

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: July 2017
To be reviewed by: July 2020
(Accessibility Plan reviewed July 2018)

Single Equality Scheme, Policy and Plan

1. Statement

At Tunbridge Wells Girls' Grammar School (TWGGS) we recognise that we have a duty to establish and maintain a secure environment which provides equality for all members of the school community regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and socio economic background as defined within the existing equalities legislation. This scheme outlines the commitment of the staff and Governors of TWGGS to promote equality. In accordance with the school aims, we endeavour:

- To promote equality and diversity in our school community
- To provide our pupils with a full and balanced curriculum which encourages the intellectual and personal development of all pupils and which builds on prior experiences and achievements
- To monitor the progress and attendance of different groups of pupils
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality and to help pupils to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand races, religions and ways of life different from their own
- To create an environment in which pupils can understand the world in which they live and the interdependence of individuals, groups and nations
- To respect the equal rights of our staff and other members of the local community.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- Age (as an employer but not applicable to pupils)
- Disability.
- Gender reassignment.
- Marriage and civil partnership (as an employer but not applicable to pupils)
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Socio economic background

N.B. Socio-economic status was recognised in the legislation, however the statutory protection given to people on low incomes or in rural isolation experiencing disadvantage or unfair treatment is not the same as the protected characteristics.

2. Principles of TWGGS Single Equality Scheme (SES)

2.1 Purpose of the SES

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, gender identity, disability, sexual orientation, age or beliefs as defined within existing equalities legislation. The purpose of the SES 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 provisions, criteria and practices (PCPs). Firstly, we recognise within the SES inequality linked to poverty and socio-economic factors. Secondly, we recognise the gender inequalities in pupil attainment and achievement. Thirdly, we recognise the difficulties of access and inclusion that can be faced by families and pupils.

The SES enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of discrimination;
- eliminate harassment and bullying (we will keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through the SES we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between pupils;

- improve outcomes as described within the Kent Children's and Young People's Plan (CYPP).

2.2 A Relevant and Proportionate Approach

- In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on different stakeholders. We also apply proportionality in ensuring that our PCPs are proportionate means of achieving legitimate aims.
- We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.4 below) in helping to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so try to identify factors that lead, or have the potential to lead, to inequality such as emotional difficulties, mental health issues or young carer status.
- We ask whether PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through monitoring of outcomes and action planning.

2.3 Participation

Participation is based on 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 pupils, parents and carers are involved as is their entitlement. Our consultative groups include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation. These groups include:

- School Council;
- the PTA;
- Kirkland Rowell surveys of parents/ carers and staff;
- consultations with staff, pupils and parents/ carers on policy areas such as the behaviour, uniform, and assessment.

The school involves stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties.

2.4 Anticipation

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative. For example, the school community has very small ethnic minority groups so the PSHCE programme and subject curriculum aims to prepare pupils for a diverse future experience.

3. Responsibilities

3.1 Governing Body

The Governing Body has a duty to promote equality of opportunity and eliminate discrimination, which is discharged through the Senior Leadership Team (SLT). The governing body has a governor responsible for the SEND Policy.

3.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by pupils, parents/carers and staff;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that action plans are undertaken for issues relating to equalities;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- monitoring the outcomes and impact of provisions, criteria and practices on all groups, and responding with appropriate actions;
- in the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

The Deputy Headteacher is also the SENCO, responsible for reporting on SEND. However the school recognises that Equality is a whole school priority and not a function expected of one member of SLT.

3.3 All Members of the School Community

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

- contributing to the SES implementation and review process;
- raising issues with line managers which have an impact or potential impact on the school's PCPs;
- maintaining an awareness of, and professional interest in, the school's current SES and the PCPs to which it relates;
- implementing PCPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community.

4. Information gathering

4.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what needs to be done better.

4.2 Types of information gathered

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

- identification of pupils, parents/ carers and staff representing the different protected characteristics. This helps to develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to the duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- pupil views actively sought through School Council and incorporated in a way that values their contribution;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

5. Practice and Outcomes

Equality and diversity principles based on the above aims will be embedded in the school's daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance.
- Pupils' progress and achievement.
- Pupils' personal development and wellbeing, particularly in relation to safeguarding.
- Parental/ carer involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Teaching styles and strategies.

