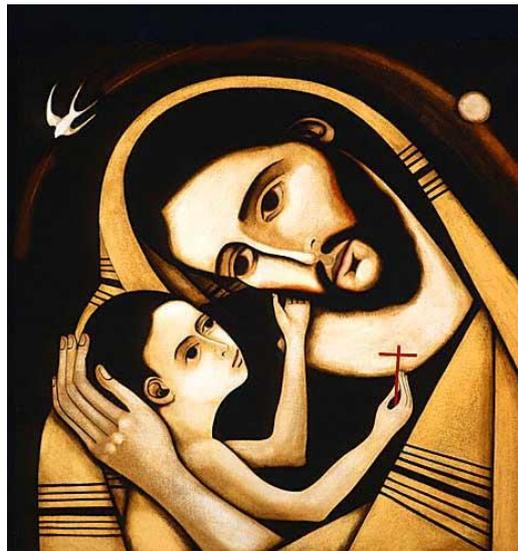




# St. Joseph's Catholic Primary School Clydach



## **Strategic Equality Plan 2021 -2025**

Date of Review:

Signature:

**Strategic Equality Plan agreed by Governors:**

..... (Chair)

..... (Date)

**Scheme due for review:**

..... (Date)

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 Mission Statement

Our School Mission statement is:

**‘Together in Christ - Living, Learning and Growing.’**

Our school aims to:

- provide a living and working example of a Catholic Christian Community;
- create a pleasant, secure and stimulating environment in which everyone has the opportunity to develop spiritually, morally, socially, emotionally, physically and intellectually in an ethos informed by Catholic Christian values;
- enhance the ethos of the school by fostering Catholic Christian values and actions through caring, warm and compassionate attitudes from staff, governors, parents and children;
- nurture in all persons positive attitudes to learning enabling them to adapt to new ideas and methods and thereby achieve their full potential through the acquisition of relevant knowledge and skills;
- help all pupils develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills;
- help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- promote equality of opportunity within the school and respect for all irrespective of sex, nationality, colour, creed, background, intellectual ability, emotional, social or physical handicap;
- preserve and develop our own cultural identity within Wales, while at the same time promoting an awareness of and respect for cultures and creeds different from our own and
- foster links with the Parish, wider community, local businesses and industry.

Our aims will be achieved by:

- supporting one another;
- sharing gifts, talents and resources with all;
- showing respect for the family, for life, for truth, for the property of others and for each person’s contribution;
- enabling and empowering one another to become living witnesses to Christ;
- developing children’s basic skills, including Literacy, Numeracy and ICT;
- developing bilingualism and the cwricwlwm cymreig;
- developing skills and knowledge in science;
- helping pupils understand and relate to their environment through geography, history, sustainable development and global citizenship;
- developing, refining and expressing an appreciation of drama, music, literature and other creative arts and crafts while acquiring a wide variety of skills in these areas and
- developing children’s physical skills and positive attitudes to health through Physical Education and Health Education.

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

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Joseph's Catholic Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **1.2 Characteristics of our school**

- St. Joseph's is a voluntary-aided Catholic primary school currently providing for 237 pupils aged three to eleven years. There are seven single age classes in addition to the nursery. English is the predominant home language with very few from Welsh speaking homes.
- The school is in the Catholic Diocese of Menevia and funded by the City and County of Swansea Local Authority. The majority of pupils at St. Joseph's are baptised Catholics but the school also provides for pupils from other denominations and faiths as well as pupils whose families support the school's distinctive ethos and require education in a Faith school. The school is very popular and enjoys an excellent reputation in the community.
- The school is located in Clydach at the lower end of the Swansea Valley. Pupils are drawn from a wide area from Ystradgynlais in the north to Morriston in the south. However, the vast majority reside within the Parish of St. Benedict's.
- The school is surrounded by woodland and its main building is of a relatively modern design with a separate nursery and reception unit. Two classes are housed in an older demountable building. The school has a large playground and use of the large adjacent community parkland for sports and other activities.
- The school has a long history of working well with EAL pupils and the school has at this time approximately 46 pupils from an ethnic minority – 11 new to English (23.9%) ,15 early acquisition (32.6%), 10 developing competence (21.7%) and 3 (17.3%) competent and 2 fluent (4%).
- Five pupils at the school have a Statement of Special Educational Needs. Eighteen percent of pupils are included on the SEN register.

