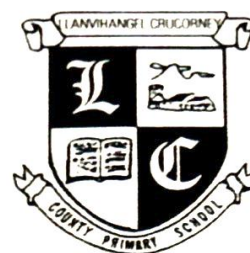
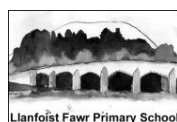


The Federation of Llanfoist Fawr and Llanvihangel Crucorney Primary School



STRATEGIC EQUALITY POLICY AND ACCESSIBILITY PLAN 2020 - 2024

Approved by the Governing Body:
April 2020



1. INTRODUCTION

1.1 Background

Llanfoist Fawr Primary is a Group 2 school situated in the village of Llanfoist very close to Abergavenny. There are currently 210 pupils on roll, Reception – Year 6. FSM is 11% and ALN is 14%

1.2 Statement of Purpose

- Promote good relationships between people who share a protected characteristic and those who do not.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Eliminate unlawful discrimination and harassment.

1.3 Mission Statement

We believe the purpose of our school, working in partnership with pupils, parents, carers, Governors and the community is to:

- To provide a secure and inviting environment that encourages children to become enterprising and creative contributors, who are ready to play a full part in life and work.
- To deliver a broad and balanced curriculum that ensures we realise high standards of learning and teaching, which ignites children's passion to develop as ambitious, capable learners.
- To help our children to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- To create stimulating schools that are at the centre of the community, teaching children to make ethical decisions, by helping them to become informed global citizens of Wales and the wider world.

1.4 Vision Statement

At Llanfoist Fawr Primary School we have a strong belief to create a happy, inclusive, stimulating environment, where all children feel valued and inspired to develop a love of learning, helping them to reach their full potential.

1.5 School Aims

- Remove or minimise disadvantages experienced by people due to their protected characteristics
- Take steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

2. EQUALITY VISION AND EQUALITY OBJECTIVES

- 2.1 The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010.
- 2.2 The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales.
- 2.3 Actions to achieve these objectives are in the Action Plan at the end of this document and are an initiative or action in the School Improvement Plan and evaluated through the School Improvement Plan and the school Equality Self Evaluation Tool.
- 2.4 The policy protects pupils, parents and guardians, employed staff (full time, part-time or on casual contracts), agency staff and contractors, governors and volunteers.
- 2.5 This Policy was written and adopted by the Abergavenny School Cluster in conjunction with the Head Teacher, and in consultation with staff and governors. This policy will be reviewed within 4 years.
- 2.6 The plans in Appendices 1 and 2 were written by the Head Teacher in consultation with school stakeholders and are reviewed annually.

3 THE NATIONAL EQUALITY AGENDA

3.1 The Equality Act 2010

- 3.1.1 The nine protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Equality Act sets down Public Sector Duties that apply to all the school's functions:
- Promoting equality of opportunity
 - Promoting good community relations
 - Eliminating discrimination
- 3.1.2 Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government. See 3.3.

3.2 The Human Rights Act 1998

- 3.2.1 Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people. Article 14 of the Human Rights Act prohibits discrimination '*on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status*'. The words '*other status*' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, trans-sexualism, disability, carers and imprisonment.
- 3.2.2 Article 14 can only be used when attached to a complaint relating to another Article of the Convention, such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.
- 3.2.3 In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

- 3.3.1 The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality.
- 3.3.2 The Welsh Language Education Scheme was approved by Monmouthshire County Council and applies to all schools. The principles of the Scheme and this Plan are similar; in promoting equality of opportunity and good relations, we will take the Welsh language into account alongside all the protected characteristics.

4 PUPILS

4.1 A School for Everyone

4.1.1 Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic. Opportunities in our school will be of equally high standard for everyone. We will not discriminate on the grounds of:

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

Age is the 9th protected characteristic and in a school context it applies to everybody except for pupils. We also do not discriminate on the grounds of Welsh language.

4.1.2 The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

4.1.3 The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them (for example, produce the lesson notes in large print or in an electronic format before the lesson). In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How do we deliver equality?