Of all the information collected, the most important indicators of how successful the school is in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Outcomes are evaluated using a wide range of criteria for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). We have a robust cycle of data analysis and where analysis of outcomes reveals poorer outcomes for any particular group, swift action is taken to identify the cause of this disparity and intervene.

6. Publication and reporting

The school provides a copy of the Pupil Premium Policy and SEND Policy on the school website. The school prospectus includes the values underpinning the school. The school reports annually on the progress made on the action plans and the impact of the Pupil Premium Policy and this is published on the school website.

7. Our current priorities in delivering equality across the strands

1. Ensure that any issue of discrimination is dealt with clearly, effectively and promptly within school
2. Monitoring the attainment of groups of pupils across the school to ensure that attainment is maximised in all groups
3. Challenging race and gender stereotypes in subject choices and careers advice
4. Tackling bullying of any pupils based on any of the equality strands
5. Promoting positive attitudes amongst all groups

Appendix 1. Definitions and guidance

The Equality Act (2010) harmonises existing legislation and created a new list of people who share a protected characteristic under the law. The Act includes secondary legislation setting out the Public Sector Equality Duty that consists of a General and a Specific Duty. Both the Act and the Public Sector Equality Duty apply to all aspects of employment, goods and services, partnerships and procurement. This includes schools and education.

There is no longer a requirement for an Equality Scheme, though the Duty sets out requirements for publication of information, as well as setting of Equality objectives. The Duty requires information published to include the effects of policies and practices on people who are protected by the act. The Equality and Human Rights Commission recommend that this should take the form of Equality Impact Assessments (EIAs) in organisations that have embedded them as standard practice but there is no statutory requirement to use them at present.

Legal Framework:

The school should take into account and incorporate the following legal framework in relation to Equality & Diversity;

- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- Civil Partnerships Act 2004
- Racial & Religious Hatred Act 2006
- The Part Time Workers Regulations 2000
- Gender Recognition Act 2004

The Equality Act 2010 replaced the following pieces of legislation;

- The Race Relations Act 1976 (as amended in 2000)
- The Equal Pay Act 1970
- The Disability Discrimination Act 1995 (as amended in 2005)
- The Sex Discrimination Act 1975
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sex Discrimination) Regulations 2005
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

The following definitions and legal duties describe the school's understanding of legislation prior to and including the Equality Act 2010 in relation to the protected characteristics:

1.1 Definitions relating to the Equality Act 2010

The following definitions are some of the more common terms relevant to schools or the particular provisions of the Act:

Discrimination:

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. There are however exceptions to the school's provisions that allow, for example, single-sex schools to admit pupils of only one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently. There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves with.

Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.

To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother. It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

Indirect discrimination occurs when you apply a provision, criterion or practice (PCP) in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general pupil group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion. Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Positive Action:

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met. These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions. It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

'Proportionate means of achieving a legitimate aim':

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate, the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice. The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be. In a case involving disability, if the duty to make relevant reasonable adjustments has not been complied with it will be difficult to show that the treatment was proportionate.

Protected Characteristics:

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

Age
Disability.

Gender reassignment.
Marriage and civil partnership
Pregnancy and maternity.
Race.
Religion or belief.
Sex.
Sexual orientation.

Age and being married or in a civil partnership are NOT protected characteristics for the school's provisions regarding pupils, but relate to the school's role as an employer.

Provision, criterion or practice (PCP):

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit or in preparing for a school trip)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Public sector equality duties:

These give public bodies, including maintained schools, Academies and Pupil Referral Units, legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The duties provide a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. They also provide a strategic and systematic means of tackling major entrenched disadvantage across the sector.

