

**YSGOL GELLI AUR  
GOLDEN GROVE SCHOOL**



**‘Together we aspire, Together we achieve’**

**STRATEGIC EQUALITY PLAN**

# **STRATEGIC EQUALITY PLAN**

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## **1. Our Distinctive Character, Priorities and Aims**

### **1.1 School values**

Our Mission Statement is as follows: We aim for all members of the Golden Grove community to live with positive values and behaviour, and have the aspiration, confidence and skills to become informed and creative citizens of Wales and the world.

Our motto is 'Together we aspire, Together we achieve'

In order to achieve this, our aims are . . . .

- To provide an environment in which each child is safe, secure and valued.
- To foster an appreciation of the environment in which they work and play and encourage links with home and community.
- To create an attractive working environment in which each child can effectively use and develop the skills and knowledge provided within the Foundation Phase and the National Curriculum.
- To develop an understanding for religious and moral values, particularly Christianity and an appreciation of the beliefs and needs of others.
- To help pupils understand the world in which they live and the interdependence of communities with the environment and the wider world.
- To instil respect for others through the encouragement of good manners and courtesy and the promotion of values throughout the school.
- To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- To help pupils to develop their individual talents and to acquire knowledge and skills commensurate with their ages and abilities.

- To help pupils to appreciate the developments and aspirations of people of the past and how this impacts on the future.
- To develop and support children's mental and physical well-being.

At Gelli Aur/Golden Grove we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services or support from the school, irrespective of disability, race, gender, age, sexual orientation, language, religion or belief, gender reassignment, pregnancy and 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 offer support, raise standards and ensure inclusive teaching. We will tackle discrimination through the positive promotion of equality, challenging bullying and stereotyping and creating an environment which fosters respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit.

## 1.2 Characteristics of our school

Gelli Aur/Golden Grove is a designated dual stream primary school situated on the Southern outskirts of Pembroke. It came into being in 2002 following the amalgamation of the local infant and junior schools catering mainly for children from the town and surrounding area. However, because of its bilingual nature, pupils from further afield attend the school in order to access welsh medium education and the extended catchment area for this provision reflects this.

The school has 12 classes - 8 English medium and 4 Welsh medium. A bilingual Flying Start is also accommodated within the building.

The school makes every effort to ensure its procedures and physical environment are as safe and welcoming as they can be. Our aim is to eliminate barriers so that those with any form of disability are able to make full use of the building whilst feeling welcomed and valued.

## 1.3 Mainstreaming equality into policy and practice

As well as outlining specific actions 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 will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and address action and gaps or issues that may arise;
- take account of the achievements of all pupils when planning for future learning and setting challenging targets;

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child’s education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

#### 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 age, race, gender, disability, gender reassignment, sexual orientation, pregnancy and 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 by . . . .

1. Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means . . .
  - a. removing or minimising any disadvantage suffered by those who share a relevant protected characteristic that is connected to that characteristic
  - b. taking steps to meet the needs of those who share a relevant protected characteristic that is different from the needs of those who do not share it
  - c. encouraging those who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low
3. Fostering good relations between those who share a relevant protected characteristic and those who do not.

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

- the regional equality objectives identified in Appendix 1;
- views expressed by stakeholders who 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; FSM etc.

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

- raising standards;
- narrowing the attainment gap in outcomes for children and young people;
- improving outcomes as described within the Children and Young People Plan (CYPP);
- promoting community cohesion

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

## **2. Responsibilities**

### 2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and 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 strives to make communication as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school and acts accordingly should this happen.

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 Management Team (SMT)

The SMT promotes equality and eliminates discrimination by . . . .