## **1.3 Mainstreaming equality into policy and practice**

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 action any gaps;
- take account of the achievement 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 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;
- include 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 any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school

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

### **2.2 Headteacher / Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

### **2.3 Staff – teaching and non-teaching**

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

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 3. Information gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting us in:

- deciding what actions to take to improve equality and eliminate discrimination within the school community
- reviewing our performance.
- undertaking Equality Impact Assessments

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

### 3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board; a template is available for this work
- pupil attainment and progress data relating to different groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic.

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way using interpreters and different information formats when appropriate.

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

## 4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability

- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

## 5. Objectives and Action Plans

Our Equality Objectives are:

1. To identify and reduce gaps in attainment between boys and girls and between other protected groups as identified in local data.
2. To implement new Welsh Government Bullying Guidance.
3. To reduce gaps in levels of attendance between different protected groups as identified in local data.
4. To improve access to information and physical access to schools and other learning settings for pupils, parents and staff.
5. To raise awareness of equality and diversity issues among pupils, staff and governors.

Further information on how we will achieve these objectives is contained in Appendix 1.

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

## 6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of

individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

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

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

We will undertake a full review of our SEP by September 2025

# St. Joseph's Catholic Primary School

## Strategic Equality Plan 2021 – 2025

### Appendices

- App. 1**    **Regional Equality Objectives**
- App. 2**    **School Equality Objectives and Action Plan**
- App. 3**    **Current school Access Plan**

## Regional Equality Objectives

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

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

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

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

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

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

### **4. Reduce the number of NEETs**

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

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

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

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

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

St. Joseph's Catholic Primary School  
Strategic Equality Plan 2021 – 2025  
Equality Objectives and Action Plan

| <b>Equality Objective:</b>   |                           |                 |  |   |
|--|---------------------------|-----------------|--|---|
| <b>Identify and reduce gaps in attainment between boys and girls and between other protected groups as identified in local data.</b> |                           |                 |  |   |
| <b>Associated actions required:</b>  |                           |                 |  |   |
| <b>Task</b>  | <b>Responsible person</b> | <b>Deadline</b> | <b>Outcome</b>   | <b>Progress update<br/>( complete annually)</b> |
| <b>Year One - 2021-25</b>  |                           |                 |  |   |
| Identify gaps in attainment.<br>Implement strategies needed to reduce gaps.  | Headteacher/<br>SMT       | December 2021   | All Wales Core Data provides evidence of reduction in gaps identified. |   |
| <b>Year Two - 2022-25</b>  |                           |                 |  |   |
| Identify gaps in attainment.<br>Implement strategies needed to reduce gaps.  | Headteacher/<br>SMT       | December 2022   | All Wales Core Data provides evidence of reduction in gaps identified. |   |
| <b>Year Three - 2023-25</b>  |                           |                 |  |   |
| Identify gaps in attainment.<br>Implement strategies needed to reduce gaps.  | Headteacher               | December 2023   | All Wales Core Data provides evidence of reduction in gaps identified. |   |

| <b>Year Four - 2024-25</b>  |             |               |  |  |
|---|-------------|---------------|--|--|
| Identify gaps in attainment.<br>Implement strategies needed to reduce gaps. | Headteacher | December 2024 | All Wales Core Data provides evidence of reduction in gaps identified. |  |

