

**Ysgol y Creuddyn**  
**STRATEGIC EQUALITY PLAN**  
**2015**

# Ysgol y Creuddyn

## Strategic Equality Plan 2015 – 2019

Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(*date*)

# Contents of our Strategic Equality Plan (SEP)

<b>1.</b>	<b>Our distinctive character, values, priorities and aims</b>	<b>5</b>
	1.1 School values	
	1.2 Characteristics of our school	
	1.3 Mainstreaming equality into policy and practice	
	1.4 Setting our equality objectives	
<b>2.</b>	<b>Responsibilities</b>	<b>7</b>
	2.1 Governing Body	
	2.2 Senior Leadership Team	
	2.3 Staff – teaching and non-teaching	
<b>3.</b>	<b>Information gathering and Engagement</b>	<b>8</b>
	3.1 Purpose and process	
	3.2 Types of information gathered	
	3.3 Engagement	
<b>4.</b>	<b>Equality Impact Assessment</b>	<b>10</b>
<b>5.</b>	<b>Objectives and Action Plans</b>	<b>10</b>
<b>6.</b>	<b>Publication and reporting</b>	<b>11</b>
<b>7.</b>	<b>Monitor and Review</b>	<b>11</b>

## Appendices

<b>App. 1</b>	<b>Conwy County Borough Council Equality Objectives and Action Areas</b>
<b>App. 2</b>	<b>Conwy County Borough Council Action Plan incorporating corporate actions for Education / schools</b>
<b>App. 3</b>	<b>Additional School Equality Objectives and Action Plan</b>
<b>App. 4</b>	<b>School Access Plan</b>
<b>App.5</b>	<b>Process Chart for the development &amp; review of Equality Policy</b>
<b>App.6</b>	<b>Equality Impact Assessment Guidance</b>
<b>Annex 1 to App. 6</b>	<b>WLGA Publication - Common Equality Risks in Education – Guidance for assessing impact in schools.</b>

# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At Ysgol y Creuddyn, 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 Ysgol y Creuddyn 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

Ysgol y Creuddyn is a Welsh medium Secondary School, with 659 pupils, 47 teaching staff and 24 support staff.

47% of pupils are boys and 53% girls. 7.2% of pupils are eligible for Free School Meals and 12.6% are on the ALN register. The ethnic background of the majority of our pupils is White British/Welsh, but 1.4% are from an ethnic minority background – African, Caribbean, Asian.

48% are Christian. Other religions are Buddhism (0.3%), Islam (0.3%), Jewish (0.2%). Welsh is the home language for 23% of the pupils and English for the remaining 77%.

We have pupils with physical disabilities, including sight, hearing and mobility. The school is an inclusive one, which has been adapted for mobility needs.

All staff are White British/Welsh. 34% are male and 66% are female. 86% can speak Welsh. The age profile is from 22 to 84. We follow Conwy LEA's guidelines with regards to recruiting staff.

As a school, all are treated equally, whatever their age, sex, sexual orientation, language, religion, ethnic background, disability or educational needs.

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

## 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of 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:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. 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
  - c. 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

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

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

- Conwy County Borough Council's SEP and 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, e.g. attainment data of boys v. girls and other groups;

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 (p.10)**. See also **Appendix 2 and Appendix 3**.

## **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
- ensuring that all staff are aware of

## **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 against different protected groups, including racism, homophobia or prejudice targeted at disabled pupils, 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 (respondents will be asked to complete an equality monitoring questionnaire so that we can analyse feedback appropriate to different protected groups);
- 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.

### **How we developed our Policy - Participation and Involvement**

The development of this policy will involve the whole of our school community. We shall involve and listen to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- **Our pupils/students**

Pupils' views will be collected by means of the School Council.

- **Our staff**

By drawing the attention of staff to the draft scheme and invite comments and discussion by a designated date.

- **Our school governors**

By sharing the draft scheme and inviting comments.

- **Parents/carers**

By advertising the scheme in the school bulletin and inviting contributions. Also through the school web site.

- **Minority, marginalised and potentially vulnerable groups**

The Strategic Equality Plan will be freely available and advertised in the school bulletin.

- **Our partners in the community**

By asking for comments on the school website.

- **Ongoing:**

By revising the scheme annually and advertising this on the school website and in the school prospectus.

## 4. 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 (including budgetary decisions) 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

In addition to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately (see Appendix 1 and 2), our chosen Equality Objectives are:

1. Ensure that there are no barriers to the educational development of learners in the categories listed in 1.1.
2. Ensure that no bullying occurs on the basis of the categories listed in 1.1.
3. Raise awareness of matters involving variety and equality among pupils, staff and governors.
4. Ensure equal access to all learners at Ysgol y Creuddyn.
- 5.

