The Dales School
North Yorkshire

Single Equality Scheme

Person responsible:	Headteacher
Reviewed and approved by the Full Governing Body:	March 2026
Next Review Date:	March 2027
Signed by the Chair:	
Date:	

The Dales School: Single Equality Scheme

Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:

- disability.
- gender.
- sex.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low-income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:

- Age*
- Being married or in a civil partnership

**A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.*

The impact of this scheme is reported annually.

Aims of the Single Equality Scheme

- To articulate the school's commitment to equality which permeates all school policies and practices

- To ensure that everyone who belongs to, or comes into contact with our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme
This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.
This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity
This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming years to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: http://cyps.northyorks.gov.uk/equalities-and-diversity. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values:

School Values and Ethos statement is published on the school website:
https://www.thedalesschool.org/about-us/values-ethos/

The school's values and ethos statement reflects the school's ambitions for all its pupils and have been developed with participation from the school community. It refers to the key requirements set out in the National Curriculum Inclusion Statement https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4 for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.
The school is committed to addressing any actions which are identified to improve our inclusive practice.

School Context
The nature of the school population and context to inform action planning for the equality scheme

The training taken to position the school well for the equality and diversity agenda.

Staff competencies meet the wide-ranging holistic needs of all pupils.
School follows NYC policy on recruitment and use NYC recruitment which gives anonymous application forms for short-listing
Staff meetings where pupil issues are always a priority agenda item
Staff trained in areas related to disability and safe moving and handling
CPD register maintained
Cultural diversity within school is celebrated
Governor and Staff essential reading and training pertinent to role

School provision

Examples of reasonable adjustments the school makes as a matter of course

Schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Individual behaviour support plans
- School holds annual 'Route 16+: Preparation for Adulthood' event for all pupils in the community
- Manual handling plans
- Personal learning intentions
- Health Care Plans

- Eating and drinking plans
- Student Council involvement organisation of school events e.g. charity fundraisers.
- Set up of teaching spaces to include sensory areas
- Hydrotherapy pool
- Hoisting/toilet facilities
- Rebound
- Person centred reviews
- Communication passports
- Total communication school
- MOVE/Physiotherapy programmes
- Sensory spaces to support pupils in dysregulation

Outcomes for pupils
Outcomes for pupils are analysed against social identity issues, i.e. gender, vulnerable groups, primary need and other aspects of vulnerability identified by the school. This is compared with the outcomes achieved by all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers:

- Pupil Progress Data - https://www.thedalesschool.org/pupil-progress-data/
- Services Families Steering Group (SFSG)
- Involvement in Growing Up in North Yorkshire (GUNY) survey
- EHCP review cycle informs provision planning across North Yorkshire for post 19 provision
- Virtual school engagement, review processes and ePEP contributions

Equalities objectives
Our Equalities Objectives, based on needs analysis, for the period 2022 - 2026 are:

- Our aim is to create specialised environments for groups of pupils with specific learning needs to enhance options and curriculum offer for all pupils that attend our school. The school has successfully applied for LA funding to develop the site and to increase capacity by six additional pupil places. This development will enhance facilities, functionality and accessibility around school. Completion due September 2026
- Our aim is to improve accessibility information on offsite locations to ensure that information is readily available to support offsite learning
- To further enhance the school's total communication approach
- Our aim is to improve use of available space to improve car parking for all users and improved H&S

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:
- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;

- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the LMT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities:

- Class Leads - responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Cheryl Hagyard – Staff Welfare - responsible for ensuring the specific needs of staff members are addressed;
- Fran Stanyer- Lead SEND Practitioner, Pupil Premium and Looked after Children (LAC) Champion;
- Sharon Kettleborough- SEMHL, strategic lead for pupil wellbeing and mental health.
- Ann-Marie Ellis and Sharon Kettleborough - responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Ann-Marie Ellis - responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Chair of Governors - responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.

- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will be key contributors to ensure the views of **pupils** inform the equality objectives and action plan:

- *EHCP Annual Review Process*
- *Student council*
- *School Total Communication Approach*
- *Future Skills Questionnaire (FSQ)*

- *Growing Up in North Yorkshire Pupil Survey*

At this school the following mechanisms will be key contributors to ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- *Exit interviews with staff;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management*
- *Staff survey.*
- *Robust reporting systems*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Annual EHCP reviews
- Annual open session with parents
- Welcoming parents and the community into school so that they are key contributors in policy development
- Parent/Carer survey
- All publications have an offer to produce in another language or format, such as Braille, large print or audio

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark) has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement
- Termly newsletters

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed on the school website and are available from reception upon request.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be displayed on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Schools' duties around accessibility for disabled pupils
Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:
- *increasing the extent to which disabled pupils can participate in the curriculum;*
- *improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and*
- *improving the availability of accessible information to disabled pupils.*

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

See http://cyps.northyorks.gov.uk/equalities-and-diversity for an example of an accessibility plan.

This document relates to the Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
This is for:
- school leaders
- school staff
- governing bodies

It applies to:
- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics

Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

a) To harmonise discrimination law;
b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000: statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
  The Act sets out that is unlawful for schools to discriminate against a person:
  a. in the terms on which it offers to admit him/her as a pupil:
  b. by refusing to accept an application to admit him/her as a pupil, or
  c. where he/she is a pupil of the establishment:
  i) in the way in which it affords him/her access to any benefit, facility or service,
  ii) by refusing him/her access to a benefit, facility or service,
  iii) by excluding him/her from the establishment,
  iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005 - statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to and eliminate unlawful discrimination;
  Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
  "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
Gender separation guidance, June 2018
https://www.gov.uk/government/publications/gender-separation-in-mixed-schools
Equality and Human Rights Commission Guidance for schools
http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance
SEND Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
North Yorkshire guidance on dealing with and reporting prejudice-based incidents and hate crimes in schools and settings.
http://cyps.northyorks.gov.uk/equalities-and-diversity

Objective 1: Our aim remains to create specialised environments for specific learning needs to enhance options and deliver curriculum offer for all pupils who attend our school. Mini-schemes project due to be completed September 2026 which will provide specific accommodation for our pupils with ASC; following this further works to understand how to enhance other areas of school to take place.

Area of school	Number of learning spaces	Ideal approx. total capacity	Hoist in classrooms	Age of pupils				Curriculum offer						Access to personal care/toilet facilities			Sensory space access	Other
				EYFS	Primary	Secondary	6th form	EYFS	Pre-formal	Semi-formal	Enhanced Semi-	6th form PP	6th form PSD	Personal care with hoist	Small toilets	Adult toilets		
ASC Hub (Littledale, Airedale, Coverdale, Swaledale x 2, Dentdale, Ribblesdale, Silverdale	8	42	X	✓	✓	✓	X	✓	✓	✓	X	X	X	X	✓	✓	Sensory integration room /soft play area	• Ideally have a central area for lunchtime to reduce transitions • Where possible instant access to outdoor space • Fixtures very flat to avoid distractions • Enclosed and safe playground areas
PMLD / SLD Hub (Kingsdale & Nidderdale)	2	14	✓	✓	✓	✓	x	✓	✓	✓	X	X	X	✓	✓	✓	Yes	Flexible spaces with hoists to support a range of pupils with physical needs Storage for equipment/chairs etc
6th form Wensleydale & Raydale	2	18	✓ in 1	X	X	X	✓	X	X	X	X	✓	✓	✓	X	✓	Sensory ~~common~~ room	Space would need to be flexible to meet differing needs of pupils on a year by year basis to ensure that one of the spaces was accessible

The School requires the following shared spaces:

- Pool
- Cooking area (curricular use)
- Large hall for lunchtime and physical activities and events
- Rebound bed – ideally for this to have a space where it can be sunken into the floor
- Library
- Access to IT
- Outside play areas including bike track, hard ball court.

