

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR EQUAL OPPORTUNITIES



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Review of Policy

This policy will be reviewed in consultation with the staff and Governors on an annual basis and in the light of updated legislation.

Signed: Date:
Headteacher

Signed: Date:
Chair of Governors

Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

A Whole School Policy for Equal Opportunities

Rationale

At Portfield School we intend to create an equal opportunities environment in which everyone is enabled to fulfil their potential and to feel pride in their personal identity. We are committed to supporting the achievement of each and every person in this school and to develop our pupils as learners, with dignity and self-respect. We are therefore committed to challenging racism, classism, sexism and discrimination based upon sexuality, special educational needs or perceived notions of ability or disability. The school complies with statutory responsibility and has developed a strategic equality plan in line with the Equality Act of 2010.

Aims

- We aim to develop a community where diversity is truly accepted and valued and to prepare our pupils to be tolerant, humane and just members of a complex and diverse society.
- To create an ethos of shared values which support the principle of achievement for all.
- To help all members of the school community to be able to identify and challenge discrimination.
- To enhance pupils' self-esteem.
- To challenge the view of what traditionally has been seen as suitable for girls and boys to learn by paying close attention to several important factors
 - Day-to-day organisation of school life
 - The relationship between pupils and staff

Principles

Providing equal opportunities for all pupils and staff means:

- Treating pupils and staff as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.
- Challenging myths, stereotypes and misconceptions
- Ensuring that equal access to the curriculum means real opportunity to benefit; extending pupils' awareness, knowledge and understanding of different cultures, languages and faith
- Valuing cultural diversity by drawing on pupils and staff backgrounds and experiences
- Offering positive images and role models from all cultures

Guidelines

1. The Curriculum: The statutory framework of the National Curriculum requires all schools and staff to tackle issues of equal opportunities under cross-curricular dimensions. The curriculum, in its totality, carries the values of the school and it is, therefore, important to openly examine the values which are portrayed.
2. Social Processes: How are pupils seated in the classroom; what quality of interactions occur between pupils; what are our access arrangements for wheelchair users; how is the curriculum differentiated etc? Teachers are required to consider the following and ensure equality of opportunity:-
3. Specific Procedures: As a school we need to be clear on how we respond to a demonstration of discriminatory values and behaviours and develop specific procedures on:
 - Responding to incidents of sexual harassment or abuse
 - Responding to incidents of racial harassment or abuse - **please see Appendices A & B**
 - Teachers will respond to any demonstration of discriminatory values and behaviours

- i.e. – incidents of sexual harassment or abuse
 - incidents of racial harassment or abuse
 - Through raising awareness of equality issues doing e.g. PSD sessions, circle time and acting as good role models. The school has procedures for children and staff to complain, see complaint procedures if required.
4. Staff development: Making this policy work depends upon the abilities and skills of all staff and the need to liaise and draw upon existing skills and local expertise.

Implications

- It is important that everyone at Portfield School is aware that we practice an Equal Opportunities policy
- Racist and homophobic views will not be tolerated and will be challenged by all members of staff
- Curriculum, classroom and corridor displays, equipment, books, activities, assemblies, outings etc will be regularly reviewed to ensure that all cultures are presented in a positive way
- We will endeavour to develop cultural awareness by using activities related to language, dress, religion, music and food. We will celebrate the major religions and cultural festivals, involving members of the community and other visitors, where possible.
- We will ensure that food and its preparation, along with eating utensils are acceptable to the religious, cultural and physical needs of pupils and staff.
- We will endeavour to cater for the various aspects of physical care that are needed by different cultures (especially care of the skin and hair) and to understand and respect the importance of particular standards and styles of dress in different communities.
- We will raise issues and consider them in our practice to encourage positive action.
- We have developed a Strategic Equality Plan – see attached.

Staff Development

In line with the school's Staff Development Policy, the school will help all staff to take advantage of any appropriate training opportunities, where possible.

Where appropriate, staff will have access to training that will help them work in a multicultural environment, including the physical care and dietary needs of specific groups.

All staff need to be aware of the dialect and reflected by the pupils attending Portfield School. We will use this to further develop pupil's communication skills. Many pupils attending Portfield School will need to use sign language signs and symbols, communication aids, switches, as well as computer support in order to communicate with others.