We have action plans covering all relevant protected characteristics (see Appendix 2 and 3). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement, 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 provides 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



# Strategic Equality Plan 2015 – 2019

## Appendices

- Appendix 1 Conwy County Borough Council Equality Objectives and Action Areas
- Appendix 2 Conwy County Borough Council Action Plan incorporating corporate actions for Education and schools.
- Appendix 3 Additional School Equality Objectives and Action Plan
- Appendix 4 **School Access Plan**
- Appendix 5 **Process Chart for the development & review of Equality Policy**
- Appendix 6 **Equality Impact Assessment Guidance**
- Annex 1 to Appendix 6 **WLGA Publication “Common Equality Risks in Education – Guidance for assessing impact in schools”**

## Conwy County Borough Council Equality Objectives and Action Areas

### 1. Reduce **Health** inequalities

<b>Action Area 1.1</b>	The number of people, in under-represented groups, choosing healthy lifestyles increases
<b>Action Area 1.3</b>	The care of older people is improved to ensure they are treated with dignity and respect
<b>Action Area 1.5</b>	Transgender and Lesbian, Gay and Bisexual people are treated with dignity and respect when receiving care
<b>Action Area 1.6</b>	The needs of people with poor Mental Health and Learning Disabilities are better understood

### 2. Reduce unequal outcomes in **Education** to maximise individual Potential

<b>Action Area 2.1</b>	The educational attainment gap between different groups reduces
<b>Action Area 2.2</b>	Identity based bullying in Schools reduces

### 3. Reduce inequalities in **Employment and Pay**

<b>Action Area 3.1</b>	Inequalities within recruitment, retention, training and promotion processes are identified and addressed
<b>Action Area 3.2</b>	Any pay gaps between different protected characteristics are identified and addressed

### 4. Reduce inequalities in personal **Safety**

<b>Action Area 4.1</b>	The reporting of hate crime and harassment increases and steps are taken to reduce incidents of hate crime and harassment
<b>Action Area 4.2</b>	The reporting of domestic abuse increases and steps are taken to reduce domestic abuse

### 5. Reduce inequalities in **Representation and Voice**

<b>Action Area 5.1</b>	Decision making bodies become more representative of the communities they serve
<b>Action Area 5.2</b>	Consultation and engagement is improved through strengthening links between the Public Sector and local and national groups representing people from all protected groups

### 6. Reduce inequalities in **Access to information, services, buildings and the environment**

<b>Action Area 6.1</b>	Access to information and communications and the customer experience improve
<b>Action Area 6.2</b>	Physical access to services, transport, the built environment and open spaces improve

# Ysgol y Creuddyn

## Strategic Equality Plan 2015 – 2019

### Equality Objectives and Action Plan

<p><b>Equality Objective 1.</b>  <i>Ensure that there are no barriers to the educational progress of pupils in the categories listed.</i></p>							
<p><b>Our Research:</b>  The performance of most groups compare favourably with the all Wales data. However there still remains a gap in certain categories – boys:girls; FSM:non FSM; ALN:non ALN.</p>							
<p><b>Information from Engagement:</b>  <i>See above</i></p>							
<p><b>Data Development:</b>  Whole school data  Estyn reports  National Data</p>							
<p><b>This objective will be judged to be successful if...</b></p> <p>There is a reduction in the gap in performance by Boys:Girls in KS3/4..  That ALN pupils perform better than the national average.  That FSM pupils perform better than the national average  That pupils from minority ethnic groups continue to perform above the national average.</p>							
<b>Actions:</b>							
	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Mentoring Year 10/11/12 pupils. Ensure that all reach their full potential. Sicrhau fod pob disgybl yn cael ei fentora er mwyn cyrraedd ei lawn			AE, Heads of Year	Set. 2015	Aug. 2016	Sex, ALN, ethnic background disability, FSM

	potensial.						
1.2	Analyse data concerning pupil attainment..			MD	Sep. 2015	Spring 2016	Sex, ALN, ethnic background disability, FSM
1.3	Ensure an appropriate and challenging curriculum for all pupils in the named categories.			MD, AE, Inclusion Team.	Spring 2016	Sep.2016	Sex, ALN, ethnic background disability
1.4	Training and guidance. Co-operate with LEA officers and other agencies to ensure that information about pupils in specific groups is disseminated to staff.			MD, BAJ, Heads of Year, Inclusion Team	Sep.2015 (and whenever appropriate)	Continuous	Sex, ALN, ethnic background disability

## Equality Objective 2

Ensure that bullying on the basis of the categories named does not occur.

