

LLANTARNAM COMMUNITY PRIMARY SCHOOL

Nurture, Inspire, Achieve

—

To be the best we can be



Strategic Equality Plan

Agreed by Governors

Signed *D Phillips* Date:- 10th February 2021

Reviewed (Annually)

Signed *D Phillips* Date:- 18th February 2022

Reviewed

Signed _____ Date:- Reviewed

Signed: _____ Date:- Reviewed

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1. distinctive character, priorities and aims

1.1 School values – motto, vision and aims

Nurture, Inspire, Achieve – To be the best we can be

We aim for all children:-

School Aims

We aim for all children to be:-

Ambitious, capable learners

Who are ready to learn throughout their lives

Enterprising, creative contributors

Who are ready to play a full part in life and work.

Ethical, informed citizens

Who are ready to be citizens of wales and the world.

Healthy, confident individuals

who lead fulfilling lives as valued members of society

We learn to understand and celebrate differences and appreciate that we are all equal in our multicultural society and world.

We are becoming adventurous, imaginative learners who seek challenge

Working with our community inspires us to learn new things

We know and respect our Rights

We are proud to live in Wales and embrace all that is Welsh

Our parents and teachers work together to help us learn at home and school using online platforms.

We will develop and practice our literacy, numeracy and technology skills needed throughout our lives

We learn in a secure and exciting school

We feel happy, safe and confident with our friends and teachers.

We learn to make lifestyle choices to enjoy a happy, healthy and active life.

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

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

1.2 Characteristics of our school

History	<p>Opened in 1957, 'Oakfield Primary School' until renamed 2009 and was situated in the heart of Oakfield's housing estate.</p> <p>The school was rebuilt on the former site of Llantarnam Comprehensive School as part of the 21st century school project and opened in November 2016</p> <p>The school caters for pupils from three to eleven years of age.</p> <p>The school capacity is 315 pupils, 45 per year group, reception to year 6 and 80 part time nursery.</p> <p>The head teacher retired in the summer 2017. After a term of supporting the DHT to run the school the new head teacher took over in Spring 2018</p> <p>At that time the school ran 8 straight year classes including Nursery.</p> <p>Since the school has continued to expand reaching class capacity in 2020-21 – with 12 classes including Nursery, with a mixture of straight and mixed year group classes.</p>
Pupil Numbers	<p>Capacity 315</p> <p>Statutory age classes – 318</p> <p>Nursery – 38 morning 14 afternoons</p>
Staff	<p>2-Admin – SSSO / SSO</p> <p>SLT – Head Teacher, Deputy Head Teacher, 2 TLR holders, ALNCo ALN allowance, SSSO</p> <p>Teachers – 13 fulltime teachers & 1 60%, 10 & 60% linked to classes, 2 covering phases PPA & Professional Learning and Development. 1 – small infant class size initiative</p> <p>2 HLTAs – 1 PPA & Professional Learning and Development, 1 Nurture and Family Engagement</p> <p>13 full time teaching assistants and 3 part time.</p>
Additional Learning Need	<p>15% :- Of which:-</p> <p>15% are Highly Complex 2.2% of the school population</p> <p>21% are Complex -3.2% of the school population</p>

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

monitor achievement data according to the various protected characteristics and action any gaps; take account of the achievement of all pupils when planning for future learning and setting challenging targets;

ensure equality of access for all pupils and prepare them for life in a diverse society;

use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;

promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

seek to involve all parents in supporting their child's education;

encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means

removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

The Torfaen equality objectives identified in **Appendix 1**;

views expressed by stakeholders that have been involved in the development of the scheme;

issues arising as a result of our analysis of our pupil data

The delivery of our SEP will contribute to all of our actions and commitments to:

raise standards;

narrow the attainment gap in outcomes for children and young people;
improve outcomes as described within the Children and Young People Plan (CYPP);
promote community cohesion

