

# West Monmouth School

Ysgol Gorllewin Mynwy



## Strategic Equality Plan 2016 - 2020

Equality Objectives and Action Plan

# West Monmouth School

## Strategic Equality Plan 2016 – 2020

### Equality Objectives and Action Plan

<b>Objective 1</b>	<b>To understand and appreciate basic values</b> – all members of the school community to respect each other and that school is a safe and happy place to learn.
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Recorded incidences of bullying</li> <li>• ‘Bully Buddies’ initiative</li> <li>• Log of pupils who have been into Inclusion</li> <li>• Number of pupil exclusions</li> <li>• Log of pupils’ behaviour points</li> <li>• Pupil attendance figures</li> <li>• No of pupils and parents invited to ‘Attendance Panel’</li> </ul>
<b>Protected Characteristics</b>	All
<b>Outcome wanted</b>	<ul style="list-style-type: none"> <li>• To reduce the incidences of bullying across the school – to achieve a target of less than 10 incidences per year – (as a repeated action regarding an individual)</li> <li>• To see an improvement in pupil behaviour – reduced number of behaviour points and a reduction in exclusions. Target – less than 55 exclusions 2016/2017</li> <li>• To improve the school’s attendance and to aim to achieve the target of 94.5%</li> </ul>

<b>Actions</b>	<ul style="list-style-type: none"> <li>• To have in place a team of 'Bully buddies' for pupils to speak to</li> <li>• To focus on Anti Bullying week in November – Thought for the Week to focus on this.</li> <li>• Anti-Bullying assemblies delivered by the school's Police Liaison Officer as requested.</li> <li>• Anti-Bullying and Working/Living Well together is a topic in the PSE curriculum for Year 7</li> <li>• To report to the LA and Governing Body the recorded incidences of bullying term by term.</li> <li>• To use Class Charts consistently in order to reward pupils for good behaviour in lessons and across the school at all times.</li> <li>• Heads of Year and all pastoral staff to reinforce consistent message of importance of attendance.</li> <li>• Weekly 'Attendance League' to be published to all staff.</li> <li>• Punctuality detention to be held every day for those pupils attending late. Heads of Year to deal with persistent offenders.</li> <li>• Attendance Panel to be held each half term with parents and pupils with levels of attendance less than 85%.</li> <li>• Attendance to be reported to Governing Body at regular meetings of the GB.</li> </ul>												
<b>Progress</b>	<p>In the academic year 2016/2017 the following progress towards the 4 year actions was made:</p> <ul style="list-style-type: none"> <li>• A group of 'Bully Buddies' was in place and available to pupils at break and lunch times. They liaised with pastoral staff when necessary</li> <li>• Anti-Bullying week was marked in November as part of the school's Thought for the Week.</li> <li>• There were a total of 12 recorded incidences of bullying for the year 2016/17. These are broken down as below:</li> </ul> <table border="1" data-bbox="480 1065 1841 1274"> <thead> <tr> <th>Term</th> <th>No of recorded incidences</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td>Autumn term</td> <td>6</td> <td>4 – Verbal 2 - Physical</td> </tr> <tr> <td>Spring term</td> <td>5</td> <td>3 – Verbal 2 - Physical</td> </tr> <tr> <td>Summer term</td> <td>2</td> <td>2 - Physical</td> </tr> </tbody> </table>	Term	No of recorded incidences	Category	Autumn term	6	4 – Verbal 2 - Physical	Spring term	5	3 – Verbal 2 - Physical	Summer term	2	2 - Physical
Term	No of recorded incidences	Category											
Autumn term	6	4 – Verbal 2 - Physical											
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Summer term	2	2 - Physical											