- implementing the school's SEP, supported by the governing body;

- 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;
- addressing all incidents of unfair treatment and any incidents of bullying or discrimination including racist incidents, according to the Authority's and school's policies

### 2.3 Staff – teaching and non-teaching

The school regards 'equality for all' the 'responsibility of all'. All members of staff will 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 whilst maintaining awareness of the school's SEP;
- striving to provide materials which give positive images based on the protected characteristics whilst challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia and recording 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 encouraging them to intervene in a positive way against any discriminatory incidents

## 3. Information Gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take in order to improve equality and eliminate any discrimination within the school community. The information also subsequently enables us to review our performance, so it needs to be detailed enough to allow us to measure how we are delivering on equality issues. The information also helps to impact assessment and identify which of the school's aims have been achieved and what needs to be improved where necessary.

Engagement is based on the information gained regarding 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 children, those with, disability, young people, parents and carers are as involved as they can be. 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 to 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, wherever possible thus allowing us to 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 are 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;
- absence and exclusion data analysed by group;
- records of bullying or 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. It takes 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.

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

Feedback from the parent questionnaire Feedback from Class Council, School Council, PSE lessons, pupil questionnaires Governing Body input and agreement
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Issues raised in parent consultation meetings and ALN and statement review meetings

#### **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 the 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 any changes necessary to policy including the review of the SEP itself.

#### **5. Objectives and Action Plans**

- 5.1 Reduce any gaps identified in attainment (standards) among separate analysed groups ~ F.S.M., Gender, ALN, EAL, MAT and Basic Skills.
- 5.2 Improve awareness of staff, parents and pupils re. cyber bullying.
- 5.3 Monitor, assess and address any gaps in levels of attendance.

5.4 Raise awareness among staff, pupils and governors of equality and diversity issues including respect for others.

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 cross referenced with the school development plan, inspection action plan and longer-term plan which ensures that they are monitored, evaluated and amended systemically.

The action plan shows . . . .

- 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 is committed to evaluating the effectiveness of the SEP on a regular basis in conjunction with the governing body and with the Local Authority.

## **6. Publication and reporting**

The school will provide a copy of its SEP and its action plan to meet its equality objectives in a range of formats where necessary and will actively make it available to parents/carers and others including those identified as difficult to engage. The school prospectus will also include a reference to the SEP and the values underpinning it.

The school will report 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 will be undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristics 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. Monitoring and Reviewing**

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 had a positive impact across all protected characteristics; that the promotion of equality is at the heart of school planning and that any discrimination identified is 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 which the school has gathered and analysed;
- use the evidence to impact accurate assessments which inform priorities

Chair of Governors .....

Date: .....

Head Teacher .....

Date: .....

## Strategic Equality Plan 2020 – 2023

### Equality Objectives and Action Plan

<b>Equality Objective 1.</b>				
<b>Improve awareness of anti-bullying procedures and monitor instances of identity based bullying.</b>				
<p><b>Our Research:</b> 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’.<sup>i</sup></p> <p>ESTYN report, <i>Action on bullying. A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils’ protected characteristics (June 2014)</i></p>				
<p><b>Data Development:</b></p> <p>Incidents of bullying related to the protected characteristics are recorded on EduKey and are reported to the local authority. Wider bullying incidents are also recorded on EduKey, if deemed necessary.</p>				
<p><b>This objective will be judged to be successful if...</b></p> <ul style="list-style-type: none"> <li>✓ Systems are in place to recognise, report and deal with identity based bullying</li> <li>✓ There is evidence that work to educate and engage with pupils has reduced the prevalence of bullying incidents</li> </ul>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Update anti-bullying policy and practices in light of Welsh Government Guidance <b><i>Embedding anti-bullying work in schools in Wales and ESTYN</i></b> report, <i>Action on bullying. A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils’ protected characteristics (June 2014)</i> see the recommendations detailed below	Head Teacher and Governors	Spring 2020	Summer 2020
1.2	<b>R1:</b> raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff, and governors and take a more proactive approach to preventing and mitigating its effects. <b>Undertake an anti-bullying checklist Audit / Questionnaire</b>	Head Teacher Deputy Head Teacher	Spring 2020	Ongoing annually to 2022
1.3	<b>R2:</b> consult pupils, parents, and others, to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans	Head Teacher School Council & Deputy Head Teacher	Spring 2020	Ongoing annually to 2022
1.4	<b>R3:</b> plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils’ resilience to bullying	Class Teachers	Spring 2020	Ongoing annually to 2022
1.5	<b>R4:</b> ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyber bullying	Head Teacher	Spring 2020	Ongoing annually to 2022
1.6	<b>R5:</b> make sure that staff know how to deal with and record incidents of bullying	Head Teacher	Spring 2020	Ongoing annually to 2022
1.7	<b>R6:</b> record and monitor incidents of bullying in relation to the protected characteristics and use this information to review / include in strategic equality objectives	Head Teacher Class Teacher	Spring 2020	Ongoing annually to 2022
1.8	<b>R7:</b> make sure all policies and procedures meet the requirements of the Equality Act 2010.	Head Teacher	Spring 2020	Summer 2020