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

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

seeks to ensure that people are not discriminated against when applying for jobs at our school;
takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;

ensures that no child is discriminated against whilst in our school

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

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

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

2.3 Staff – teaching and non-teaching

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

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

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials

or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are listed in appendix 2

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties

Our action plans are cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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

6. Publication and reporting

The school can provide a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

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

revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

involve the participation of a full range of stakeholders;
be evidenced based - using information and data that the school has gathered and analysed;
use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2016.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Appendix 1

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace. This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. – (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Improve Access To Council's Buildings And Services. (Executive Member For Resources)

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)**How this will be achieved:**

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality**We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)****How this will be achieved:**

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.**We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)****How this will be achieved:**

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Appendix 2

Llantarnam Community Primary School

Strategic Equality Plan 2021-2023

Equality Objectives and Action Plan

School Equality Objectives

Reduce gaps in attainment between boys and girls and between other protected groups (FSM, LAC)

Reduce gaps in attendance between protected groups (ALN, LAC and FSM)

Improve access to information and physical access to schools and other learning settings for learners, parents, staff and other users.

Raise awareness of equality and diversity issues among learners, staff and governors

Action Plan

Duty	Action	Measure of success	Time scale	Lead Person
To promote equality of all students to succeed and participate in the school community (All equality strands)	<p>Publish and promote the Equality Plan through the school website and staff meetings</p> <p>Monitor and analyse student achievement by race, gender and disability.</p> <p>Put interventions in place based on any trends or patterns suggesting additional support is required</p> <p>Use of EYPDG/ PDG / 3Rs/ALPs funding for staff to run intervention groups for FSM and other vulnerable groups who are achieving below potential in core skills, personal, social and or emotional skills and barriers to learning.</p> <p>Improve provision of intervention programmes</p> <p>Additional provision through use of ALG to support learning lost for all groups who require in relation to core skills and social and emotional development.</p> <p>TLR role responsibility - Wellbeing Inclusion and Equity including</p>	<p>Awareness of the Equality Plan shown by staff and parents</p> <p>Vulnerable groups of learners make the expected progress</p> <p>Analysis of achievement of termly targets</p> <p>Achievement of SDP targets for English and Maths and National test results</p> <p>Close the gap with accelerate progress</p> <p>MAT – analysis of achievement of targets</p>	<p>Once agreed by Governors</p> <p>Annually</p>	<p>HT/ DHT/AHT/SLT</p> <p>TLR holder – Wellbeing, Equity and Inclusion</p> <p>LLC English, Maths and Numeracy and</p> <p>HT all staff taking lead as necessary</p> <p>Support staff under direction of literacy and Numeracy lead</p>

Duty	Action	Measure of success	Time scale	Lead Person
	<p>Use of PDG allocated to staff and other provision Additional training for TAs supporting within lessons. (AS TLR holder)</p> <p>Review of classes RWI/CLIC groups termly/half termly or as required for individuals.</p> <p>Recognise and develop the talents of students with 'protected characteristics' through the more able and talented register and provision</p> <p>Ensure all students are provided with the opportunity to make a positive contribution to the school community</p> <p>To raise standards and progress in writing throughout the school but in particular for boys and FSM pupils (big write)</p> <p>To improve learning and teaching by continuing to embed the schools developing excellence model.</p> <p>To reduce the attendance gap between FSM and Non-FSM students through monitoring, tracking and suitable interventions.</p> <p>To improve the attendance of students identified as having ALN. (necessary COVID allowances)</p>	<p>Student Councils Success Assemblies Charity Events Special events such as music nights / Eisteddfod Extra-Curricular activities with</p> <p>All FSM pupils achieve termly intervention and yearly targets</p> <p>As above All learning observed – having secure impact on learning or above Consistently good progress in learning evidence through T&L reviews</p>	On-going	
Promote equal opportunities between disabled people and other people (Disability Equality)	<p>Include disability access and inclusion issues in all appropriate surveys and audits undertaken by the school. (For example, Learning reviews, ARR, Additional Needs Review, Annual Reviews etc)</p> <p>Map all our existing policies and standard practices and</p>	<p>Develop a more rigorous practice to review and move to an improved system of one page profiles documenting appropriate targets focused on appropriate targets which remove the barriers to learning and individual provision maps shing with and where appropriate agreeing with pupils and parents to ensure appropriate progress according to</p>	Autumn 21& Spring 22 Monitor and evaluate Summer 22	LP / HP all staff LP