- Class Charts was used effectively as a tool for rewarding pupils for good behaviour in lessons and across the school. There were a number of rewards organised for rewarding pupils, including early lunches, film afternoons, afternoon tea with the Head of Learning and afternoon tea with the Headteacher. The number of pupils who were placed into the school's internal Inclusion room was 517. Some of these were repeat pupils.
- Fixed term exclusions had been reduced significantly over the 6 years from 2010 to 2016. This has been a consistently decreasing trend. There were 54 FTEs totalling 89.5 school days in 2015-2016. This was a rate of 7.99 per 1000 pupils. However, in 2016-2017 there were 59 FTEs totalling 158 days at a rate of 8.23 per 1000 pupils. This was the third lowest rate of the 6 Torfaen secondary schools. Please note that 120 of the 158 days are accounted for by just 7 pupils. 5 of these left the school during the academic year. 3 of the 7 pupils had transferred into WMS from other secondary schools during the previous 18 months.
- The attendance figure for 2016/2017 was 93.7% which is below the target set. This compares to 94.3% the previous year. The importance of excellent attendance was reinforced by all pastoral staff throughout the year. The attendance figure of all registration classes was published as a league table each week. All rewards trips and end of year trips considered attendance as part of the criteria to being invited to attend. Parents of pupils showing an attendance figure below 85% or pupils raising concern regarding their attendance patterns, were invited to attend an Attendance Panel. These were held each half term.

**In the academic year 2017/18 the following progress towards the 4 year actions was made:**

- A group of trained Bully Buddies were in place and available for pupils at break and lunch times. Liaison with pastoral staff ensured that information was shared.
- Anti-Bullying Week was marked in November as part of Thought for the Week. A group of Drama pupils also visited a local primary school to deliver a short drama performance and follow up workshops on the subject of bullying.
- There were a total of 2 recorded incidences of bullying for the year 2017/18. The details are below:

<b>Term</b>	<b>No of recorded incidences</b>	<b>Category</b>
Autumn term	2	2 – Verbal
Spring term	0	
Summer term	0	

- Class Charts continued to be used to monitor behaviour in lessons and across the school. The use of Class Charts was also extended so that parents can access the information about their child easily. In parental meetings and with external agencies, the data from Class Charts was shared as appropriate. There were a number of rewards organised for pupils, including early lunches, film afternoons and access to reward trips at the end of the autumn and summer terms. There were a total of 143 pupils placed in the internal Inclusion room, and this accounted for 511 occasions throughout the year. Some pupils were placed in Inclusion on more than one occasion, with a small number of pupils placed in Inclusion on several occasions.
- The rate of exclusion per 100 pupils in 2017-2018 rose to 19.9 for the academic year. 73% of those exclusions related to just 21 pupils, many of whom had transferred into West Mon with a record of significant vulnerability in this area. However, in the first three months of the 2018-2019 academic year, the rate has reduced significantly to 2.1 exclusions per 100 pupils. This is down from a rate of 5.7 exclusions per 100 pupils for the same period in 2017-2018.
- The attendance figure for 2017/18 was 93.4% which is below the target set. This is slightly lower than the previous year of 93.7%. Attendance was discussed at meetings of the Education Improvement Board (EIB). The importance of excellent attendance was reinforced by all pastoral staff throughout the year, to both pupils and parents. The attendance figure of all registration classes continued to be published weekly. All reward trips and end of year trips considered attendance as part of the criteria to being invited to attend. Attendance Panels were held for parents whose children's attendance was below 85%.

<b>Objective 2</b>	<b>Making a difference</b> – to reduce gaps in attainment between pupils in protected groups. To ensure that poverty does not have an adverse effect on pupil outcomes of groups of learners.
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Gap in performance between boys/girls</li> <li>• Gap in performance between eFSM and non eFSM</li> <li>• Performance of LAC learners</li> <li>• Performance of SA and SA+ learners</li> </ul>
<b>Protected Characteristics</b>	All
<b>Outcome wanted</b>	<ul style="list-style-type: none"> <li>• Improved outcomes and narrowing of the gap between boys/girls</li> <li>• Improved outcomes and narrowing of the gap between eFSM and non eFSM</li> <li>• Improved outcomes for LAC pupils</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Targeted support for eFSM pupils in lessons Year 7 – 10, delivered by two full time Learning Support Assistants</li> <li>• Bespoke support for eFSM pupils in Year 11 delivered by a Learning Support Assistant, regarding coursework completion and examination preparation.</li> <li>• LAC mentor to support all LAC pupils</li> </ul>
<b>Progress</b>	<p>In the academic year 2016/2017 the following progress towards the 4 year actions was made:</p> <p>Gender</p> <ul style="list-style-type: none"> <li>• In KS3 CSI, girls consistently outperform boys. Having reduced the gap in the previous 3 years, the gap in</li> </ul>

2017 was very close to LA and Wales averages.

