BROCKINGTON COLLEGE

School Equality Scheme

This equality scheme covers the period October 2016 to October 2019

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Signature: …………………………………………… Date: ……………………………………

 Printed Name: ……………………………………… Position: …………………………………..

Date of Review	October 2016
Next Review	September 2019
Approval By	Pupil Development, Behaviour & Welfare Committee
Review Frequency	Three Yearly

Brockington College Equality Scheme

Brockington College is a dynamic and outstanding 11-16 Church of England Academy committed to preparing our students to '*live life to the full*'.

The policy should be read with this in mind.

At Brockington College we ensure that each and every one of our students has a wide range of high quality experiences both within and outside of the classroom. We meet this challenge by recognizing that we are all individuals with different needs and interests. We believe and teach, on a daily basis, that students must strive to be their best academically, totally commit to a full life and must learn to appreciate, understand and respect others. Emphasis is placed at the college on academic progress. We expect all students, regardless of ability, to improve from their starting point and set all students challenging targets to this effect. We support all students to this end and pride ourselves in finding the right support for each individual. The school has seven key values that are the cornerstones for everything we do in school especially our core purpose of teaching and learning. They also inform the school's spiritual reflection programme.

Our values, agreed upon after consultation with students, staff, governors and parents are:

<u>Compassion</u>	Compassion is about putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act to do something for the benefit of others. Compassion requires an act of imagination and humility to share in the lives of others. It is so important to have compassion in all aspects of life. So many great changes for the better have been made out of compassion for all.
<u>Forgiveness</u>	Forgiveness is fundamental in a Christian School. It is about having forgiveness at the heart of everything we do and it is our aim to keep on forgiving without limit. Forgiveness requires both an acceptance and acknowledgement of what has gone wrong and a genuine desire not to do it again. A fundamental part of community is to forgive and forget.
<u>Justice</u>	Justice is multi-faceted. It is about giving all people what is right and fair for them to have, such as freedom and dignity. It is about acting out of a concern for what is right and therefore holding people to account. Justice is about creating a community that knows everyone's well-being is bound up with that of everyone else and is not just about a culture which encourages everyone to insist on their own rights at the expense of others. A school has to be a place of mutual trust and support where all members know they are equally valued.
<u>Koinonia</u>	Koinonia can often be translated as 'fellowship' or 'partnership'. Koinonia expresses the quality of the relationships within a Christian community which are like those of a family. Central to any family is interdependence. Everyone is needed and valued and important to the whole group. Each member of the family shares the joys and sufferings of the others and everyone depends upon everyone else. Being part of a Church community makes life at school seem more fulfilled.

<u>Perseverance</u>	Perseverance is linked to patience and suffering. Perseverance is about developing and building your character by dealing with a range of situations positively. It is linked to self-control and a recognition that life is sometimes difficult and painful but it is important not to give up. Perseverance is only possible when there is hope and hope is based on love and faithfulness. Perseverance is important in school and in life. People need to know that things are not easy, but is it important to keep going.
<u>Wisdom</u>	Wisdom is insight into the way life works – a proper understanding of the consequences of our thoughts, words and actions. Wisdom is discernment gained through life experience. The opposite of wisdom is foolishness, which is a wrong understanding of life. Foolishness is a lack of recognition of the true value of things and leads to people putting their trust in the wrong things. School is not just about academic learning; it is also about becoming wise as a human.
<u>Learning</u>	Learning is at the centre of our school motto and encompasses all of the values above. It is about being taught, being able to discover and understand. By modelling, teaching and discussing each of the values above we are enabling ourselves and our students to achieve our motto of 'learning to live life to the full'. Learning is constant and central to life. To be able to learn from mistakes is essential to life.

Brockington College is committed to:

- Tackling all forms of discrimination relating to race, disability, gender, gender identity, sexual orientation, religious belief and age
- Positively promoting equality in relation to race, disability, gender, gender identity, sexual orientation, religious belief and age
- Creating good relationships in the school within all groups irrespective of race, culture, gender, disability, sexual orientation, religious belief and age
- Promoting equality of opportunity for all

Section 1: Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

It also provides some changes about which schools need to be aware. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It reaffirms that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to students who are pregnant or undergoing gender reassignment.

There are some changes that have an impact on schools:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-

touch than previous duties, requiring schools to publish equality information and objectives

- It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure
- It is now unlawful to discriminate against a transgender student
- It is now unlawful to discriminate against a student who is pregnant or has recently had a baby
- New positive action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students

Brockington College's Equality Scheme is a combined scheme designed to meet the race, disability and gender equality duties, as well as the requirements of the law for religion and belief and sexual orientation.