Positive steps will be taken to provide and share information and reference literature within the school. We realise that it is important to develop a means by which staff can support one another. We encourage staff to share their specialist knowledge, experience and skills with other colleagues in the school.

Parental Relationships

We will involve parents in helping the school develop an understanding of their culture and religion and advise us on ways of reflecting their backgrounds in all aspects of our work.

Parents are encouraged to work with us. The school has a number of mechanisms for actively seeking the views and perceptions of parents about their child. In trying to understand pupils' behaviour it is necessary to take into account the home circumstances, along with social and medical history.

We wish to extend our links with community groups, and to promote the contribution of parents and community groups to the life of the school. We offer regular social occasions for parents.

Equal Opportunities at Portfield School

Each class has a group of pupils with mixed needs, including some with complex needs who have challenging behaviours, those with sensory impairments and pupils with physical disabilities.

We will maximise pupil opportunities to access the curriculum relevant to their needs.

Reading Materials

We will ensure that all pupils have access to reading materials and experiences regardless of their disability. We are aware of the need for these to be age appropriate.

Curriculum

The school curriculum takes into account the very different and individual needs of all pupils. Our aim is the education of the whole person so that pupils do not suffer discrimination of any kind on the grounds of sex, ability, uneven development, disability, race, class or religion.

All pupils have access to the National Curriculum and additional curriculum areas and therapies that are offered at Portfield School. The Core Curriculum consists of English/literacy/communication, Mathematics/numeracy, Science and Personal and Social Development (PSD).

In the process of presenting a balanced curriculum we will discuss issues such as race when they appear and where it is appropriate, rather than suppress or avoid them.

PSD is a core curriculum subject at Portfield School. The scheme of work contains specific learning objectives relating to citizenship and these apply across the school. A greater emphasis will be placed on this aspect as pupils move through the school. In particular, pupils in the 14+ age group will require extra support to prepare them for citizenship in a society that should have equal opportunities for all. The school's core curriculum promotes the independence of each pupil in order that they can reach their full potential.

Any pupil with English as a second language will be identified. Support from the LEA and from within the school will be organised so that these pupils have full access to the curriculum.

Portfield School's Equal Opportunities Policy and Strategic equality plan will be available to staff, visitors, job applicants, students and parents, via the schools website.

Implementation

Responsibility for the implementation of Portfield School's Equal Opportunities Policy rest with the Headteacher, with all staff working actively together to support the policy.

Responding to Racial Incidents.

N.B. Racial incidents may not have a victim and may be initiated by pupils or adults (e.g. parents or staff)

- The school should have a clear detailed procedure for dealing with incidents which is known to the whole school community. Within this there needs to be flexibility to respond to each incident as a learning experience for all concerned. The aims will be to deal with any unacceptable behaviour, to prevent racism and discrimination and to re-establish good race relations across the school.
- Racist literature, badges and insignia should be confiscated immediately and the reason for not allowing them explained. Racist graffiti or slogans, whether on books or walls, should be removed immediately and any damage repaired.
- Letters home should convey the seriousness of such incidents and the school's determination not to tolerate racism should be explicit.
- Where incidents involve racist comments, name-calling, sharing of hurtful stereotypes or propaganda these should be clearly challenged. It should be made explicit that any repeat of such behaviour or language will not be tolerated and will lead to more severe discipline. An educative response will be needed to ensure that there is full understanding of what is unacceptable and what change in behaviour is expected.
- Incidents involving physical violence should always result in serious disciplinary action, including possibly exclusion and reporting to the Police.
- Incidents which occur outside of school but which involve or impact upon relationships within school should be dealt with as school concerns. It is not appropriate to ignore racist incidents because they happen outside of school time or school premises. All race related incidents that contribute to a climate of fear, intimidation or hostility should be considered priorities. It may be necessary to work closely with other agencies in resolving such incidents.
- If in resolving incidents it becomes appropriate to intervene to separate pupils in order to ensure that incidents do not continue or to facilitate a fresh start with new relationships, it should be the perpetrator and not the target that should be removed or inconvenienced and not the target of their racism.
- Exceptions would only be with the explicit agreement of the target and/or her/his parents/carers.
- In the case of serious incidents the head teacher should always be informed and consulted, and schools should consult with the local authority officer in deciding on a course of action in response.
- Schools should consider advising the police of any criminal activity, this includes racist incidents that are categorised as crimes, for example physical violence, damage to property, theft and sustained or repeated harassment.