### Our Research:

Although rare, anti-bullying data and pupil surveys show that bullying on the basis of the protected characteristics does occur.

### Information from Engagement:

Pupil surveys show that low levels of bullying occur.

### Data Development:

Data from the school bullying file.

National Data.

Discussions and questionnaires for pupils.

### This objective will be judged to be successful if...

- There is a reduction in bullying.

### Actions:

	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Draw up a questionnaire to			MD/AR	Spring	Summer	All categories

	discover the experience of pupils and their perception of bullying issues. In addition ask for their views on how to tackle bullying.				2015	2015	
1.2	Revise the content of our PSE curriculum. Ensure that there is a strong emphasis on equality and diversity within society.			OGD.	Summer 2015	Sep. 2016	All categories
1.3	Revise and adapt our anti bullying policy to ensure that it meets the demands of the Equality Legislation.			AR	Spring 2015	Spring 2015	All categories

### Equality Objective 3

Raise awareness about matters relating to diversity and equality among pupils, staff and governors.

#### Our Research:

The general ethos of the school is inclusive and supportive, however we must constantly strive to ensure that we understand and celebrate the social diversity that exists in our community.

#### Information from Engagement:

We must ensure that members of the school community do not fall into the trap of stereotyping different groups with cliched views.

#### Data Development:

Questionnaires and Focus Groups

#### This objective will be judged to be successful if...

Pupil surveys show an understanding of diversity and equality.

Staff surveys show an understanding of the importance of tackling matters relating to equality and diversity.

#### Actions:

	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Training to update staff on matters relating to equality and diversity.			MD	September 2015	Continuous	All categories
1.2	Revise our PSE curriculum. Ensure that there are clear references to diversity and equality.			OGD.	Summer 2015	Sep. 2016	All categories

1.3	Present the Draft Strategic Equality Plan to the Governors. Training on data and matters relating to equality and diversity.			MD	Summer 2015	Summer 2016	All categories
-----	---	--	--	----	-------------	-------------	----------------

#### Equality Objective 4

Ensure that all pupils with physical disabilities or ALN have access to the full range of school activities.

#### Our Research:

A proportion of our pupils annually have a range of physical disabilities and ALN.

#### Information from Engagement:

The school has never refused entry to a pupil on the basis of physical disability or ALN, however new situations arise annually and we need to respond positively in order to ensure that all pupils receive the fullest possible range of experiences.

#### Data Development:

School Improvement Plan

Pupil Data

Discussions with parents

Discussions with LEA officers.

#### This objective will be judged to be successful if...

All pupils have access to all school activities.

#### Actions:

	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Ensure that all pupils have free access to the school campus and buildings. If not – arrange for adaptations – engineering and managerial..			MD, Buildings subcommittee, AE, LEA	Summer 2015	Continuous	Disability and ALN
1.2	Ensure that all pupils have access to educational experiences that allow them to attain their full potential.			. MD, AE, BAJ, Inclusion Team	Summer 2015	Continuous	Disability and ALN
1.3	Training for staff on aspects of			MD, MJa,	Summer	Continuous	Disability and

	disability and ALN			CML.	2015		ALN
--	--------------------	--	--	------	------	--	-----

**YSGOL Y CREUDDYN – ACCESS PLAN 2015-2018**

Ysgol y Creuddyn is fully aware of its duties under the Special Educational Needs and Disability Act (that came into force in September 2002) and the code of practice of the Disabled Rights commission (2002).

**AIMS AND OBJECTIVES**

Ysgol y Creuddyn is committed to ensuring that disabled people can access education of the highest quality as is their right and need:

- Side by side with their contemporaries without any unfair discrimination.
- With access to the complete curriculum.

Ysgol y Creuddyn is committed to undertaking reasonable adjustments to ensure access for disabled persons.

By means of the curriculum and the school environment, pupils may be taught to value diversity and understand how inequality can affect the lives of disabled people. A whole school approach to equal opportunities will enable pupils to develop into active and responsible students who are considerate of others.

**Main priorities of the scheme.**

- Increasing disabled pupils' participation in the school curriculum. This includes formal teaching and learning and in addition extra curricular activities, such as clubs and societies, leisure activities and visits.
- Improving the physical environment of the school to ensure that disabled pupils can take full advantage of the education and associated services provided. This would include changes to the building, equipment and organisation of the school
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is reviewed and revised as necessary. Attached the school's Action Plan.