Reasonable adjustment duty:

Schools are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty is owed to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

Schools cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for the tribunals ultimately to determine.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether it is known that a particular pupil is disabled or whether there are currently any disabled pupils. By anticipating the need for an adjustment, schools are best placed to help disabled pupils who come to the school. Schools are not expected to anticipate the needs of every prospective pupil but they are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate to provide large print for a pupil with a visual impairment, it might not be reasonable to be expected to have Braille devices standing ready.

Socio-economic duty:

Socio-economic status was also recognised in the legislation, however the statutory protection given to people on low incomes or in rural isolation experiencing disadvantage or unfair treatment is not the same as the other protected characteristics.

1.2 Guidance for School Leaders

DfE: Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Local Authority: Refer to the updated information available on Kent Trust Web

Appendix 2: List of organisations and contact details

- Department for Education: www.education.gov.uk
- Equalities and Human Rights Commission: <http://www.equalityhumanrights.com/>
- Government Equalities Office: <http://www.equalities.gov.uk/>
- Kent LA Inclusion and Achievement Advisers (SSIP-SS): http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_contact.cfm
- Religion, spirituality, faiths and beliefs in Kent : http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm
- Kent customer equalities impact assessment: Kent equalities information documents:
http://www.kenttrustweb.org.uk/Policy/eq_keydocs.cfm

Appendix 3. Links to other policies and practices

- Accessibility Plan (See Appendix 4)
- Anti-Bullying Policy
- Health and Safety Policy
- Recruitment policy and Job descriptions
- Safeguarding Policy and Online Safety Policy
- SEND Policy

TWGGS ACCESSIBILITY PLAN July 2018

Dev't Area	Targets	Strategies	Monitoring	Success Criteria
COMMUNICATION	Continue to improve communication with pupils, parents, staff and wider community	Accessibility Plan available on school website Provide information electronically where possible to allow enlarged fonts/ varied colours for visually impaired. Ensure parents and visitors with hearing impairments are e mailed or faxed when communicating. Include in letters to new parents, queries relating to access arrangement needs. Ensure effective communication, sensitive to circumstance and need, is established, sustained and regularly reviewed (including during any absence from school and regarding work for pupils where appropriate). Liaise effectively and as appropriate with other agencies supporting the pupil/ member of staff.	In place and regularly updated. Encourage Parent Mail communication and ensure information is widely available on school website. Feedback from relevant parents to DoAs and Pastoral Support. All new parents able to access events without fuss by anticipating their needs. Feedback from relevant staff members. Feedback from relevant parents to Deputy HT i/c SEN, DoAs and Pastoral Support.	Information readily available to all. Ethos of open communication maintained and evident in annual reviews, as well as informal feedback.
CURRICULUM DELIVERY	<p>To ensure, as far as possible, pupils have full access to the curriculum and alternative curriculum.</p> <p>To ensure that all staff can effectively deliver the curriculum</p> <p>Ensure access arrangements and reasonable adjustments are applied consistently.</p> <p>To promote positive attitudes to all, regardless of disability, sexual orientation, gender reassignment, sex, race, religion, age, pregnancy or</p>	<p>Where possible classrooms and timetables organised, or adaptations made to the curriculum, to cater for disabled pupils and staff Specific or adapted materials where required (eg use of laptop, specific chair, or enlarged materials for visually impaired, reader for public exams).</p> <p>SEND information and training provided for staff targeting differentiation and implementation.</p> <p>Devise strategies for teachers to implement individual's access arrangements as part of their normal way of working.</p> <p>Healthy Body Healthy Mind project 2018 to promote positive health, mental & physical, and self-image</p> <p>PSHE programme KS3&4 rewritten in conjunction with pupils on School Council; 2018-19 rewrite PSHE programme in line with new national recommendations</p>	<p>DoAs/ SLT ensure appropriate adjustments made for individual pupils' & staff needs Appropriate materials available/ produced to meet needs – checked by DoAs/ SLT.</p> <p>Deputy HT acting as SENCO to ensure staff are appropriately trained and informed.</p> <p>Review procedures to ensure access to reasonable adjustments made for examinations comply with new JCQ regulations.</p> <p>Provision of staff development; work with groups of pupils to establish effective strategies; Deputy HT to monitor.</p> <p>DoA (KS3&4) and Head of Sixth form to monitor via tutors and pupils.</p>	<p>Access for all TWGGS pupils to full (or adapted) curriculum offer, wherever practical and relevant.</p> <p>Access for all members of staff to deliver the curriculum wherever practical</p> <p>No significant gap in progress between pupils with SEND and other pupils.</p> <p>Effective strategies to support and track vulnerable pupils; and build resilience. Pupils' progress in line with cohort.</p> <p>No bullying or friendship issues relating to disability, sexual orientation, gender reassignment, sex, race, religion, pregnancy or</p>