## Strategic Equality Plan 2020 – 2023

### Equality Objectives and Action Plan

<b>Equality Objective 2.</b> Ensure all groups of pupils are given the opportunity to make a positive contribution to the life of the school.				
<b>Our Research:</b> The make-up of the school council, as it's through selection, tends to be children who are more able and it doesn't always cover the diversity of the children we have in the school.				
<b>Information from Engagement:</b> Staff suggested that another school council group could be formed with children co-opted from each of the classes.				
<b>Data Development:</b> All pupils are given the opportunity to nominate themselves to be members of the school council.				
<b>This objective will be judged to be successful if...</b> <ul style="list-style-type: none"> <li>✓ There is an increased representation of all groups of pupils on the school councils</li> <li>✓ All groups of pupils feel that their views and concerns are valued and acted upon</li> </ul>				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
2.1	Representation of various groups on the school council is monitored and co-option takes place when there has been under representation over a period of time	Head teacher School Councils & Deputy Head Teacher	Spring 2020	On-going
2.2	Views of all groups of pupils feed into development and action plans	Head teacher	Spring 2020	On-going
2.3	Roles and responsibilities are developed in all classrooms, for all children.	Head Teacher, Teachers	Spring 2020	On-going

## Strategic Equality Plan 2020 – 2023

### Equality Objectives and Action Plan

<b>Equality Objective 3.</b>				
Raise awareness of equality and diversity issues among pupils, staff and governors				
<b>Our Research:</b>				
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.’ <sup>1</sup> In the school context we wish to extend this to include pupils and Governors.				
<b>Information from Engagement:</b>				
Staff and governors feel that they require further information and training on equality issues				
<b>Data Development:</b>				
Record of training received on equality issues.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>✓ All Governors receive updated Equality training</li> <li>✓ Staff to receive equality training</li> <li>✓ Parents/carers to be informed of equality issues</li> </ul>				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
3.1	Governors access LA training	Individual governors	Spring 2020	Summer 2020
3.2	Staff training needs are assessed through performance review meetings. Appropriate training is accessed or school based inset is organised.	Head Teacher & Deputy Head Teacher	Spring 2020	Summer 2020
3.3	Ensure that lesson materials, reading books & displays promote diversity in terms of race, gender and ethnicity	Class teachers	Spring 2020	On-going