Brockington College will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high stanSite Managerds and that strategies are in place to tackle under–achievement. We will ensure that every student has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining students and managing behaviour are fair, effective and equitable.

Our intention is to ensure that adults working or volunteering in the school include, as far as possible, a balanced gender mix and appropriate representation from diverse ethnic groups and those with disabilities. We believe that this will ensure that there is a range of good role models for students from all backgrounds.

Section 2 – Legal Background

At Brockington College we will ensure that the college complies with equality legislation and meets the requirement to publish an equality scheme.

Section 3 – Racial Equality & Community Cohesion

Racial Equality

At Brockington College we will work to:

- Prevent racial discrimination and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups
- Expand access across all communities and in all areas of school activity
- Eliminate unlawful racial harassment

Brockington College recognises and values racial and religious diversity. We want everyone at Brockington College to have a sense of belonging and an understanding of the wider racial and religious groups that make up British identity.

Racism and discrimination will not be tolerated at Brockington College.

Important steps include:

- Raising attainment and closing any achievement gaps between students of differing ethnic groups. It is the responsibility of the class teacher to monitor the achievement of all students. This monitoring will include the achievement of students from all ethnic groups

- Promoting good race relations between different ethnic groups. We value and recognise diversity and will celebrate the rich diversity of modern Britain in our attitudes and teaching

- We recognise the diversity of our local community and aim to work well with different faith groups as we appreciate the importance of offering the students multiple perspectives

- We will assess minority ethnic students' proficiency in English. If deemed necessary, we will provide support and guidance for staff to enable them to best support these students

- Our religious studies curriculum encompasses many different aspects of different faiths and we will endeavour to ensure that all children leave Brockington College with a good understanding of world religions

Community Cohesion

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

We are committed to provide:

- Teaching and curriculum provision that supports high stanSite Managerds of attainment, promotes common values and builds students' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping
- A programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for students for whom English is an additional language to enable them to achieve at the highest possible level in English
- Access to support that enables students with special needs and disabilities to participate in all aspects of school life

The school PSHCE, and spiritual reflection programme addresses the area of community cohesion that promotes tolerance and acceptance of others. Units on diversity are completed by all year groups.

Section 4 – Disability Equality

Brockington College will promote disability equality across all areas of the school.

We will have due regard to the need to:

- Promote equality of opportunity between people with disabilities and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards people with disabilities
- Encourage participation of people with disabilities in public life
- Take steps to meet the needs of people with disabilities, even if this requires more favourable treatment
- Monitor staff and students by disability

We plan to increase access to education for students with disabilities by:

- Increasing the extent to which students with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- Improving the delivery of information to students with disabilities
- Producing and reviewing an annual Accessibility Plan

Section 5 - Gender Equality

Brockington College will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions

We will fulfil gender equality requirements by ensuring:

- We monitor student attainment and achievement on a gender basis and where there are discrepancies between the genders, targets are set through the school improvement process
- The PSHCE and careers education programme addresses gender stereotyping in subject choices, careers advice and work related learning
- Teachers pay is linked to performance management targets
- Support staff job descriptions dictate their rate of pay
- Issues around gender violence and domestic violence are tackled within the school through education in PSHCE lessons

Section 6 – Religion and Belief

Brockington College recognises the need to assess the impact of our policies, functions and procedures on promoting equality for people based on their religion, belief or non-belief.

Section 7 – Sexual Orientation

Brockington College recognises the need to protect students from unlawful discrimination and harassment on the grounds of sexual orientation. We are committed to taking a pro-active approach to prevent all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality.

The school PSHCE and spiritual reflection programmes address the issue of homophobia. Homophobic bullying, language and stereotypes are challenged within the school.

Section 8 – Anti-bullying and Discrimination

The Brockington College Anti-Bullying Policy states that all forms of bullying are unacceptable and will not be tolerated.

The Anti-Bullying policy is reviewed bi-annually. Bullying and discriminatory incidents are recorded and analysed ensuring that information is used in the prevention of further issues.

Section 9 – Employment Practices

At Brockington College we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. We follow the key stages of recruitment from the Local Safeguarding Children Board Safer recruitment guidance. Equal opportunities forms are completed by applicants as part of the recruitment process. We have adopted the Local Authority policy for grievance procedures, disciplinary procedures and capability procedures. All applicants who meet the essential requirements for a job will be invited for interview regardless of age, gender (except for PE teachers), sexuality, ethnic group, country of birth, family language, faith or disability.