4.2.1 We will mainstream equality in providing education, access to benefits, services or facilities by making sure that people:

- Know the school's equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support (for example, translation and interpretation, transport, technology, adaptations) where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

4.3.1 The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

- 4.4.1 The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Curriculum, Resources and Involvement

- 4.5.1 We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people, examine their lives and personal identity in the light of people's experiences, which are both similar and different to them.
- 4.5.2 The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Monmouthshire.
- 4.5.3 We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

5. STAFF

5.1 Employment

- 5.1.1 The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.
- 5.1.2 We want our workforce to reflect society in Monmouthshire. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.
- 5.1.3 School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We refer to and have adopted Monmouthshire County Council's Human Resources Policies.

5.2 Requests in Relation to a Protected Characteristic

- 5.2.1 We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations, in order not to discriminate.

5.3 Positive Action

- 5.3.1 Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or under representation exists before taking action.
- 5.3.2 If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

5.4 Monitoring and Publishing Information

- 5.4.1 We will monitor and publish equality information on our workforce in line with Monmouthshire County Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.
- 5.4.2 The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

- 5.4.3 Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

5.5 Positive About Disabled People

- 5.5.1 The school is committed to the two ticks - 'Positive about disabled people initiative', which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

6. COMMUNICATION

- 6.1 The school will communicate with people in a way that is suitable for them. We will:
- Design materials that are easy to read-clear language and clear layout
 - Use images that reflect the school and our local community
 - Ask people of their preferred method of communication, where we can record it and use it
 - Provide information in a variety of formats (for example, large print, Braille and other languages) where needed
 - Ensure full contact details are easy to find
 - Train and support employees in communication
- 6.2 The school recognises British Sign Language as a language in its own right. In Monmouthshire schools we also use Signalong. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life. Where relevant, will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents.
- 6.3 The school will ensure that all policies (including the Strategic Equality Plan) are available on request.

7. ENGAGEMENT

- 7.1 The school regularly consults and involves all the school's stakeholders (including, parents, governors, and staff) on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.
- 7.2 The school has robust procedures for finding out how pupils think and feel about the school.

8. COMPLAINTS AND COMMENTS

- 8.1 We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.
- 8.2 When we deal with a concern or complaint we will do our best to keep people involved and informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

9. DISCRIMINATION, VICTIMISATION AND HARASSMENT

9.1 Discrimination

9.1.1 The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school. There are several kinds of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

Direct discrimination – where a person treats another less favourably because of a protected characteristic (for example refused to admit a child because they are Roma).

Combined direct (dual) discrimination - where a person is treated less favourably because of a combination of protected characteristics (for example a school excludes a pupil because they are black and male).

Discrimination based on association - occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (for example where their brother is a disabled person).

Discrimination based on perception - occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic (for example discrimination against a young person who is believed to be gay, even if they're not).

Indirect discrimination – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage (for example a rigid school dress code which does not account for items of clothing linked to religion).

Discrimination arising from disability – where a person is treated less favourably because of something related to their impairment (for example a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign).

9.2 HARASSMENT AND BULLYING

9.2.1 The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

9.2.2 The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

9.2.3 The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

9.2.4 Harassment now includes harassment based on association (for example a friend of a Muslim is mistakenly believed to be a Muslim).

9.2.5 Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

9.3 VICTIMISATION

- 9.3.1 The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'
- 9.3.2 A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith - that is they thought they were being honest.

9.4 DISCRIMINATION

- 9.4.1 Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.
- 9.4.2 We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.
- 9.4.3 Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

10. ROLES AND RESPONSIBILITIES IN PLAN DELIVERY

10.1 Leadership and Management

- 10.1.1 The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.
- 10.1.2 The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Davies, Mrs Aylett, Mrs Speake. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register is shared with the Local Authority to help it plan anti-discrimination work. Neither the school nor the Local Authority will ever publicly identify individuals involved in incidents.
- 10.1.3 The Equality Co-ordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.
- 10.1.4 School leaders will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all governors, staff and pupils to continually develop their learning and experience of equality matters through a range of methods. Where there are issues or potential issues (for example, social tensions), we will continue to address matters through the curriculum and where it's needed use targeted external interventions.