| <b>Equality Objective:</b>                               |                           |                 |   |   |
|--|---------------------------|-----------------|---|---|
| <b>Implement new Welsh Government Bullying Guidance.</b> |                           |                 |   |   |
| <b>Associated actions required:</b>                      |                           |                 |   |   |
| <b>Task</b>  | <b>Responsible person</b> | <b>Deadline</b> | <b>Outcome</b>  | <b>Progress update (complete annually)</b>  |
| <b>Year One - 2021-25</b>                                |                           |                 |   |   |
| Consideration of new guidance.                           | Headteacher               | December 2021   | Staff and governors aware of new guidance.                  |   |
| <b>Year Two - 2022-25</b>                                |                           |                 |   |   |
| Implementation.  | Headteacher               | December 2022   | Necessary changes implemented.                              | <ul style="list-style-type: none"> <li>• New behaviour policy in place .</li> <li>• Staff and Governors trained in Restorative practice.</li> <li>• Year 5 trained as Restorative leaders.</li> <li>• Behaviour book used in school for incidents.</li> </ul> |
| <b>Year Three - 2023-25</b>                              |                           |                 |   |   |
| Monitor, review, evaluate                                | Headteacher               | December 2023   | Timescales for monitoring, review and evaluation completed. |   |
| <b>Year Four - 2024-25</b>                               |                           |                 |   |   |
| Monitor, review, evaluate                                | Headteacher               | December 2024   | Timescales for monitoring, review and evaluation completed. |   |

| <b>Equality Objective:</b>   |                           |                 |   |   |
|--|---------------------------|-----------------|---|---|
| <b>Reduce gaps in levels of attendance between different protected groups as identified in local data.</b> |                           |                 |   |   |
| <b>Associated actions required:</b>  |                           |                 |   |   |
| <b>Task</b>  | <b>Responsible person</b> | <b>Deadline</b> | <b>Outcome</b>  | <b>Progress update<br/>(complete annually)</b>  |
| <b>Year One - 2020-25</b>  |                           |                 |   |   |
| Analysis of data to identify gaps in levels of attendance.   | Headteacher               | December 2021   | Target groups identified.   |   |
| <b>Year Two - 2021-25</b>  |                           |                 |   |   |
| Implement plan to address gaps in levels of attendance.  | Headteacher               | December 2022   | Evidence of reduction in gaps in levels of attendance.              | Attendance monitored – groups analysed Year 5 class identified and strategies put in place for whole school.<br>New EWO attached to school. |
| <b>Year Three - 2022-25</b>  |                           |                 |   |   |
| Continue to implement plan and evaluate effectiveness.   | Headteacher               | December 2023   | Further evidence of reduction in gaps in levels of attendance.      |   |
| <b>Year Four - 2023-25</b>   |                           |                 |   |   |
| Monitor, review, evaluate.   | Headteacher               | December 2024   | Monitoring, review and evaluation provides evidence that strategies |   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | introduced are embedded and effective. |  |
|--|--|--|--|--|

| <b>Equality Objective:</b>   |                           |                 |   |  |
|--|---------------------------|-----------------|---|--|
| <b>Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.</b> |                           |                 |   |  |
| <b>Associated actions required:</b>  |                           |                 |   |  |
| <b>Task</b>  | <b>Responsible person</b> | <b>Deadline</b> | <b>Outcome (and its relation to the objective)</b>                | <b>Progress update (complete annually)</b>   |
| <b>Year One - 2021-25</b>  |                           |                 |   |  |
| Access to information on school website. Begin implementation of Accessibility Plan.   | Headteacher               | December 2021   | School website regularly updated and latest information available |  |
| <b>Year Two - 2022-25</b>  |                           |                 |   |  |
| Monitoring, review and evaluation.   | Headteacher               | December 2022   | Evaluation completed and necessary changes made.                  | Access to information improved through website/ Governor and teacher portal and training /texting service for staff/ governors and parents. Fire doors updated and Fire Risk assessment completed. |
| <b>Year Three - 2023-25</b>  |                           |                 |   |  |
| Monitoring, review and evaluation.   | Headteacher               | December 2023   | Evaluation completed and necessary changes made.                  |  |

| <b>Year Four - 2024-25</b>         |             |               |  |  |
|------------------------------------|-------------|---------------|--|--|
| Monitoring, review and evaluation. | Headteacher | December 2024 | Evaluation completed and necessary changes made. |  |

