issues including narrow access hallway.</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet pan to be repositioned further from wall in line with regulations, toilet roll holder to be moved to toilet side of basin.                             <ul style="list-style-type: none"> <li>○ Implement management procedure to ensure that the alarm cord is never tied up and always hanging loose.</li> </ul> <p>According to BS8300 - An emergency assistance pull cord should be sited so that it can be operated from the WC and from an adjacent floor area. The emergency assistance pull cord, coloured red, should be provided with two red bangles of 50 mm diameter, one set at a height between 800 mm and 1000 mm and the other set at 100 mm above floor level.</p> <ul style="list-style-type: none"> <li>○ Reset button should be located in a position where it can be operated from a seated position</li> </ul> </li> </ul>	Throughout 2017-2019 academic years	Cardiff County Council

	<ul style="list-style-type: none"> <li>• Put up tactile signage from main entrance, through reception and into lower corridor at key locations. Particularly in terms of main locations an accessible toilet</li> <li>• Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable</li> </ul>	<ul style="list-style-type: none"> <li>○ Accessible toilets should not be locked</li> <li>○ Accessible toilets should be in accessible locations, as well as meeting regulations internally</li> <li>• It is recommended that a ‘way finding’ review be undertaken for the school.</li> <li>• Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors.</li> <li>• Numerous fire exits and other entrances and exits do not have sufficient clearance width, the thresholds are not level with the floor and do not have ramps making egress potentially difficult for wheelchair users. Install ‘humps’ / graded approaches to the fire exits which would allow egress</li> </ul>	<p style="text-align: center;">September 2017</p> <p style="text-align: center;">Autumn Term 2017</p> <p>Identify priority exits by Autumn 2017 with timetable of improvements to be authorised by Governors by Spring 2018 with improvements implemented in the short to medium term (see ‘medium term’ targets below)</p>	<p style="text-align: center;">Estates team</p> <p style="text-align: center;">ALNCO MP LP</p> <p style="text-align: center;">JP</p> <p style="text-align: center;">SOP</p>
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	<ul style="list-style-type: none"> <li>• General site maintenance and upkeep required to maximise accessibility for people with visual impairments particularly</li> </ul>	<p>for wheelchair users. The gradients should be colour contrasted to indicate the presence of a gradient. This will ensure people do not stumble. The fire exit doors should have a 800mm clearance width with flush threshold. BS8300 - The threshold is level or, if a raised threshold is unavoidable, it has a total height of not more than 15mm. (school is currently awaiting fire report from LA</p> <p>Site management should review situation, implement a management procedure to ensure that a clearance width is available at all times.</p> <ul style="list-style-type: none"> <li>• All bins to be suitably colour contrasted against the background to aid people with impaired vision. Colour contrast needs to be added.</li> </ul> <p>The seating in public areas inside and outside the building need to be made more visible e.g. a back rest as they could cause a stumbling/trip hazard and suitable colour contrasting against the background.</p> <ul style="list-style-type: none"> <li>• Throughout the school the steps</li> </ul>	<p style="text-align: center;">Estates Team</p> <p>Works to begin Summer 2017 and completed by Summer 2019 with regular upkeep to continue</p>	<p style="text-align: center;">Estates Team</p>
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	<ul style="list-style-type: none"> <li>Identify current access needs of staff, parents and pupils</li> </ul>	<p>nosing strips should be replaced with a contrasting alternative or regularly maintained where contrast already exists</p> <ul style="list-style-type: none"> <li>All structural columns to have colour contrast or markings at two heights in accordance with BS8300.</li> <li>New enrolment form to be used to parents with equality monitoring as standard. ALNco to inform re: pupil needs. Retrospective equality monitoring of existing staff.</li> </ul>	Autumn Term 2017	JP/ALNCO
<b>Medium Term</b>	<ul style="list-style-type: none"> <li>To ensure Accessible Parking Space is located near school entrance</li> <li>Signage at school gates explain where accessible entrance to school is</li> </ul>	<ul style="list-style-type: none"> <li>Move current accessible parking bay to main car park, closer to main entrance with clearer access route to main entrance</li> <li>Purchase from online supplier</li> </ul>	Autumn Term 2018	<p>SOP</p> <p>School Business Manager</p>