10.2 Employees and Contractors

- 10.2.1 All staff and contractors (whether paid or not) are responsible for encouraging non-discriminatory practices and to report incidences of behaviour that do not comply with this policy. Therefore they should support the aims of the Strategic Equality Plan

10.3 Pupils

- 10.3.1 All pupils should support the aims of the Strategic Equality Plan and be aware of equality and diversity issues.
- 10.3.2 They should encourage non-discriminatory practices and to report any incidents of behaviour that fail to comply with this policy.

10.4 Parents

- 10.4.1 All pupils should support the aims of the Strategic Equality Plan and be aware of equality and diversity issues.
- 10.4.2 They should support the school in the promotion of the principles of dignity, courtesy and respect and encourage children to promote the principles in this policy outside school.

11. HOW WE ASSESS PROGRESS AND MONITOR IMPACT

11.1 Equality Impact Assessments

11.1.1 Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Monmouthshire County Council has an Equality Impact Assessment (EIA) tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

11.2 An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

11.2 Monmouthshire County Council's Equality Self Evaluation Tool for Schools

11.2.1 This is a different tool and used in different circumstances. The school uses Monmouthshire County Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

11.2.2 Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

11.2.3 Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

11.3 Identifying and publishing equality information

11.3.1 The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

11.3.2 For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

11.3.3 We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us and useful information (for example looking at the academic

achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general). No data published that will identify any individual.

- 11.3.4 Other matters including language needs, behavioural needs, poverty, schooling history and so on, will be taken into account in analysing data and developing strategies to address equality differences.

12. STRATEGIC OBJECTIVES

The following are the schools strategic objectives are taken from the School Improvement Plan which were decided in consultation with staff, pupils, Governors and parents.

Objective 1 - Information
Objective 2 - Attitudes
Objective 3 – Employment
Objective 4 - Process

APPENDIX 1:

Strategic Equality / Accessibility Action Plan

OBJECTIVE 1: Information

Target	Action	Resources / Staff	Date	How will progress be measured?
1:1 To communicate with parents and carers using different media and formats.	People with disabilities are able to access school information through a variety of formats.	Headteacher	On-going (medium term)	Regular parental surveys
1:2 To provide support for pupils/ adults on work placements if they encounter harassment or bullying.	All pupils/ adults on work placements have access to support and mentoring where necessary.	Headteacher	On-going (medium term)	Monitoring of pupils/ adults

Impact on protected characteristics							
Sex (gender)	No	Race, colour, nationality, ethnic or national origin, language	Yes	Gender reassignment	No	Welsh	Yes
Age	Yes			Marriage and civil partnership	Yes	Religion or belief	No
Disability	Yes			Pregnancy and maternity	No	Sexual orientation	No

OBJECTIVE 2: Attitudes

Target	Action	Resources / Staff	Date	How will progress be measured?
2:1 To review all subject policies to ensure they promote equal opportunities and celebrate diversity.	All subject policies include a section setting out how the school promotes equal opportunities and celebrates diversity.	HT/DHT	At policy review dates (long term)	Policies completed
2:2 To monitor the curriculum to ensure that it is appropriate to the needs of all pupils.	All pupils accessing an appropriately differentiated broad based curriculum	HT/DHT	Annually (long term)	Curriculum monitored
2:3. To monitor the take up of resources to ensure equal access for all.	All pupils including those with disabilities have equality of access to a full range of equipment and resources. Purchase additional resources to support pupils with specific needs when required	Teachers/ALNCO	Annually (short term)	Equal access monitored
2:4 To analyse all assessment data in the context of disability access.	Steps being taken to ensure all pupils are reaching their full potential. Ensure that all trips/educational activities are accessible to all pupils	Teachers/ALNCO	Annually (short term)	Data analysis completed and identified actions
2:5 To promote diversity and good personal and community relations.	Staff, pupils, parents and governors are given opportunities to thrive in a fully inclusive environment, embracing diversity.	Headteacher	Ongoing (short term)	Fully inclusive environment
2:6 To provide training for all staff to enable them to deal effectively with bullying and harassment incidents.	All staff develop a consistent approach to bullying and harassment following school policies and procedures.	HT/DHT	November ~ annually within Anti Bullying Week/ Day (long term)	Staff well trained