- Schools should evaluate their responses to incidents as part of the review and monitoring process.

Support for wronged or distressed person/s

- Give those who have experienced a racist incident an immediate, sensitive and supportive response:
 - take their complaint or distress seriously
 - allow them to express their feelings
 - find out what happened to them
 - agree with them what will happen next and/or when you will next talk to them
- Inform parents/carers of children who have been wronged or distressed, so they can also provide appropriate support. (Consider the added support they may be able to provide by being present when the pupil/s have to explain/relive hurtful experiences). Parents/carers themselves may have support needs.
- Ensure that wronged/distressed pupils feel that you have dealt with the incident seriously. (This should contribute to the evaluation of the school's policy.)
- If appropriate, parents/carers should be informed whether the police have been contacted by the school and of their right to contact the police in relation to any incident that constitutes a crime.

Dealing with those who have caused offence

- The school's opposition to racism should be clearly stated
- Define the behaviour, language or event which was felt to be racist and explain why it was. Check understanding.
- State clearly the change of behaviour you expect. Check out the perpetrator's understanding.
- Unintentional incidents may leave perpetrators themselves feeling wronged and misunderstood. Appropriate support needs to be offered and incidents resolved in such a way that all parties have a positive way forward and a clear understanding of events and how they affected those involved.
- If behaviour or language has occurred that is unacceptable, the parents/carers of the perpetrator should be informed and/or involved, even if the racism or hurt caused was **unintentional**. If necessary notify parents/carers in writing of the school's expectations.
- Steps should be taken to ensure, as far as possible, that hurtful or racist behaviour is not repeated. This will include sanctions where appropriate. Any sanctions should be appropriate to the way the school deals with other serious disciplinary incidents.
- Parents/carers should be informed whether the police have been contacted by the school.

- Where parents/carers have contributed to the perpetration of racist incidents the headteacher should be informed and involved in meetings.

Communicating to other Staff

- Racist incidents involving pupils should be made known to other staff as part of a follow up support and monitoring process. It is important that staff are aware of the vulnerability of individuals and the sensitivity of relationships.

Responding in the broader school community

- Incidents impact, not only on the perpetrator and their target, but also on those who witness the incidents and others who hear about them. It is important that schools make sound judgements about informing the relevant wider school audiences as part of an ethos intolerant of racism.
- Where serious or frequent incidents occur:
Ensure that the seriousness and unacceptability of racism is communicated to all who have knowledge of it within the community, e.g. through assemblies or tutor groups, circle time, newsletters.
- Ensure that children more broadly involved in incidents, e.g. as bystanders or witnesses, are actively (e.g. through a lesson) involved in understanding what has happened, their response and responsibilities and the school's response.
- Address key educational issues through the curriculum, especially but not exclusively through PHSE opportunities.

Responding to Parents/Carers' Concerns

- Parents/carers of pupils who have experienced racism may find it difficult to approach schools with their concerns. A positive response which focuses on understanding and addressing their issues and working in the best interest of their child will develop their confidence and faith in the school.
- Nevertheless parents/carers may wish to bring an advocate or other supporter to meetings at the school. This should be supported.

Responding to Young Children

- Even young children can be involved in racist incidents. For example they may sometimes react to cultural or colour differences with discomfort and/or hurtful behaviours, e.g. using inappropriate language. It is necessary to intervene so that their unfamiliarity and discomfort do not develop into prejudice. Suitable interventions are about more than just politeness and class rules. The aim should be to educate pupils in cultural diversity and race equality.
- Young children may also repeat responses and language that they have heard used by adults or older children in other settings. Part of the school's responsibility is to teach children appropriate language and standards for discourse about race, ethnicity and religion. This enables all to feel safe and secure while allowing pupils to discuss real issues.

- It is important to be vigilant when pupils do rehearse stereotypes or repeat offensive language and ideas, rather than colluding by omission to address the issues. Pupils may present such situations from naivety, ignorance, stereotyped humour, repetition of prejudice they have heard elsewhere, or from an intentional desire to hurt or deride others. In all cases, regardless of the individual's intention, teachers need to respond appropriately.