Duty	Action	Measure of success	Time scale	Lead Person
	prioritise those that most need reviewing	<p>need.</p> <p>Questions on accessibility and inclusion to be added where appropriate to our parental survey and to the work of the Rights Respecting pupil council.</p> <p>Ensure access to main resources for students with physical disabilities.</p> <p>Policies and standard practices have been reviewed as part of our school review cycle. Policies and practices to be developed according to the need of new pupils as required.</p>	<p>On-going</p> <p>On-going</p>	
Eliminate unlawful discrimination (All equality strands)	<p>Ensure all those with a 'protected characteristic' have been identified.</p> <p>Work with LA to ensure staff with 'protected characteristics' are identified in terms of recruitment and retention.</p> <p>Ensure that all staff, parents and carers who require it have the same access to information and correspondence from school.</p>	<p>Effective systems in use of SIMs to collect and flag information</p> <p>Liaise with Personnel Section (LA) and governing body to ensure that recruitment and selection procedures for staff collect information on 'protected characteristics'. This is held by the LA</p> <p>Provide all staff and parents with information and correspondence from school in different formats on request – differing languages, brail etc.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Admin / HT</p> <p>LA/ school</p> <p>HT</p>
Eliminate harassment / bullying based on 'protected characteristics' (All equality strands)	Ensure through policies and procedures that data on name calling and teasing related to 'protected characteristics' are collected. Information collated to include specific information about protected characteristics (i.e. ALN, FSM, EAL)	All red cards logged with reasons and parents meeting for three red cards or if an act of bullying. Behaviour policy clear all acts of bullying are recorded and reported to LA Anti-bullying week and assemblies in line with	<p>On-going</p> <p>On-going</p>	<p>HT/DHT/SLT</p> <p>HT /SLT All staff</p>

Duty	Action	Measure of success	Time scale	Lead Person
Racism Equality	<p>To ensure that our bullying/racism are reported to LA and inclusion and equality are well address through schemes of work in appropriate subjects.</p> <p>To identify, respond and report racist incidents. Figures should be reported to the Governing Body and Local Authority on a termly basis.</p>	<p>SEAL work</p> <p>Make use of restorative approaches to support students in having a voice and expressing their concerns. Offer support through interventions and mentoring.</p> <p>Continue to have no incidents to report</p> <p>Built into schemes of work – RE/PSE and initiatives</p> <p>Show racism the red card</p>	<p>On-going</p> <p>Termly</p>	Creative team
Promote positive attitudes towards all people (Community Cohesion)	<p>The school will continue to review the PSE programmes (including assemblies and SEAL, Circle Time, Nurture provision strategies) to raise awareness and challenge stereotypical attitudes.</p> <p>To celebrate cultural events throughout the year to increase student awareness of different communities.</p> <p>To promote equality through the schools positive behaviour management policy</p>	<p>That students are aware of the contribution of all people and respect the diversity of life. Students have developed empathy and a restorative mind-set.</p> <p>Assemblies.</p> <p>Schemes of Work should show this, particularly Religious Education and PSE.</p> <p>To monitor that students with disabilities have the same entitlement and equality of opportunity in gaining recognition through the school success culture.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>HT / teachers</p> <p>HT</p> <p>SLT</p>
Encourage the participation of all people in public life (All equality strands)	<p>To actively work with students with ‘protected characteristics’ to ensure they seek representation onto the Pupil Councils.</p> <p>To actively seek the views of all pupils through pupil voice activities.</p>	<p>Pupils’ representation on pupil voice groups includes students with ‘protected characteristics’.</p> <p>Pupil voice impact on development of learning and school improvement.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	HT
Take steps to achieve equal outcomes for people with ‘protected	<p>Work with the health providers and the school’s health team to ensure medical treatment for pupils do not disrupt education.</p>	<p>Decrease in lessons missed because of appointments at medical agencies, supporting pupils within school where possible.</p> <p>To maintain overall attendance at 95%.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	HT