In addition, Brockington College values employees with disabilities. As an employer we are committed to:

- Job interviews for those who meet the essential requirements for a job
- Consulting employees with disabilities regularly
- Retaining employees if they become disabled
- Improving the knowledge of employees about disability
- Checking progress each year, planning ahead and letting employees know about our progress and future plans

Creating a culture so staff with disabilities can declare their impairment

Brockington College will create a culture where people feel comfortable in declaring their impairment so that we can help make any reasonable adjustments that are necessary. We will raise the awareness of our staff and students of the benefits of working with colleagues with disabilities in a mutually supportive environment.

Retaining our Employees with disabilities
If an employee becomes disabled or their disability gets worse, we will look at what reasonable adjustments we can make to their working conditions to retain them in their role.

Section 10 – Equality Impact Assessment

Brockington College will review all policies and procedures as a matter of course. Those key policies and procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation will be assessed for their suitability and revised as required.

Section 11 – Consultation and Information

In preparing this scheme, representatives were involved who have disabilities; are from an ethnic minority group and represent both genders, by consulting with:

- Students and their views being taken into account
- Parents /carers through the newsletter
- Staff within the school

We do not presume that the views held by the parents / carers of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent / carer and child.

Gathering Information

Students who have a disability are identified through self-declaration. The extent of the disability and adjustments required are normally identified through reports from other professionals and this information is then recorded and stored by the school. Data protection legislation will be observed in sharing this information.

Staff, parents / carers, governors and other school users with disabilities are identified through self-declaration. Data protection legislation will be observed in sharing this information.

We explain to parents / carers, staff, governors, community users and students why the information about disability is needed. The information about staff and students with disabilities will be used to assess:

- Our policies and practices on the recruitment, development and retention of disabled employees
- Our policies and practices on the educational opportunities available to, and achievements of, students with disabilities

The information about parents and community users with disabilities will be used to assess:

- The effect of our policies and practices on the involvement of parents / carers in their child's education
- The effect of our policies and practices on the involvement of disabled users in community activities

Information on staff will be analysed in respect of the representation of people with disabilities and people from ethnic minorities:

- In all aspects of the work of the school, for example: teaching, teaching support, administrative support
- At all levels of seniority in the school

- As permanent or temporary members of staff, full- or part-time or casual staff
- For training and professional development opportunities
- For disciplinary and capability proceedings
- For harassment and bullying procedures
- Amongst those who take sick leave
- Amongst trainee teachers on placement at the school
- Amongst those leaving the profession early

The analysis of information about staff with disabilities and staff from ethnic minorities will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention.

It is our aim to:
- Attract a wider field for recruitment, including people with disabilities and those from ethnic minority groups
- Retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- Develop in-house expertise about what staff and/or students with disabilities may require
- Provide role models for children and young people
- Bring different life experiences and new skills to the school
- Help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of staff with disabilities.

Information collected about children and young people with disabilities will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement.

It is our aim to improve:
- Opportunities for learners with disabilities to take positions of responsibility
- Satisfaction and enjoyment levels across a range of school activities
- Aspirations and ambitions for the future
- Successful transition into the next stages of education
- Access to school trips
- Involvement in after school clubs and activities
- Attainment and achievement of learners with disabilities
- Exclusion rates of learners with disabilities

Information collected about parents / carers with disabilities will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school.

It is our aim to:
- Use preferred means of communication when contacting parents / carers, meeting with them or sharing information with them
- Ensure parents / carers with disabilities are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending consultation evenings. Where attendance is not possible because of a disability, we will make alternative arrangements

- Give parents / carers with disability priority when arranging events and meetings eg by considering seating arrangements for a school drama production
- Give parents / carers with disabilities preferential parking rights
- Ensure the needs of young carers are met
- Educate parents / carers about the communication systems used by their children

Information collected about governors with disabilities will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

It is our aim to improve:
- The representation of people with disabilities on the governing board
- The accessibility of meetings for governors with disabilities
- The accessibility of other governor activities

Information collected about users of the school with disabilities will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities.

It is our aim to:
- Encourage community groups to ensure their activities are accessible
- Give due regard to community users with disabilities when revising school policies and procedures

Section 12 – Roles and Responsibilities

The governing board accepts its responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Principal and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and students
- Congratulate examples of good practice from the school and among individual managers, staff and students
- Ensure a consistent response to incidents, eg bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

Principal and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult students, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all students, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation

- Provide appropriate role models for all managers, staff and students
- Highlight good practice from departments, individual managers, staff and students
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and students
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff, teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and students
- Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, eg bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

Section 12 – Reporting and reviewing the scheme

Brockington College will review the school Equality Scheme every three years. Action plans and the accessibility issues can be up-dated on a needs basis. This will also ensure that we can respond to changing populations within the school.