	maternity	(still to be published) Library holds reading lists on LGBT issues, Disability, bullying, etc to support pupils and raise awareness.	Librarian to assess usage and access to relevant books.	maternity,etc.
EDUCATION AND ASSOCIATED SERVICES	Provide access for all pupils, eg clubs, trips and visits, school meals, etc. Maintain the proactive and positive approach to inclusion.	Needs identified and planned for; reasonable adjustments made where possible. Risk assessments carried out for trips and visits For disabled pupils, needs identified and planned for; reasonable adjustments made where possible	All pupils engaged in wider school life – monitor through attendance and tracking (led by EVC) Risk assessments logged with Assistant HT EVC Directors of Achievement and Deputy HT ensure involvement where possible of pupils with disabilities	All pupils participating in curricular and extra-curricular activities. Pupils with disabilities participating in curricular and extra-curricular activities.
FIRE AND LOCKDOWN PROCEDURES	Ensure fire and lockdown procedures meet the needs of all individuals.	Review fire risk assessments and procedures annually or as the school is made aware of changes in individual needs. Maintain Personal Emergency Evacuation Plans for specific individual needs (and generic plans for those with temporary conditions).	Through fire drills and timely evacuation of the site. Through annual practice of the lockdown procedure.	Staff and pupils with disabilities being able to evacuate the premises promptly and safely. Staff and pupils with disabilities being able effectively to be involved in the lockdown procedure practice.
PHYSICAL ACCESS TO PREMISES (1)	As far as is practical, make the TWGGS site accessible to the disabled.	Any new buildings designed to meet all standards required under the DDA. Ensure ramps are available where possible to access buildings. (Geog Chalet and Lower Library pose problems.) In the interim, ensure timetable arrangements avoid individuals using these areas if access is difficult. Access to the balcony and the stage in the Hall is only by stairs; ensure, therefore, that alternative provision is made for those requiring it. Ensure all can access the cafeteria (and are aware of the lift) Maintain lifts and chair lifts in good working condition Maintain white strips on glazed areas to improve access and safety for visually impaired. Liaison with Kent Assoc for the Blind to support V.I. pupils (staff/ visitors if relevant).	Required and checked by buildings regulations Where it is feasible to change, obtain costings and provide when funding permits. Until these are in place, ensure timetabling avoids their use when it would be problematic. Visitors are able to use the Hall seating rather than the balcony. Presentations to be made on the floor of the Hall rather than the stage, as appropriate. Arrangements for accessing the lift key to be checked regularly. Annual maintenance checks and appropriate repairs carried out. Checked and replaced as part of caretakers' regular monthly checks.	Completed. When funding is available, ramps, etc in place. Cafeteria accessible to all. Lifts always ready for use. No accidents with visually impaired pupil or adult bumping into glazed doors or windows. Provision and support for V.I. pupils appropriate.
PHYSICAL ACCESS TO PREMISES (2)	Ensure disabled visitors are able to access events and activities	Consider access for the disabled in determining the venue(s) for events. Where appropriate, make provision for support (eg providing lift key to access upper floors, arrange for access to Hall via side entrance, etc)	Deputy HT i/c calendar, Bursar and Lettings admin ensure venues appropriate. Ensure newsletter annually reminds parents to notify the school with regard to any special access arrangements or requirements. Monitored through pastoral and support staff ensuring appropriate attendance.	Access for all wherever practical Ensure individual needs are met. Pastoral Support staff and Admissions Manager are key in gathering information and ensuring clear communication.