Some of the key learning points for pupils in this area include:

- Knowing what stereotypes are and how they contribute to the oppression of certain groups.
- Knowing that there is appropriate language that can be used in referring to groups and discussing issues and that there are sensitive ways of asking questions about aspects of ethnicity, colour and culture.
- Knowing that some language is deeply offensive and should never be used.
- Knowing that where offence has been caused this must be resolved.
- It needs to be clear to all that a positive curiosity and willingness to learn about ethnicity, colour and culture are encouraged within a supportive and valuing educational context.

Guidelines:

- Always prepare the way for new experiences that pupils will have, ensuring that they understand any ground rules and have a frame of reference for anything unfamiliar.
- Immediately address a pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity.
- Help the pupil work out why he or she has reacted in that way.
- Explain what responses are hurtful or inappropriate and model alternative responses.
- Consider and deal with the potential impact of any such behaviour on other pupils or adults that may be present and provide appropriate support.
- If a racist incident has occurred, follow school procedures for recording and dealing with it.

Recording Racial Incidents
Cofnodi Digwyddiadau Hiliol

School Name <i>Enw'r Ysgol</i>
Where Incident Took Place <i>Ble wnaeth e ddigwydd</i>
Initials of Victim (if any) llythrennau cyntaf dioddefwr
Age of victim Oedran y dioddefwr
Initials of Perpetrator llythrennau cyntaf tramgwyddwr
Age of Perpetrator Oedran y tramgwyddwr
Date of Incident <i>Dyddiad y Digwyddiad</i>
Ethnic Origin of Perpetrator <i>Tarddiad ethnig y troseddwr</i>
Ethnic Origin of Victim <i>Tarddiad ethnig y dioddefwr</i>
Brief Description of Incident <i>Disgrifiad cryno o'r Digwyddiad</i>
Follow up Action (if any taken) <i>Unrhyw weithred a wnaed wedi'r digwyddiad</i>

Incident reported by:

Adroddwyd y digwyddiad gan:

Date:

Dyddiad:

Portfield School

Strategic Equality Plan 2016 – 2020

Appendices

- App. 1** Regional Equality Objectives
- App. 2** School Equality Objectives and Action Plan
- App. 3** Current school Access Plan

Regional Equality Objectives

South West and Mid Wales Authorities Consortium

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

Equality Objective 1

- **To improve pupil progress as identified from annual analysis of pupil progress data; identify any areas of inequality in relation to gender, and between other protected groups.**
- **Develop parents ability to support pupils with ALN communication**
 - **Developing their ability to communicate through the use of sign a long for parents of pupils; use of PEC's**
 - **Develop behaviour strategies**
 - **Develop parents knowledge of esafety to support their children**

Our Research:

*Pupil progress data analysed in relation to gender, Lac, specific groups. Meeting with stakeholders – pupils, parents, staff Meeting with English Co-ordinator, Speech and Language therapist and Advisory teacher for HI ; Meeting with stakeholders 2016
Class observations Annually;*

Information from Engagement: *(Indicate improvements suggested by stakeholders)*

Parents requested e safety support

Data Development: *(Indicate what data needs to be gathered to provide further information on the issues identified above)*

SOLAR data and IEP data

This objective will be judged to be successful if... *There is an increase/reduction in x; evidence to demonstrate improvement in y*

All pupils achieve targets set

Actions:

	Description	Responsibility	Start date	End date
1.1	Continue to improve targeted groups of pupils literacy skills – see SDP targets	JB Literacy Lead	April 16 April 17 April 18 April 19	March 17 March 18 March 19 March 20

1.2	Continue to improve targeted groups of pupils numeracy skills – see SDP targets	AG Numeracy lead	April 16 April 17 April 18 Apr 19	March 17 March 18 March 19 March 20
1.3	Train parents of pupils with ALN to communication through the use of sign a long; parents to attend 6 week signalong course.	AW Signalong Tutor	Oct 16 Oct 17 Oct 18	Dec 16 Dec 17 Dec 18 Dec 19
1.4	Provide parents PEC's workshop to improve parents skills to support their pupils communication. Changed to Signing workshop March 2017 to meet parent/pupil needs.	Literacy Lead/Speech therapy Asst AW	Oct 16 Oct 17 Oct 18	Dec 16
1.5	Provide training session for parents to develop their skills to support their pupil with ALN with improved behaviour strategies	CB DHT	Jan 17 Jan 18	March 17 March 18
1.6	Provide training session for parents to improve their knowledge of esafety to support their children	CB DHT	Sept 16 Sept 17 Sept 18	Dec 16 Training workshop provided Sept 16

Equality Objective 2.