Staff area(s) to include:

- Staff room
- Staff toilets
- PPA space
- Meeting room

The SWOT analysis below identifies some of our current issues around the existing shared areas of school, and the considerations which are informing our plans for the site development.

Area	Strength	Weakness	Opportunities	Threats
Pool	Redeveloped 2017	Changing and shower facilities outdated	Lettings	High risk activity High cost resource
Cooking area	Used to optimum impact as social enterprise space (Happy Café) and to promote independence at an age and stage appropriate level for class 6th form pupils	Current area is a walk through so difficult to maintain focus if others walk through Inadequate adjustable equipment to ensure accessibility for all Used as a pastoral/teaching classroom	Development. /relocation of kitchen area to develop more than 1 area of cooking with adjustable equipment to ensure accessibility for all	Designed as a kitchen rather than a food technology room – unlikely to meet current spec for food tech space.
Corridors		Gradient of some of the corridors not to spec Double doors- impact accessibility	Creates learning opps- MOVE, acoustics, displays.	Some spaces around school are not accessible for some of our pupils – compromises our principle of pervasive inclusivity and impacts upon capacity
Doorways		Some areas of the school are in accessible to all pupils, as doorways not wide enough for all wheelchair users		Impact on decoration/walls/door frames/equipment Some spaces around school are not accessible for some of our pupils – compromises our principle of pervasive

				inclusivity and impacts upon capacity
Large Hall	Flexible space - used for lunchtimes, PE and events	Timetabling/shared resource Lunchtime limits learning time Shared open area/thoroughfare-distraction	Space for large gatherings-hirings	Utilises staffing
Rebound bed (Small hall)	Excellent resource for pupils Hoisting in place to enable access for all	High staffing ratio Specialist training Staff attrition – which impacts upon the cost efficiency of staff training Shared open area/thoroughfare-distraction	Develop floor level sunken rebound bed area Staff development/training	Working at heights making it a high-risk activity and requires a lot of staffing to enable this to happen which is not included in funding allocation or contextual funding
Library (Small Hall)	Flexible space that can be moved as required	Currently block access to some cupboards/storage	Vocational learning opportunities Access for all to support cross curricular learning	Some potential risk with moveable cabinets that, with force, could be up-turned as not fixed in place
Outside play areas	Supports specific areas of learning and cross-curricular-Forest School. Offers opportunities for behaviour support and mental health and wellbeing.	Equipment maintenance and replacement	Development/building opportunities	RAs
Staff room	Flexible space		Opportunity to re-purpose this space to become central classroom area	Requirement to have, so if space reused, alternative space required
Staff toilets			Location of these to be moved summer 26	
PPA space			Opportunity for these to be developed as part of ASC hub	
Meeting room		Small space – noise from classroom next door can make meetings difficult to happen during the school day	Virtual meetings becoming more common place	
Car park for staff & visitors		Insufficient spaces to accommodate cars for staff and also for transport/parents at the end of the school day	Revaluate use of space to consider better use of space	Ongoing issues with exiting car park and restricted vision when cars leave the car park if car parked in bays to the right of the exit.

Objective 2: To further enhance the school's total communication approach

Actions to achieve the success criteria	Person responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring person and method	Notes on progress
TaSSeLs training for staff	Refresher and new staff	Sept 2022	Ongoing	Integrated into CPD schedule	LMT and SALT – collaborative quality assurance	Curriculum lead for communication and interaction has explored this, expensive and a bit cost prohibitive, so further consideration required.
Makaton safeguarding CPD for Headteacher	Head	Spring 26	Summer 26		Head	

Objective 3: Our aim is to improve use of available space to improve car parking for all users and improved H&S

Actions to achieve the success criteria	Person responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring person and method	Notes on progress
Review and development of outdoor space to both enhance provision but to also provide safe and secure drop off/collection facilities to ensure.	LMT	Sept 26	Subject to funding			Initial enquiries and meetings taken place with a number of contractors to understand cost; following this school will look at funding options to develop space