- In KS3 English girls consistently outperform boys at Levels 5+ and 6+, however boys outperform girls at L7+ for the last two years, although performance of both boys and girls is significantly lower than Family and Wales averages. Writing is consistently the weakest attainment target at L5, L6 and L7.
- In KS3 mathematics, girls consistently outperform boys at L5+ and L6+ although boys have performed above LA and Wales averages for the last three years. At L7+ boys have outperformed girls for the last four years with boys' performance above LA and Wales for the last three years.
- In KS3 science, girls have consistently outperformed boys for the last four years at L5+ and Level 6+. At L7+, boys have outperformed girls for the last two years. The performance of girls at L7+ has been significantly below LA and Wales averages for the last four years.
- At KS4 in 2017, girls outperform boys in all main indicators with the exception of mathematics numeracy L2.

#### FSM

- At KS3, FSM pupils perform significantly below non-FSM pupils in all three core subjects and the CSI at the expected level.
- The performance of FSM pupils at KS4 was exactly as had been predicted during the academic year, but whilst accurate, the gap between FSM/non-FSM pupils is unsatisfactory in all main indicators.

#### LAC pupils

During the year there were 5 LAC pupils on roll. The results they achieved are below:

	LAC 2017
Level 2+	0%
Level 2	20%
Level 1	100%
English L2	40%
English L1	80%
Best Maths Level 2	0%
Best Maths	80%

Level 1	
Science Level 2	20%
Science 1	100%

### Performance of ALN Pupils – KS3

#### **ALN Pupils - 15 pupils are on SA**

- 87% of pupils on school action gained a L5 in English in 2017 this was a 14% point increase on 2016
- 87% of pupils on SA gained a L5 in mathematics in 2017 – a 7% point increase on 2016.
- 100% of pupils on SA gained L5 in science in 2017 – an increase of 7% points on 2016
- 87% of pupils on SA gained the CSI in 2017 – an increase of 14% points on 2016.
- The performance of SA pupils is **Good**

#### **SA+ pupils (14 pupils)**

- 36% of pupils on SA+ gained a L5 in English in 2017 this was exactly the same as in 2016
- 50% of pupils on SA+ gained a L5 in maths in 2017 this was exactly the same as in 2016
- 79% of pupils on SA+ gained L5 in science in 2017 this was exactly the same as in 2016
- 36% of pupils on SA+ gained the CSI in 2017 – exactly the same as in 2016.
- This performance is **Adequate**

### Performance of ALN pupils - KS4

	SA 2017	SA+ 2017	Statemented 2017
Level 2+	25%	13%	2 out of 3

<b>Level 2</b>	<b>25%</b>	<b>19%</b>	<b>statemented pupils achieved the Level 1 Threshold</b>
<b>Level 1</b>	<b>100%</b>	<b>81%</b>	
<b>English L2</b>	<b>25%</b>	<b>25%</b>	
<b>English L1</b>	<b>100%</b>	<b>94%</b>	
<b>Best Maths Level 2</b>	<b>38%</b>	<b>13%</b>	
<b>Best Maths Level 1</b>	<b>100%</b>	<b>88%</b>	
<b>Science Level 2</b>			
<b>Science 1</b>			

- Many pupils will ALN make better than expected progress taking into account their individual needs and abilities in relation to their targets and starting points.
- The majority of pupils with relatively weak skills make expected levels of progress, including additional qualifications enabling them to develop work and lifeskills.

Many more able and talented pupils achieve at their expected level and as mentioned in other areas of this document those selected for involvement perform exceptionally well in extension projects offered through the 'Brilliant Club'. 27.2% of the KS4 Year 11 cohort 2017 gained at least one A/A\* grade in mathematics and or mathematics numeracy.

**In the academic year 2017/18 the following progress towards the 4 year actions was made:**

Gender KS3

- In KS3 CSI, girls consistently outperform boys with the trend widening and the 2018 gap larger than in 2016.
- In KS3 all core subjects girls consistently outperform boys at Levels 5+ and 6+, however boys outperform girls at L7+ in 2016 and 2017. Writing is consistently the weakest attainment target in English at L5, L6 and L7.

- In almost all instances performance of both boys and girls has been below national averages at levels 6+ and 7+ for the last three years.

#### Gender KS4

In 2017/2018 there were 74 boys and 58 girls in the Year 11 cohort.