Duty	Action	Measure of success	Time scale	Lead Person
characteristics' even if this requires more favourable treatment. (All equality strands Disability Equality		.	Annually	

3 – Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which learners with disabilities can participate in the school curriculum;
- improving the environment of the school to increase the extent to which learners with disabilities can take advantage of education and associated services;
- improving the delivery to learners with disabilities of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed every three years.

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken by regularly by the Local Authority. It will not be feasible to undertake all the works during the life of the Accessibility Plan and therefore items will roll forward into subsequent plans. The audit is reviewed at the end of each three-year plan period in order to inform the development of a new plan for the following period.

Information about the Accessibility Plan will be published in the Governors' Annual Report to Parents. The Accessibility Plan will be referenced in the School Prospectus and forms part of the Strategic Equality Scheme. Information about the plan will be monitored through Students and Learning Committee and the

Premises Committees of the Governors. The school will work in partnership with the Local Authority in developing and implementing the plan. The plan will be monitored by Estyn as part of their inspection cycle.

Action Plan

We take advice on support needed for learners with disabilities and work with extended services to ensure they have the support necessary to fully include them in the life of the school.

The Action Plan ensures that:

the school draws on the expertise of external agencies to provide specialist advice and support;

the ALNCo has an overview of the needs of learners with disabilities;

there are high expectations;

there is appropriate deployment and training of learning support staff;

successful practice is shared within the school and appropriate training opportunities offered;

the school works with feeder pre- schools to support transition;

learners with disabilities have access to curriculum areas;

learners with disabilities have access to extra-curricular activities.

The plan aims to:

improving the physical environment of the school, adding specialist facilities as necessary (this includes physical access and physical aids to access learning);

increasing access to the curriculum for students with a challenging, expanding the curriculum as necessary to ensure students are prepared for life;

improve the delivery of written information to students, staff, parents and visitors with disabilities (examples may include hand-outs, timetables, textbooks and information about the school and school events).

Existing Facilities to assist access to the school by learners with disabilities:

disabled toilet facilities;

ramped access to buildings;

provision of appropriate number of disabled parking bays;

signs throughout the site which direct users with physical challenges.

We continually look to improve facilities for people with physical challenges, to provide improved access.

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
All staff to meet the needs of all learners	Provide on-going information, coaching, professional development and support to staff	All staff are able to more fully meet the requirements of the needs of learners with disabilities and the additional learning needs with regard to accessing the curriculum through ensuring effective universal provision	On-going	Increase access to the curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all pupils with disabilities
Inclusion of students with disabilities in Physical Education lessons	Work with external agencies to develop suitable curriculum approaches where required	All students with disabilities accessing forms of Physical Education	On-going	All learners participation in PE lessons unless appropriate reason not to physically take part.
Physical accessibility to all curriculum areas	All pupils included, appropriately catered for and succeeding in all areas of curriculum learning.	Access for students with disabilities to all curriculum learning	On-going	Inclusion of students with physical disabilities in accessing all curriculum lessons

Improving the delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available written material in alternative formats if required	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information improved
Make available if requested	Review all current school	All school information	As required	Delivery of information to

school brochures, school newsletters and other information in alternative formats if required	publications and promote the availability in different formats for those who request this	available for all.		parents and the local community improved
Review documentation as required with a view of ensuring accessibility for students with visual impairments if required	Gain advice on alternative formats, as required, and use of IT software to produce customised materials	All information available for all	As required	Delivery of school information to pupils and parents with visual challenges improved