The Principal is responsible for monitoring the school equality scheme, initiating review of the scheme and reporting annually to governors at a full governors meeting.

Section 14 - Publication

The school Equality Scheme will be available on the school website.

Brockington College Equality Action Plans

Disability Equality Action Plan
Date: 2016-17

Priority	Responsible person	Action	Resource	Timescale	Success Criteria
Continue to review policies in light of equalities and disability legislation	SLL	Review policies as required	Time	July 2017	Policies are reviewed and support DDA legislation
Ensure new block takes into account access for students with disabilities	SLL / Premises Officer	Installation of EVAC chairs Clear signage Investigate feasibility of improved access	To be assessed as required	0n-going	Building is an inclusive environment for all
Ensure building adaptations in main block take into account needs of students with disabilities	SLL / Premises Officer	tba	tba	2016 onwards	Access maintained
Raise awareness of people with disability through PSHCE, spiritual reflection and assemblies	PSCHE RS	Related assembly themes, modules on diversity and celebrating individuals Work with Claire Lomas and Nichols Spinal Foundation at Annual Charity Fun Run	As required	On-going	Fund raising success Increased amount raised for charity Increased awareness
Adaptations to current building to take into account needs	SLL Premises Officer	Lighting reviewed. Programme of pillar	On-going	0n -going	Zero accidents

of students with disabilities		decoration by Art master classes			
Doors & windows clearly marked	Premises Officer	Windows marked	Visibility stickers where required	Replacements as needed	Zero accidents
Revise school SHC systems and protocols following new appointments	SLL / SHC	BC Guidance for First Aiders annual review, or as required Individual Health Care plans IHCPs support pupil medical needs	SHC time LM meetings Meeting / discussions with health care professionals		Pupils medical needs met

Brockington College Equality Action Plans
Race Equality Action Plan

Date: 2016-17

Priority	Responsible person	Action	Resource	Timescale	Success Criteria
Raise staff awareness of PREVENT agenda	SLL	Safeguarding briefing	LCSB materials	Annual Staff INSET, August, and as part of induction package for new staff	PREVENT concerns reported and actions taken
Student voice year group meetings include perceptions of race and racism at Brockington as regular agenda item	HOYS	Discussion conducted and results analysed, reported to SLT	Questions agreed	Annual	Student share concerns and solutions identified
Continue to review policies in light of equalities legislation	SLL / CPD	Review policies as required	Time	On-going	Policies are reviewed and supports race equality legislation
Reduced numbers of racist incidents on school log	SLL	Increased awareness of issues through all aspects of school	As required	On-going focus	Low number of incidents recorded
Provide package of work for victims and perpetrators of racial incidents	Pastoral Team	Victims feel supported Perpetrators do not reoffend	Package of resources for use with students	2016 – 2017	Low number of incidents recorded
Data analysis identifies progress and attainment issues with regards to students of different races	IJW	Actions and interventions used to ensure students achieve	SGI	AP points rolling programme of robust data analysis	Gaps in achievement and progress identified and addressed. 12 points or more progress at KS3 At KS4,PABs consider if students of different races are on target to make 3LOP, 4LOP or 5LOP

Brockington College Equality Action Plans

Gender Equality Action Plan

Date: 2016-17

Priority	Responsible person	Action	Resource	Timescale	Success Criteria
Data analysis identifies issues with regards to gender	IJW	Actions and interventions used to ensure At KS4 students PAB consider gender issues	SGI SOW / curriculum adaptations	AP points rolling programme of robust data analysis	Gaps in achievement and progress identified and addressed. KS3 students achieve 12 points or more progress across KS3. KS4 students on target to make 3LOP, 4LOP or 5LOP
Gender gaps addressed in En & Ma SOW See School Improvement Plan	IJW CL English CL Maths	Curriculum SOW adaptation made with targeted resources	Y7 Catch up funding Pet-xi Numeracy Ninjas SGI	AP points rolling programme of robust data analysis	Gaps in achievement and progress identified and addressed KS3 students achieve 12 points or more progress across KS3. KS4 students on target to make 3LOP, 4LOP or 5LOP
Student voice year groups meetings include perceptions of race and racism at Brockington as regular agenda item	HOYS	Discussion conducted and results analysed, reported to SLT and acted on	Questions agreed	Annual	Student share concerns and solutions identified

Brockington College

Accessibility Plan

At Brockington College we are committed to providing an environment that enables full curriculum access and that values and includes all students, members of staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Definition of disability

 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

The Accessibility Plan will contain relevant and timely actions to increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students;