- The overall judgement for 2018 performance of boys and girls is good.
- Boys outperformed girls in 5 A\*/A, mathematics L2, numeracy L2, best maths L2, and science 1 and 2 at L2.

From 2017 to 2018

- Boys' performance at L2+ has increased by 13.8% points - closing the gender gap significantly to 3% points (2018 national average gap = 10.4% points).
- Boys' performance in L2 English has risen by 17% points reducing the gender gap to 3% points (2018 national average gap = 18% points) – a good feature.
- Boys' performance in L2 'best mathematics' has risen by 13% points – a good feature.

#### FSM

- At KS3, FSM pupils perform significantly below non-FSM pupils in all three core subjects and the CSI at the expected level.
- The performance of FSM pupils at KS4 was exactly as had been predicted during the academic year, but whilst accurate, the gap between FSM/non-FSM pupils is unsatisfactory in all main indicators.

#### **eFSM/Non-FSM KS4**

Non-FSM pupils outperform eFSM pupils in every indicator. From 2017 to 2018:

- eFSM pupils gaining L2 inc increased by 20% points to 39%. This is a good feature.
- The school Level 2 inc FSM eligibility gap in 2018 has reduced to 20% points (2018 national figure = 32.3% points).

- Performance of eFSM pupils in English has risen by 15% points – a good feature.
- eFSM pupils' performance in L2 'best mathematics' has risen by 5% points.
- Performance of non-FSM pupils in L2 'best mathematics' has risen by 11% points – a good feature.

### **Performance of ALN pupils – KS3**

#### **ALN Pupils - 22 pupils are on SA**

- 77% of pupils on school action gained a L5 in English in 2018
- 77% of pupils on SA gained a L5 in mathematics in 2018
- 91% of pupils on SA gained L5 in science in 2018
- 64% of pupils on SA gained the CSI in 2018
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#### **SA+ pupils (15 pupils)**

- 27% of pupils on SA+ gained a L5 in English in 2018
- 47% of pupils on SA+ gained a L5 in maths in 2018
- 33% of pupils on SA+ gained L5 in science in 2018
- 33% of pupils on SA+ gained the CSI in 2018

#### **Statemented Pupils (1 pupil)**

- 100% of Statemented pupils gained a L5 in English in 2018
- 100% of Statemented pupils gained a L5 in maths in 2018
- 100% of Statemented pupils gained L5 in science in 2018
- 100% of Statemented pupils gained the CSI in 2018

#### Performance of ALN pupils - KS4

	ALN 2016	ALN 2017	ALN 2018
Level 2+	24%	13%	17%
Level 2	76%	19%	25%
Level 1	100%	81%	71%
English L2	29%	25%	21%
English L1	94%	94%	92%
Best Maths Level 2	35%	13%	25%
Best Maths Level 1	94%	88%	88%
Science Level 2	88%		17%
Science 1	100%		54%

- Many pupils with ALN make better than expected progress taking into account their individual needs and abilities in relation to their targets and starting points.
- The majority of pupils with relatively weak skills make expected levels of progress, including additional qualifications enabling them to develop work and lifeskills.
- Many more able and talented pupils achieve at their expected level and as mentioned in other areas of this document those selected for involvement perform exceptionally well in extension projects offered through the 'Brilliant Club'.

During the 2017-2018 academic year there were 3 LAC pupils on roll in KS4. The results are as follows:

	Number of LAC pupils achieving each measure in 2018
Level 2+	1
Level 2	1
Level 1	3
English L2	1
English L1	3
Best Maths Level 2	1
Best Maths Level 1	3
Science Level 2	1
Science 1	3

<b>Objective 3</b>	<b>Educating and guiding</b> – to ensure that the school community works together to raise awareness and appreciation of equality and diversity issues.
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Recorded incidences of racist or other discriminatory comments made against pupils, staff or visitors</li> <li>• Difficulties experienced by VI pupils</li> <li>• Understanding of the challenges faced by pupils with physical disabilities</li> <li>• Improved understanding of the challenges faced by Gypsy Traveller pupils</li> <li>• Improved understanding of the challenges faced by minority ethnic pupils and staff.</li> </ul>
<b>Protected Characteristics</b>	All