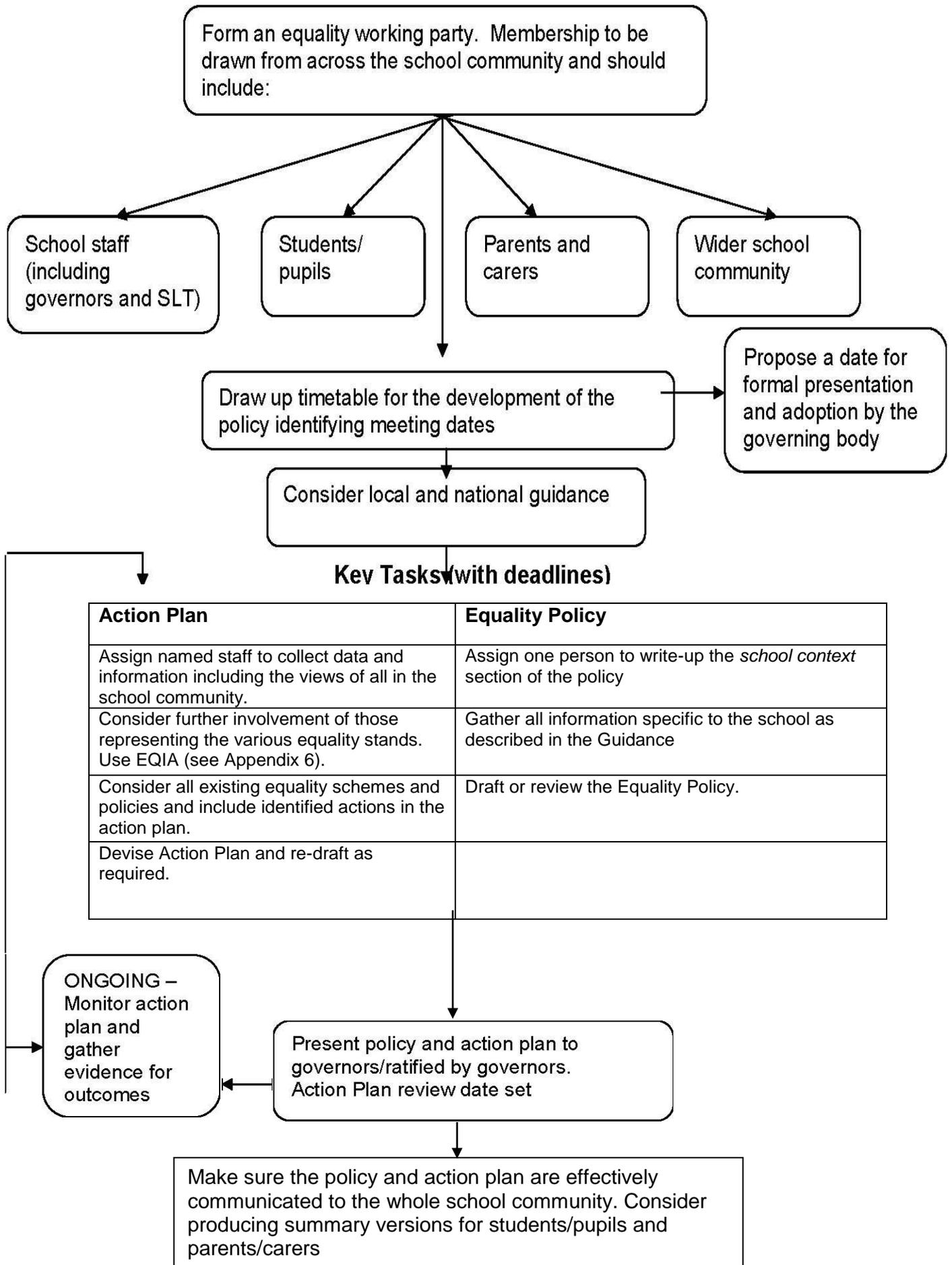
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Goals Achieved</b>
<b>Mynediad ffisegol.</b>	School extension to comply with current Health and safety and DDA legislation	Discussions with LEA officers and contractors.	New extension fully compliant.	Ongoing	Physical accessibility of school increased
	Ensure that old lift is decommissioned. Ensure that new lift is serviced regularly	Work carried out by approved contractor. Training for Tas.	Old lift decommissioned.  New lift in working order.	Ongoing. Lift checked every 6 months.	Physical accessibility of school increased
	Ensure safety on stairs.	New non-slip flooring on stairs.	Floor covering in place.	Summer 2015	Safety of pupils increased