	<ul style="list-style-type: none"> <li>• Research the installation of Portable Induction Loop to be available for use around school.</li> <li>• Improvements to doorways throughout school</li> <li>• Improvements to main entrance and reception area</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase from online supplier and put up signs indicating their availability</li> <li>• Level or reduce thresholds to 15mm to allow access for wheelchair users</li> <li>• All doors including main entrance to have vision panels at the correct heights to prevent a collision hazard for wheelchair users and people of small stature (with a minimum visibility zone between 500mm and 1500mm from floor level and located at the side of the leading edge. Glass should comply with BS6206.)</li> <li>• Improvements to access/exits especially fire exits (see ‘short term targets’ above)</li> <li>• Area immediately outside main entrance needs widening, currently too narrow. Recommend repositioning pathway from accessible parking space in main car park to approach main entrance from the front rather than the side</li> </ul>	<p>As per timetable to be agreed by SOP Team (see ‘short term targets above) but no later than 2025 for priority exits</p> <p>Costings to be gathered with decision made and changes implemented by 2023</p>	<p>School Business Manager</p> <p>SOP</p> <p>JP</p>
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		<ul style="list-style-type: none"><li>• Replace current narrow, single door which is difficult to open with automated double doors in line with most new school entrances.</li><li>• Reception lobby needs to be extended (made wider) and split level signing in desk is necessary.</li><li>• According to BS8300 - The length of the lobby should be at least the projection of the door or doors, if swinging into the lobby, plus 1570mm. Clear width of corridor not less than 1200mm. Turning circle of 1800mm diameter at a corridor junction acts as a passing place and allows a wheelchair user to turn and return in the other direction. Clear width of at least 1000mm where there is a permanent obstruction over a short distance.</li></ul>		
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<p><b>Long term</b></p>	<ul style="list-style-type: none"> <li>• Improve access to key 'central' facilities e.g. English Tower, Main Stage</li>   <li>• Flashing beacons to be installed to assist people with visual impairments in case of fire</li> </ul>	<ul style="list-style-type: none"> <li>• Install lifts or platform lifts as required or reposition these facilities to an accessible location within the school</li>   <li>• It is recommended that an architectural feasibility study be undertaken to assess.</li>   <li>• Specialist advice should be undertaken to install alarm/ alerting systems for people with impaired hearing, such as flashing beacons and vibrating devices. If flashing beacons are used, supplement with signage to indicate purpose.</li> </ul> <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments.</p>	<p>County to be informed and timescale to be advised based on their Access Strategy</p> <p>Purchase from reputable supplier during 2025-2030 academic years</p>	<p>LEA</p> <p>LEA</p>
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## Access to the Curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>
<b>Short term</b>	<ul style="list-style-type: none"> <li>Ensure all staff have access to specific training on disability issues</li> </ul>	<ul style="list-style-type: none"> <li>Use staff audit to identify training needs and inform Professional Development process.</li> </ul>	September 2018	ALNco
	<ul style="list-style-type: none"> <li>Ensure all staff are aware of any disabled pupils' curriculum access where applicable</li> </ul>	<ul style="list-style-type: none"> <li>Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable</li> <li>Display information relating to individual pupils' needs in staff room</li> </ul>	<p>As and when necessary</p> <p>As and when necessary</p>	<p>JP/ALNco</p> <p>JP/ALNco</p>
<b>Medium term</b>	<ul style="list-style-type: none"> <li>Ensure all IT software and resources are adapted for use by people with visual impairments</li> </ul>	<ul style="list-style-type: none"> <li>Audit all SEN ICT and other resources. Order further resources as necessary</li> <li>Run individual training sessions on use of SEN resources</li> </ul>	Audit – by end of Summer Term 2020 Resources and training – rolling programme to be completed by Summer Term 2022	IT team/ALNco
<b>Long term</b>	<ul style="list-style-type: none"> <li>Ensure all staff have refresher disability equality training.</li> </ul>	<ul style="list-style-type: none"> <li>Set up refresher INSET training for SLT/ all staff on Equality/ Disability</li> <li>Ensure new staff access similar CPD courses</li> </ul>		<p>JP/ALNco</p> <p>JP/ALNco</p>

## Access to Information

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> <li>Review information to parents/carers to ensure it is accessible</li> </ul>	<ul style="list-style-type: none"> <li>Consult parents/carers about access needs when child is admitted to school</li> <li>Review all letters home to check that they are written in Plain English</li> <li>Produce newsletter in alternative formats e.g. large print, Braille, audio according to need</li> </ul>	Ongoing	ALNco
			Ongoing	JP/ALNco
			According to need	SP/JP/ALNco
	<ul style="list-style-type: none"> <li>Inclusive discussion of access to information in all annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>Consult with parents/carers and children about access to information and preferred formats in all reviews</li> <li>Develop strategies to meet needs</li> </ul>	As and when necessary	JP/ALNco
			As and when necessary	JP/ALNco

<p><b>Medium term</b></p>	<ul style="list-style-type: none"> <li>• School corridor and classroom displays are accessible to all</li> </ul>	<ul style="list-style-type: none"> <li>• Review any laminated (or similar) wall displays for reflections from windows or lighting and replace or move as necessary</li> </ul>	<p>To be built into regular T&amp;L reviews from Autumn 2017</p>	<p>SLT/SLs/ALNco</p>
<p><b>Long term</b></p>	<ul style="list-style-type: none"> <li>• Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training in relation to SLCD issues, for all staff</li> </ul>		<p>Speech therapist/ LEA SLCD Team</p>