Consideration will be given to

- Teaching and learning
- The wider curriculum of the school such as participation in after-school clubs
- Leisure and cultural activities
- School visits
- The provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe
- Improving access to the physical environment of the school
- Adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving the delivery of written information to students, staff, parents and visitors with disabilities

Brockington College Accessibility Plan

2016-2019

Curriculum

Target	Strategy	Person responsible	Outcome	Timeframe	Achievement
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them	Staff training needs identified and programme of CPD in place to address needs	SLL CPD	All classroom based staff fully meet the requirements of students with disabilities with regards to accessing the curriculum Effective deployment of TAs to maximise learning	Inclusion Briefing August 2016 SEND team training regarding meeting needs of students with disability Newly appointed TAs Intimate Care, Moving and Handling Training and EVAC training Autism Awareness / ADHD training for staff / TAs / newly appointed Pastoral team Information / workshops for staff Summer term 2015-2017 Autism awareness training for NQTs 2016-17 Whole school ASD awareness raising sessions Autumn term 2016 Attachment training for newly appointed staff	Increased access to an appropriate curriculum

Improved focus on quality first teaching with differentiation by task to meet the needs of students with disabilities	Brockington College Dictionary of Needs available to all staff on TDrive Learning walks	SLL VCC	Increased staff awareness	On-going	Improved access to an appropriate curriculum
To ensure classrooms are optimally organised to promote the participation and independence of all students	Placement of rise and fall tables and adapted furniture to optimise learning	SLL SITE MANAGER Teaching staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual	On-going	Maximum available for students to participate in curriculum activities
Purchase of resources to aid students with SEND	Identification of areas of needs Sloping desks (PD students) Booths for focussed work in SEN area (ASD students) Ipads and laptops	SLL	Needs led usage of resources	On-going	Skilled SEND team able to make adaptation an provision for students with SEND to maximise curriculum engagement
Delivery of staff training re HI and needs of students	Respond to changes to service 2016-17	SLL	Staff and student feedback is positive Individual students' needs are met	August 2015 – training On-going VSS training November 2016	Pupil meet expected targets
Increased use of ICT to aid access to curriculum through default settings Default fonts (dyslexia friendly fonts) Magnifiers as required	Needs led adaptations made to ICT / ipads / Kindles	SLL MAJ	Individual students needs are met	On-going	Increased access to appropriate curriculum

Provision of access arrangements for GCSE and external examinations as per JCQ guidance	Classroom teachers establish 'normal ways of working' in order to ensure students' needs are met Assessment of students needs by Specialist Assessor / Exam Officer / SENC	SENCO Specialist Assessor	Individual students needs are met	Access Arrangements in place for exam timetable - In place for y9 internal exams, CAU, Mocks and GCSEs	Pupil meet expected targets
All out-of-school activities are planned to ensure the participation of all students	Out-of-school provision to ensure compliance with legislation Risk assessments conducted to ensure needs of students with disabilities are taken in to account RA logged on TDrive in SEND area	JW	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements	Continuous	Access to all school activities such as trips out, residential visits, extended school's activities and sporting events for all students

Delivery of Written Information

Target	Strategy	Person Responsible	Outcome	Timeframe	Achievement
Make available school brochures, school newsletters and other information for parents/ carers in alternative formats	Promote the availability in different formats for those that where needed through information collection on Brockington College Admission form	SLL	School Information available for through website	On-going	Parent / carer satisfaction

Physical Environment

Target	Action	Person responsible	Timeframe
Ensure access to new block for students with physical difficulties	EVAC chairs placed in key points in new block - Staff rolling EVAC training programme Clear signage – SITE MANAGER Adaptation of risk assessments for students with temporary mobility issues Investigation of improved access	SITE MANAGER School Health Coordinators	On-going checks
Lighting across school sufficient for student needs	Improved lighting in key areas as identified on VISTA report	SITE MANAGER	Annual review of lighting
Pillars – improved visibility	Pillars with corners clearly marked Grey pillars painted by Masterclass Art group	SITE MANAGER CL Art	Rolling programme of checks On-going programme
Glass doors clearly marked	Improved visibility with window stickers	SITE MANAGER	Rolling programme of checks

Access to PE MUGA	Improved access	SITE MANAGER	On-going
Access to Disabled toilets maintained	Regular checks by premises staff	SITE MANAGER	On-going
Corridors kept clear	Regular checks by Premises staff	SITE MANAGER	On-going
Regular update regarding need for EVAC usage	Rolling Programme of EVAC chair training for TA and identified staff across school	SITE MANAGER	On-going

SEE VISTA report June 2013