## SCHOOL ACCESSIBILITY PLAN 2020 - 2023

**SCHOOL:** Ysgol Gelli Aur/ Golden Grove

**COMPLETED BY:** Mr A Williams

**DATE :** January 2020

**ACCESSIBILITY PLAN OUTCOME – PART A**

**Increasing the extent to which disabled pupils can participate in the school curriculum**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b></p> <p>Monitoring of inclusion of pupils with disabilities and their ability to fully participate in the curriculum. Address any short falls.</p>	<p>Procedures in place to deal with all situations regarding disabled pupils. (Health care plans/manual handling/meetings.) These plans must be reviewed annually or termly as appropriate.</p> <p>Training for staff</p>	<p>Head Teacher Deputy Head Teacher Inclusion Manager All staff</p>	<p>Training fees</p> <p>Time</p>	<p>Courses attended. Qualifications obtained.</p> <p>Head Teacher: Report to GB Inclusion Manager</p>	
<p><b>Medium Term (2 years)</b></p> <p>Building must comply with legislation regarding standards and procedures for disability access Develop the school's capability to use technology to support pupils with disabilities.</p>	<p>Legislation followed. Continued support for training of all teachers, LSAs within the school. Ensuring corridors are kept clearer through the use of lockers.</p>	<p>Pembrokeshire LA</p> <p>Head Teacher, ALNCo All staff</p>	<p>R &amp; M SLA</p>	<p>Pembs CC &amp; Governing Body</p> <p>Head Teacher</p>	
<p><b>Long Term (3 years)</b></p> <p>Evaluate policy and update accordingly as and when needed</p>	<p>Policy is updated to reflect the changing needs of the school.</p>	<p>Head Teacher and all staff</p>	<p>Time</p>	<p>Head Teacher and GB</p>	

# SCHOOL ACCESSIBILITY PLAN 2020 - 2023

**SCHOOL:** Ysgol Gelli Aur/ Golden Grove

**COMPLETED BY:** Mr A Williams

**DATE :** January 2020

## ACCESSIBILITY PLAN OUTCOME – PART B

**Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b></p> <p>Reduce tripping hazard for disabled and able bodied persons around the school.</p>	<p>Handrails to be fitted on access steps outside the school building to assist children entering and exiting the school.</p> <p>Garden area pathways</p>	<p>Pembs CC Governing Body Head Teacher</p>	<p>Included in SLA</p>	<p>Head Teacher  Handrails installed</p>	<p>Handrails have been installed.</p>
<p><b>Medium Term (2 years)</b></p> <p>Continue to ensure accessibility to all learning areas around school premises</p>	<p>All pupils able to access outside learning and playing areas, including the woodland and garden area.</p>	<p>Governing Body Head Teacher</p>	<p>School budget</p>	<p>Head Teacher  All areas of the school fully accessible.</p>	
<p><b>Long Term (3 years)</b></p> <p>Re-view policy and update procedures.</p>	<p>Policy updated and completed.</p>	<p>Head Teacher and all staff</p>	<p>Time</p>	<p>Head Teacher and GB</p>	

# SCHOOL ACCESSIBILITY PLAN 2020 - 2023

**SCHOOL:** Ysgol Gelli Aur/ Golden Grove

**COMPLETED BY:** Mr A Williams

**DATE :** January 2020

**ACCESSIBILITY PLAN OUTCOME – PART C**

**Improving the delivery to disabled pupils of written information provided to pupils who are not disabled**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b> Ensure that all policies and letters are saved electronically; this will aid access to larger/appropriate fonts immediately when required</p> <p>Upload docs onto the web-site, so that a choice of larger fonts can be chosen to best fit in home environment</p>	<p>Written information easily accessible for parents needing larger font for reading purposes</p> <p>Parents unable to read are given opportunity to meet with staff to be told about relevant letters/policy/etc.</p> <p>Easy access for all to vital information, including the use of the school website, Facebook and the School App.</p>	<p>School Admin Head Teacher</p>	<p>Time</p>	<p>Parents able to access letters electronically</p> <p>Letters produced as needed.</p> <p>Strong communication with stakeholders</p>	
<p><b>Medium Term (2 years)</b> To ensure all staff are aware of technology and practices that can assist pupils and parents with disabilities</p>	<p>Staff fully aware of technology within school and use it to benefit pupils with disabilities Extend practice to parents with disabilities</p>	<p>All staff</p>	<p>Time Training if needed</p>	<p>Head Teacher, Deputy Head Teacher, Inclusion Manager</p>	
<p><b>Long Term (3 years)</b> Review success of policy and update as required</p>	<p>Policy has been updated</p>	<p>All Staff, GB, parents and other agencies</p>	<p>Time</p>	<p>Head Teacher and GB</p>	