<b>Outcome wanted</b>	That all members of the school community – pupils, staff and governors have an appreciation and respect and promote good relations between people of diverse backgrounds.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• CH to attend training with Stonewall Cymru in order to support LGBT members of the school community.</li> <li>• Lynne Robinson to provide training for staff on understanding and appreciating the culture and challenges of Gypsy Traveller pupils.</li> <li>• All staff to receive training from Tracey Pead (LA) on understanding and supporting pupils from minority ethnic backgrounds.</li> <li>• Relevant staff to receive training on supporting visually impaired pupils.</li> <li>• ‘Show Racism the Red Card’ training</li> <li>• Suitable resources and material in PSE throughout the key stages so that pupils have the opportunity to discuss racism issues</li> </ul>
<b>Progress</b>	<p>In the academic year 2016/2017 the following progress towards the 4 year actions was made:</p> <ul style="list-style-type: none"> <li>• Claire Hughes and Chris Mullins attended training with Stonewall Cymru in order to support LGBT members of the school community. This information was shared with all pastoral staff.</li> <li>• There were 10 incidences of alleged racist comments made during the year 2016/2017. It must be noted that all of these allegations were made by two pupils, and were allegations of racism against both fellow pupils and members of staff. Every allegation was thoroughly investigated and there was no evidence to support the allegations made. The Police were also involved in some cases.</li> <li>• All staff attended training on understanding and supporting pupils from minority ethnic backgrounds, delivered by Tracey Pead of Torfaen LA.</li> <li>• Relevant staff received training on how to support pupils who are visually impaired.</li> <li>• Racism issues were discussed as part of the PSE curriculum.</li> <li>• The Equal project continued to provide support to Gypsy Traveller pupils and all staff.</li> </ul>

	<p><b>In the academic year 2017/18 the following progress towards the 4 year actions was made:</b></p> <ul style="list-style-type: none"> <li>• The training received from Stonewall Cymru continued to be used amongst pastoral staff in order to support pupils when required. On some occasions pupils were signposted to where they could receive information and guidance.</li> <li>• There was 1 incidence where there was a report of a possible racist comment made by a teacher towards a pupil. This was thoroughly investigated and appropriate action taken.</li> <li>• The Torfaen Equal Project staff continued to support Gypsy Traveller pupils and their families and also support and provide advice and guidance to staff.</li> </ul>
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<b>Objective 4</b>	<b>Celebrating and commemorating</b> – to raise awareness of issues which link to equality and diversity through celebrating and commemorating key theme days and events.
<b>Evidence</b>	Reports of poor understanding and empathy towards pupils from diverse backgrounds.
<b>Protected Characteristics</b>	All

<b>Outcome wanted</b>	For all members of the school community to understand and appreciate different cultures and values, and to appreciate key events.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Support Macmillan Cancer Support Coffee Morning (September)</li> <li>• Focus on Anti Bullying Week (November)</li> <li>• Commemorate Remembrance Day (November)</li> <li>• Focus on Holocaust Memorial Day (January)</li> <li>• Celebrate St David's Day (March)</li> <li>• Focus on Fairtrade Fortnight (February/March)</li> <li>• Harvest – food collection for the Food Bank (October)</li> <li>• Christmas shoe box appeal (November/December)</li> <li>• Autism awareness raised throughout the school</li> <li>• Dyslexia awareness week</li> <li>• Focus week on Gypsy Traveller pupils</li> <li>• To appreciate the different religious and cultural backgrounds as part of Thought for the Week</li> </ul>
<b>Progress</b>	<p>In the academic year 2016/2017 the following progress towards the 4 year actions was made:</p> <ul style="list-style-type: none"> <li>• Macmillan Cancer Support – a cake sale was arranged and this raised a total of £200.05.</li> <li>• Anti Bullying Week was marked as part of the Thought for the Week.</li> <li>• Remembrance Day was marked by a remembrance service in the main hall, attended by Year 11 pupils, where visitors and former members of staff were invited. There was also another service held for all other year groups.</li> <li>• Holocaust Memorial Day – a group of 20 pupils attended the Holocaust Memorial service which was held at St Cadoc's Church, Trevethin. Pupils sang in the choir, performed a duet, and also did readings and took part in the service generally. Pupils also wrote an article on the service for the local RE newsletter. It was also part of the school's Thought for the Week.</li> <li>• Fairtrade Fortnight was part of the Thought for the Week.</li> <li>• Harvest – there was a Harvest food collection across all year groups, with over 100 bags of food collected</li> </ul>

which was then donated to the Eastern Valley Food Bank.