- To develop further awareness raising activities to ensure pupils, parents and staff are able to identify and address any issues of bullying. Continue to improve range of reading material to include a broader range of books to support equality issues and support pupils understand how to prevent bullying
- Raise parents knowledge of bullying and protected characteristics
- To develop a programme of activities to increase pupil awareness of the protected characteristics at an appropriate level for pupils with SLD
- To further develop multicultural education enrichment days
- To develop a programme of staff training to raise awareness of specific aspects in relation to protected characteristics

Our Research: *Meeting with stakeholders 2016*

Review Behaviour watch data .

Analysis of data in relation to the achievement of different groups of pupils including boys and girls, Free school meals groups and Looked after children etc. Discussion with English Co-ordinator and Literacy Asst. Audit of books in library in relation to each protected characteristic. .

Information from Engagement: <i>(Indicate improvements suggested by stakeholders)</i> Increase range of books to develop knowledge and awareness of bullying, and each of the protected characteristics ,				
Data Development: <i>(Indicate what data needs to be gathered to provide further information on the issues identified above)</i> Audit staff knowledge				
This objective will be judged to be successful if... There is an increase/reduction in x; evidence to demonstrate improvement in y Pupils make an imovie to support other children about protected characteristics to ensure fair treatment for all. Pupils, parents and staff have raised awareness of protected characteristics The library includes a range of books for pupils to develop their knowledge about Age Disability Gender reassignment - process of transitioning from one gender to another Marriage and civil partnership - civil partnerships must not be treated less favourably Pregnancy and maternity - protection against maternity discrimination is for 26 weeks after giving birth , and this includes treating a woman unfavourably because she is breastfeeding Race - race, colour , nationality, ethnic or national origins Religion and belief - including lack of belief Sex – a man or a woman Sexual orientation – towards their own sex , the opposite sex or both.				
Actions:				
	Description	Responsibility	Start date	End date
2.1	To develop further awareness raising activities to ensure pupils and staff are able to identify and address any issues of bullying To develop a range of activities for Anti bullying week annually Staff meeting session twice a year to raise staff awareness	DHT CB	Sept 16 Sept 17 Sept 18	July 17
2.2	Pupils make an iMovie to support other children about protected characteristics to ensure fair treatment for all.	DHT CB ; MW Class teacher	May17	July17
2.3	Continue to improve range of reading material to include a broader range of books to support equality issues and support pupils understand how to prevent bullying	AHT JB	Jan17	April17

2.4	Raise parents knowledge of bullying and protected characteristics; information available at parents eve	DHT CB / Parent and Community Engagement Officer (PCEO) SH	Sept 16 Sept 17 Sept 18	Oct 16 Oct 17 Oct 18
2.5	To develop a series of lessons for pupils in KS3 and above to increase pupil awareness of the protected characteristics	DHT CB	Sept 16	Dec 16
2.6	To develop a series of lessons for pupils in KS4/5 and above to increase pupil awareness of the protected characteristics	DHT CB	Sept 17	Dec 17
2.7	To further develop multicultural education enrichment days.	DHT CB	March 17	July 18
2.8	Audit staff confidence and knowledge of protected characteristics and equality of opportunities and treatment - Staff Wellbeing audit in November 2016.	DHT CB	Sept 16 Sept 17 Sept 18	Dec 16 Dec 17 Dec 18
2.9	To develop a programme of staff training to raise awareness of specific aspects in relation to protected characteristics	DHT CB	Jan 17	July 17

Equality Objective 3.

- To address any inequalities in relation to protected characteristics including pupils eFSM in pupil attendance.

Our Research:

Review of monthly data on attendance and absence *Meeting with stakeholders 2016*

Information from Engagement: *(Indicate improvements suggested by stakeholders)*

Pupil attendance shows no variation in relation to protected characteristics other than in relation to pupils with complex medical needs whose health needs may impact on attendance.