	Ensure ease of wheelchair access.	<p>a) New ramps in courtyards.</p> <p>b) External ramps – replace slabs with tarmac and concrete.</p> <p>c) External doors to be replaced with doors which are compliant with requirements.</p> <p>d) External stairs to have tactile paving.</p> <p>e) Handrails to be fitted on ramps and external stairs.</p>	<p>Ramps in place.</p> <p>New doors in place.</p>	Completed	Physical accessibility of school increased
	Ensure disabled parking spaces.	Chreate 3 disabled parking spaces, along with dropped kerbs	Parking spaces completed.	Completed. Misuse to be monitored	
	Remodel foyer.	<p>a) Replace old doors with automatic double doors.</p> <p>b) Increase accessibility to Hall.</p>	Foyer completely remodelled. A third set of double doors for the hall.	Completed	Physical accessibility of school increased
	Access survey done when a pupil with a particular disability is admitted	Needs of pupils assessed in discussion with pupil, parents and LEA. Remedial work undertaken where feasible.	Pupil able to access the school.	Ongoing	Physical accessibility of school increased
	New sports hall to comply with current Health and safety and DDA legislation	Discussions with LEA officers and contractors.	New sports hall fully compliant.	Completed	Physical accessibility of school increased
	Fire emergency procedures.	Draw up a personal evacuation plan for each child with reduced mobility due to physical problems or hearing/sight impairment.		Ongoing	

	Refurbishment or new building works.	Needs of pupils assessed in discussion with pupil, parents and LEA. Remedial work undertaken where feasible, e.g.  Contrasting paint schemes. Tactile signs Tactile flooring Refurbishment of labs. Redesign of library. Carpets	New /refurbished facilities allow access to all pupils.	Ongoing.	Physical accessibility of school increased.
<b>Mynediad cwricwlwm</b>	All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Ensure that training and guidance is given to all staff.	Staff are cognisant with needs of disabled pupils.	Ongoing.	
	Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	All lessons to be planned with differentiated activities. Guidance by AEN co-ordinator.	Pupils able to access	Ongoing.	Increase in access to the National Curriculum
	Staff recognise and plan for the additional time and effort needed by some disabled pupils.	Staff are given information about individual pupils. Examination – extra time, readers, amenuensis, e.t.c.	Pupils able to complete work expected of them.	Ongoing	Pupils able to do their best in lessons and exams regardless of disability
	To ensure that staff are fully aware of the need to ensure that school trips are available to all pupils regardless of physical ability or special need.	Staff are informed	All pupils have access to school trips.	Ongoing	All children have equality of experiences.
	All pupils are encouraged to take part in music, drama, and physical activities	Ensure that all pupils have access to all parts of the curriculum.	All pupils to take part in timetabled and extra curricular lessons and events.	Ongoing.	Addysg gyflawn i ddisgyblion.

	Classrooms and other spaces are optimally organised for disabled pupils	Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors Ensure that classroom layout is suitable for disabled pupils.	Pupils able to access all parts of a classroom.	Ongoing.	Disgyblion yn medru cymryd rhan llawn ym mhob dosbarth.
<b>Mynediad i wybodaeth</b>	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Ensure that training and guidance is given to all staff.	Staff are cognisant with needs of disabled pupils.	Ongoing	Cyfathrebu effeithiol.
	The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Ensure that all classrooms have whiteboards and interactive whiteboards. Ensure training for staff.	Information is presented in a clear and unambiguous manner.	Ongoing	Cyfathrebu effeithiol.

**Process chart for the development and review of Equality Policy & Action Plan**



### Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

#### What is an Equality Impact Assessment ?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on; [race, sex, gender reassignment, disability, sexual orientation, religion or belief, age, marriage and civil partnership and pregnancy and maternity.](#)

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

#### Key questions:

What are the aims of the policy or practice?

[Outline the main aims and objectives of the policy or practice?](#)

[Consider existing data, information and consultation outcomes?](#)

[Consider any procurement and partnership issues?](#)

[Assess the likely impact?](#)

[Consider any adverse or unlawful impact?](#)

[Decide how to proceed?](#)

[Formulate an action plan?](#)

[Make arrangements for monitoring and reviewing the policy or practice?](#)

[Publish assessment results?](#)

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

N.B The document published by the WLGA entitled “*Common Equality Risks in Education*” provides further guidance on assessing impacting in schools