| <b>Equality Objective:</b>   |                           |                 |   |   |
|--|---------------------------|-----------------|---|---|
| <b>Raise awareness of equality and diversity issues among Pupils, Staff and Governors.</b>   |                           |                 |   |   |
| <b>Associated actions required:</b>  |                           |                 |   |   |
| <b>Task</b>  | <b>Responsible person</b> | <b>Deadline</b> | <b>Outcome</b>                            | <b>Progress update<br/>(complete annually)</b>  |
| <b>Years One to Four 2021-25</b>   |                           |                 |   |   |
| Equality and diversity issues to be included in at least one assembly per term. Agenda item on at least one governing body meeting per year and one staff meeting per term | Headteacher               | December 2021 - | Improved awareness amongst target groups. | <ul style="list-style-type: none"> <li>• Rights Respecting implemented within the school .</li> <li>• School has adopted a rights respecting calendar which is communicated at all levels.</li> <li>• Restorative practice implemented with staff and pupils. Year 5 pupils trained.</li> <li>• Equality and diversity issues included in assemblies and at Governing body meetings.</li> <li>• Jesuit virtues programme extended to the whole school.</li> </ul> |

## St. Joseph's Catholic Primary School

### Accessibility Plan (November 2021)

#### Introduction

St. Joseph's Catholic Primary School is a fairly modern school building and therefore offers a high level of accessibility to disabled pupils, staff and visitors. Since the school was opened, however, there have been changes in legislation and many advances in technology relating to accessibility for people who have disabilities listed below:

Wheelchair users  
Ambulant  
Dexterity  
Visual  
Auditory  
Comprehension

It is therefore necessary to formulate a plan to conform to current legislation and utilise the technological advances where appropriate. This accessibility plan has been written following the completion of the attached accessibility audit. Improvements identified in the plan will be carried out only after consultation with the relevant officers of the Diocese / Local Education Authority. Specific timescales for the achievement of improvements identified in the plan will depend largely on the levels of funding available to complete such works.

#### Plan

The following improvements will need to be considered in the short / medium / long term:

1. Approach and car parking
  - Further improvements to lighting outside the school to make access easier. Medium Term.
2. Routes and external level change including ramps and steps.
  - Further improvements to lighting of ramps. Medium Term.
3. Entrances, including reception

- Provision of appropriate signage for those with visual impairments and wheelchair users with reduced eye-levels. Medium Term.
  - Provision of lighting installation taking into account the needs of visually disabled people. Medium /Long Term.
  - Installation of slip-resistant floor surfaces (even when wet), where appropriate. Medium / Long Term.
  - Installation of door to main reception suitable for approach and use from both sides by people in standing and seated positions. Long Term.
  - Provision of information by signs in main reception area, supported by tactile information such as a map or model. Medium Term.
4. Horizontal movement and assembly.
- Provision of visual clues for orientation (eg. the way to the hall). Medium Term.
  - Provision of direction and information signs (including means of escape) visible from both sitting and standing eye levels that are in upper and lower case and large enough to be read by those with impaired vision. Medium Term.
  - Provision of tactile signs and information for those with impaired vision. Medium Term.
  - Provision of induction loop or infra-red system. Long Term.
  - Fit telephones with inductive loop couplers. Long Term.
  - Provision of minicom for use by people with hearing disabilities. Long Term.
5. Doors.
- (No improvements identified in this section).
6. Lavatories.
- Provision of facilities for disabled in main building. Long Term.
7. Fixtures and fittings.
- Make changes to staff accommodation, as needed, to make it suitable for people with disabilities including wheelchair users. Changes to be considered include slip-resistant floor, reduced level kitchen units and sink and lever action taps. Long Term.

8. Information.

- Equip building to provide hearing assistance. Long Term.
- Provision of tactile plan or diagram of the building. Medium / Long Term.
- Provision of large-print versions of information about the building / activities. Medium / Long Term.
- Provision of 'Braille' information for people with visual disabilities. Medium / Long Term.
- Provision of 'audio' version of information about the building. Medium / Long Term.
- Provision of staff training in communication with people with physical and sensory disabilities. Medium / Long Term.
- Provision of clear signs at all relevant locations. Medium Term.

9. Means of escape.

- Installation of visible as well as audible fire alarm system. Long Term.
- Where necessary, improve accessibility at final exit routes for wheelchair users. Medium / Long Term.