- Christmas shoe box appeal – 150 shoe boxes were filled and these were donated to the charity 'Operation Christmas Child'.
- The Thought for the Week allows for awareness of different religious and cultural backgrounds.

**In the academic year 2017/18 the following progress towards the 4 year actions was made:**

- Macmillan Cancer Support – a cake sale was organised and this raised £195.10.
- Anti-Bullying Week was marked as part of Thought for the Week, and a group of pupils also performed a Drama performance at a local primary school.
- Remembrance Day was marked by a service in the main hall, attended by Year 10 pupils, where visitors and former members of staff were invited. A collection of ceramic poppies were made by the Art department staff and group of pupils, one to represent every old boy who died in the war, and these were displayed effectively outside the school. Some of these poppies were sold and the money raised was then donated to the Royal British Legion. A separate Remembrance Service was also held for the Gypsy Traveller pupils, organised by the Equal Project staff and involved the Blaenavon branch of the Royal British Legion.
- Holocaust Memorial Day – a group of 20 pupils attended this service. Pupils sang in the choir and also took readings and participated in the service.
- Fairtrade Fortnight was part of the Thought for the Week.
- Harvest – an assembly for each year group introduced our annual harvest collection to support a local Food Bank. There was then a collection of food items across the whole school and over 11 bags of food was collected and then donated to the Food Bank.
- Christmas shoe box appeal – 126 shoe boxes were collected and these were donated to Operation Christmas Child.
- The Thought for the Week allowed for awareness of different religious and cultural backgrounds.

<b>Objective 5</b>	<b>Children and members of the school community with a disability to feel included and are an active part of the school.</b>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Pupils and staff with a disability and challenges accessing the school site</li> </ul>
<b>Protected Characteristics</b>	All
<b>Outcome wanted</b>	<ul style="list-style-type: none"> <li>• All pupils and members of staff with a disability to be able to access the school environment</li> <li>• All opportunities to be considered for disabled pupils through appropriate risk assessment and a positive learning environment</li> <li>• Suitable adaptations made to the school environment to enable access</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Suitable adaptations made to the school environment to enable access</li> <li>• Risk assessment to be carried out regarding accessing the site in cases of inclement weather</li> <li>• Adjustments made to the timetable to allow pupils to access rooms</li> <li>• Evac chairs to be purchased for use in HB and W blocks when required. Key staff to receive training in their use.</li> <li>• To look into the possibility of the use of a mobility scooter</li> <li>• To train staff on manual handling and the use of hoists</li> <li>• Staff to receive training from a Duchenne's Muscular Dystrophy Syndrome</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff to access RNIB bookshare to obtain large print books in order to support Visually Impaired pupils as needed</li> </ul>
<b>Progress</b>	<p>In the academic year 2016/2017 the following progress towards the 4 year actions was made:</p> <ul style="list-style-type: none"> <li>• There were a number of adaptations made around the school site in order to make it as accessible as possible for members of the school community with a disability.</li> <li>• A risk assessment was carried out to look at a plan for moving pupils with a disability, in the case of inclement weather.</li> <li>• When constructing the school timetable, adjustments were made to teaching locations in order to allow access to rooms.</li> <li>• Evacuation chairs were purchased and relevant staff received training in their use.</li> <li>• A mobility scooter was purchased for use by pupils with mobility issues. Staff working with the pupils received training in using these.</li> <li>• All relevant Teaching assistants received training on manual handling and the use of hoists in order to support pupils.</li> <li>• All staff received training from a medical specialist on Duchenne's Muscular Dystrophy Syndrome.</li> <li>• Relevant staff were able to access RNIB Bookshare to obtain resources in order to support Visually Impaired pupils.</li> </ul> <p><b>In the academic year 2017/18 the following progress towards the 4 year actions was made:</b></p> <ul style="list-style-type: none"> <li>• Further adaptations were made around the school to improve access for all pupils as much as possible.</li> <li>• Risk assessments were carried out and amendments made in order to support all members of the school community.</li> </ul>

	<ul style="list-style-type: none"><li>• The school timetable construction allowed for adjustments to be made to teaching locations to allow access for pupils.</li></ul>
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