Data Development: *(Indicate what data needs to be gathered to provide further information on the issues identified above)*

This objective will be judged to be successful if... *There is an increase/reduction in x; evidence to demonstrate improvement in y*
Pupils attendance for primary and secondary pupils achieves or exceeds target set of 91.5%

Actions:

	Description	Responsibility	Start date	End date
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3.1	Identify any areas of variance in relation to pupils eligible to free school meals (efsm); boys, girls, ASC, LAC	HT LH	Sept 16 Sept 17 Sept 18	Oct 16 No issues Oct 17 Oct 18
3.2	Develop achievement rewards for good attendance termly	DHT CB	Sept 16 Sept 17 Sept 18	Dec 16 Dec 17 Dec 18

Equality Objective 4.

- Survey parents and develop appropriate communication including such as text messaging and social media such as facebook/Twitter to meet the needs of sharing information with a wide range of parents and stakeholders

Our Research:

Meeting with stakeholders 2016; parent surveys; Annual review feedback; Home school book correspondence.

Information from Engagement: (Indicate improvements suggested by stakeholders)

Parents would like increased use of texting ;parents preferences to improve school to home communication form survey

Data Development: (Indicate what data needs to be gathered to provide further information on the issues identified above)

Survey of parents choice of communication methods including options of social media

This objective will be judged to be successful if... There is an increase/reduction in x; evidence to demonstrate improvement in y
Increased communication with parents.

Actions:

	Description	Responsibility	Start date	End date
4.1	Develop increased text service to inform parents of events etc.	HT LH	April 16	Dec 16 Trial service in place
4.2	If survey indicates parents prefer facebook, twitter etc develop protocol for use and parental consent	HT LH and DHT CB	Sept 16	Oct 16 Facebook established
4.3	Establish regular contact via social media for parents if that is identified as their preference.	HT LH and AHT AG and PCEO SH	April 16	Dec 16 Regular postings
4.4.	To develop increased digital contact with parents eg trial eg See-saw	HT LH DHT CB	Sept 16	July17 See saw introduced to additional 4 classes

Equality Objective 5.

- Improve equality of opportunity for pupils with physical difficulties to access the curriculum/ outdoor play – eg wheelchair Swing;
- Improve physical environment for pupils in foundation phase , through the development of refurbished play area
- Improve equality of opportunity for pupils with communication difficulties to access the curriculum through use of assistive technology including software and hardware eg Clicker software.

Our Research: Observations, Staff knowledge

Meeting with stakeholders 2016

Access Officer access walk.

Information from Engagement: *(Indicate improvements suggested by stakeholders)*

FP area uneven and equipment in need of replacement; wheelchair roundabout nearing end of life span, Lack of play equipment for pupils in wheelchairs

Data Development: *(Indicate what data needs to be gathered to provide further information on the issues identified above)*

This objective will be judged to be successful if... *There is an increase/reduction in x; evidence to demonstrate improvement in y*

Increased range of equipment for pupils to access including pupils in wheelchairs

Improved environment for pupils to access safe outdoor play, reduced number of accidents in FP.

Pupils using ICT to communicate at home and in school.

Actions:

	Description	Responsibility	Start date	End date
5.1	Seek quotes to replace wheelchair roundabout	HT LH	Sept 16 Quote received	Dec 16
5.2	Wheelchair swing to be purchased for interchanging On investigation not possible to interchange so new full swing required – quote approx. £8K; Funding from Friends and grants approx. £7k to date so on track to install in Summer holidays.	HT LH	Dec 16	March 17 – swing installed July 2017
5.3	Play area to be designed with company, Site manager and pupils – ensuring appropriate for wheelchair users	HT LH DH CB Site Manager GW	April 16	July 16 Completed
5.4	Funding budget agreed with Governors and HT and equipment purchased. Funding agreed with Friends and donations received.	HT LH	Sept 16	July 17
5.5	Equipment installed	HT LH Site manager GW	Sept 16	July 17
5.6	Audit pupils needs re. ICT hardware and software to enable pupils with physical difficulties to communicate and access	AHT JB and DHT CB	Sept 16 Sept 17	Dec 16 Dec 17

	audited		Sept 18	Dec 18
5.7	Purchase software such as updated Clicker programme	AHT JB	Sept 16	April 17 Clicker purchased Sept 2016
5.8	Train staff in the use of appropriate software and hardware	AHT JB and DHT CB	April 17	July 17 Clicker training Sept 2016
5.9	Review pupils use of hardware and software at home	DHT CB	Sept 17	April 18