Impact on protected characteristics							
Sex (gender)	Yes	Race, colour, nationality, ethnic or national origin, language	Yes	Gender reassignment	Yes	Welsh	Yes
Age	Yes			Marriage and civil partnership	Yes	Religion or belief	Yes
Disability	Yes			Pregnancy and maternity	Yes	Sexual orientation	Yes

OBJECTIVE 3: Employment

Target	Action	Resources / Staff	Date	How will progress be measured?
3:1 To ensure equality of opportunity for disabled people looking for/returning to work	Equality for disabled people will be recognised.	Headteacher	On-going (short term)	Equality opportunities are monitored
3:2 To monitor recruitment in accordance with LA procedures.	People with a wider range of disabilities are encouraged apply for available posts within the school.	Headteacher	On-going (short term)	Equality opportunities are monitored
3:3 To liaise with Community Learning Officer to encourage work placements for disabled people	People with a wider range of disabilities are accessing work experience opportunities.	Headteacher	On-going (short term)	Equality opportunities are monitored

Impact on protected characteristics							
Sex (gender)	Yes	Race, colour, nationality, ethnic or national origin, language	Yes	Gender reassignment	Yes	Welsh	Yes
Age	Yes			Marriage and civil partnership	Yes	Religion or belief	Yes
Disability	Yes			Pregnancy and maternity	Yes	Sexual orientation	Yes

OBJECTIVE 4: Process

Target	Action	Resources / Staff	Date	How will progress be measured?
4:1 To monitor disability access and report to parents annually.	More information is available to the school and its stakeholders.	Headteacher	Annually (long term)	Monitor disability access
4:2 To use this monitoring information to inform planning for school improvement.	More informed action plans for disability access.	Headteacher	Annually (long term)	Plans are implemented
4:3 To consult with a wide range of stakeholders, including pupils in the production of all equalities action plans.	People, including pupils, with a wider range of disabilities are involved in influencing and planning for equality in school.	Headteacher	Annually (Medium term)	Consultations take place
4:4 To involve stakeholders with a wider range of disabilities in this review process.	Pupils and parents with disabilities are invited to participate in the policy making process for the school.	Headteacher	Every 3 years (long term)	Reviews are completed
4:5 To take proactive steps to avoid exclusion	Pastoral support plans are in place for all pupils at risk of exclusion.	Headteacher	On-going (short term)	Exclusion rates are monitored
4:6 To monitor fixed term exclusions in the context of disabilities.	More information is available to the school and its stakeholders	Headteacher	On-going (short term)	FTE rates are monitored
4:7 To take steps to reduce disparities by following official procedures set out by WG.	School following official procedures and WG guidelines to reduce exclusions.	Headteacher	On-going (short term)	FTE rates are monitored
4:8 To work in partnership with all parents, carers and community members, including those with disabilities.	Parents and community members with disabilities are actively involved in the life and work of the school.	Headteacher	On-going (short term)	Stakeholders are regularly consulted

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Impact on protected characteristics							
Sex (gender)	No	Race, colour, nationality, ethnic or national origin, language	No	Gender reassignment	No	Welsh	No
Age	Yes			Marriage and civil partnership	No	Religion or belief	No
Disability	Yes			Pregnancy and maternity	Yes	Sexual orientation	No

APPENDIX 2: Accessibility Action Plan

Details of Improvements	Target Date	Completed	Comments
None currently needed			