Appendix 3 Access Plan

Disability Equality scheme actions and Accessibility Plan	Part A Increase the extent to which disabled pupils can participate in the school curriculum	Link: Mrs B Thomas Cleaver	3yr plan 2016/19
Links with Estyn's 3 Key Questions			
<i>Targets</i>		Budget/ Resources	Timescale - complete by
i.	Improve equality of opportunity for pupils with physical difficulties for outdoor play – e.g. wheelchair swing	Seek quotes Fund through Friends	July 17
ii.	Develop digital competence across the curriculum for all pupils	Teaching time	July 18
iii.	Review physical literacy and potential impact for pupils.	HT time	July 18
iv.	Review curriculum to develop creativity and visible learning in teaching and learning in relation to Donaldson areas of learning – Expressive arts; Health and wellbeing; Humanities; Languages, literacy and communication; Mathematics and literacy; Science and technology.	Staff PLC, Inset day/s	July 19
v.	Review and develop the new curriculum embedding the 4 purposes of ambitious, capable learners; enterprising creative contributors; healthy confident individuals and ethical informed citizens.	As above	July 19
vi.	Train one member of staff in the Diploma in teaching pupils with severe learning difficulties to improve their skills to support a range of pupils with SEN.	£650 EIG	July 18
vii.	Train further staff in the use of PECs to increase the communication options for pupils.	In house training	March 17
viii.	Train 2 further members of staff in the principles of TEACCH to support pupils with autism access the curriculum	£1000 approx.	July 18

Disability Equality scheme actions Accessibility Plan	Part B. Improve the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools		Link: Mrs B Thomas Cleaver	3 Year Plan 2016/19
Links with Estyn's 3 Key Questions				
<i>Targets</i>	Budget/ Resources	Timescale		
i. Improve physical environment for pupils in foundation phase, through the development of refurbished play area.	£31,000 School fund and Friends	Dec 2017		
ii. Replace entrance doors to Lower school to wider door (1m) and slade leaf to meet new regulations. Alan Hunt was unable to fit in Summer , is planned for Easter 17		Sept 16		
iii. Purchase hearing loop for entrance counter in lower school building Purchased	LA	Dec 16		
iv. Purchase mobile soundfield system for hall		Dec 16		
v. Maintenance required to improve the step from L1 to conservatory Mat used as Repair and maintenance unable to reduce lip any further.	LA	July16		
vi. Purchase coloured seat for toilets in L2, L3 and L4 to improve colour contrast if required for pupils with visual difficulties.Only Black available, awaiting new supplier to obtain brighter colour, however black will be purchased Jan 17 if no other colour available.		July16		
vii. Improve signage on toilet in Lower school – symbolic pictogram		July16		
viii. Improve the exit from conservatory with replacing bar on door with push pad Due to pupil behaviour staff decision to maintain push pad	LA	Dec 16		
ix. Reduce chord length in staff disabled toilet.		July 16		
x. Braille signage on disabled toilet				
xi. Develop new satellite facility for pupils in Ysgol Bro Gwaun - develop plans LA have decided not to go ahead due to lack of pupil numbers in the area over the next 5 years.	LA Budget	July 16 LA withdrew requirement for		

xii. Work with LA to ensure appropriate contrast colour scheme appropriate to needs of VI pupils, appropriate hearing loop for HI and appropriate fixtures and fittings for ALN pupils	LA Budget	this facility Sept 17
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Disability Equality scheme actions and Accessibility Plan	Part C. Improving the delivery to disabled pupils of written information.	Link: Mrs B Thomas Cleaver	3 Year Plan 2016/20
Links with Estyn's 3 Key Questions			
Targets		Budget/ Resources	Timescale
i. Develop the use of QR codes to enable pupils to follow oral instructions for a range of activities		Staff training	Dec 16
ii. Develop the use of symbol instructions in literacy activities for specific pupils in SLD classes to support their independence		Staff training	July 17
iii. Develop the use of symbol instructions in numeracy activities for specific pupils in SLD classes to support their independence		Staff training	Dec 17