

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR STRATEGIC EQUALITY PLAN FOR SCHOOLS



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Sept 2020

Policy Review

This policy will be reviewed in consultation with staff, parents and governors.

Scheme due for review: July 2022

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

Introduction and Context

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs. It should be used in conjunction with the accompanying guidance.

This template has been produced as part of a collaborative exercise between the authorities of the South West and Mid Wales Authorities' Consortium (swamwac), in partnership with officers of the Welsh Local Government Association (WLGA).

Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan by 2nd April 2012, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Headteachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

Portfield School

**Strategic Equality Plan
2018 – 2022**

PART A: Scheme Model Text



Contents of our Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

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

At Portfield 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. Portfield school has developed a rights respecting ethos where students and teachers collaborate to develop a rights respecting school community, based on the UNCRC in all aspects of 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 Portfield 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

Portfield School opened as a centre in 1966 in the lower school building, it became a school in 1973 and the upper school opened in September 2009 with a satellite centre opening in October 2010, and further centres in 2012 and 2014..

Portfield is an LEA special school situated in the county town of Haverfordwest in Pembrokeshire with satellite centres “Y Porth” attached to Ysgol Preseli, Crymych and a KS3 and KS4 satellite in Haverfordwest High Comprehensive school . The school caters for pupils with statements of their special educational needs aged between 3 and 19 years with a wide range of learning difficulties. These include: Severe Learning difficulty (SLD), Profound and Multiple learning difficulty (PMLD), Autistic Spectrum Disorder (ASD), as well as various genetic disorders, sensory difficulties and behaviours that challenge.

Pupils are educated in four buildings – Nursery/Primary/Middle pupils in the lower school building and Secondary / Sixth Form students in the upper Secondary school building adjacent to Haverfordwest High campus, KS3-5 in a building attached to Ysgol Preseli and KS3 and KS4 in two buildings in Haverfordwest High school.

In January 2016, the number on roll was 155 as compared to the 2020 figure of 167; the schdemand for places has significantly increased over the last the last 5 years, due mainly to the increased number of pupils requesting admission at Foundation phase, KS3 Secondary transfer, ASC pupils and pupils moving to Pembrokeshire from other parts of the UK. Approximately 25% of the pupils in Foundation phase to Key stage 3 (including KS3) are working within P levels 1 to 3. The Local Authority is currently working with Welsh Government creating plans for a new school extension with the aim to move NOR to 217.

Pupils come from a large catchment area, with a large number having at least a 45 minute journey each way. Pupils travel from St Dogmaels in the north and Saundersfoot in the South. Currently there are 2 “out of county” pupils in the school. There are 41% of pupils in receipt of free school meals. All pupils except one have English as their home language. The ethnic group of the majority of pupils is white; 1 pupils is registered as black/white Caribbean, 1 Indian, 2 Bangladeshi, 1 Chinese, 2 African and 2 other Asian background. The percentage of ethnic minorities is 2%.

All pupils are on the SEN register and a minority of pupils enter school without a statement whilst it is in the process of being completed.

In January 2021 28 pupils attend lessons/opportunities in a mainstream school setting but this has been impacted by the Covid Pandemic.

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 through individual education plans.;
- 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/carers in supporting their child's education;
- encourage 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
- use Person Centred Planning (PCP) approach to help pupils identify and plan how to achieve their life goals.

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:

- The regional 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 and attendance data of boys v. girls etc;

- The delivery of our SEP raise standards;
- 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) 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;
- dealing with 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 and challenge bias in relation to the protected characteristics.

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
- all staff positively promoting equality through provision offered

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 questionnaire responses received from pupils, parents/carers, staff, governors and community .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 ; sports and activities and how they make choices;

- 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 if required e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language. The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Portfield School involved stakeholders by

- *meeting with disabled pupils, staff, parents, governors and community representatives including Methodist minister, access officer, Team Leader EAL English as an additional language, HI advisory teacher face to face to consult regarding protected characteristics.*
- *including questions about equality in a questionnaire which was issued to parents during school concert*
- *including questions about equality in a questionnaire which pupils completed*
- *staff meeting discussions*
- *reviewing data with staff in relation to any significant difference in the achievement of boys and girls and different groups of pupils*

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 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 2018 - 2022

Our chosen Equality Objectives are

- 1 To annually analyse pupil progress data and identify any areas of inequality in relation to gender, and between other protected groups.
Develop parents ability to support their pupils with ALN
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 e safety to support their pupils
- 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
- 3 To analyse attendance data and address any inequalities in relation to protected characteristics including pupils efsm.
- 4 Survey parents and develop appropriate communication including such as text messaging and social media such as facebook to meet the needs of sharing information with a wide range of parents and stakeholders
- 5 Improve equality of opportunity for pupils with physical difficulties to access the curriculum and outdoor play – eg wheelchair swing .Improve physical environment for pupils in foundation phase , through the development of refurbished play area. Purchase IT hardware and software to promote independence and improve equality of opportunity for pupils with communication difficulties to access the curriculum through use of assistive technology.
- 6 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 .

We have consulted on all relevant protected characteristics ;

Age, Disability, Gender reassignment, Marriage and civil partnership (due regard), Pregnancy and maternity, Race including ethnic or national origin, colour or nationality, Religion or belief, Sex, Sexual orientation and developed appropriate action plans

These are found in Appendix 2. These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced incorporated into 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 provides a copy of its SEP and its action plan to meet its equality objectives to parents/carers and others, including those identified as difficult to engage via the school website or as a paper copy if requested. The school prospectus includes a reference to the SEP and the values underpinning it and a copy of it is also on the school website.

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 analyzing 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 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 2020.

Portfield School

Strategic Equality Plan 2018 – 2022

Appendices

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

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)*

Assessment 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 | Literacy Leads | April 18 April 19 April 20 April 21 | March 19 March 20 March 21 March 22 |
| 1.2 | Continue to improve targeted groups of pupils numeracy skills – | Numeracy leads | April 18 | March 19 |

| | | | | |
|-----|---|--------------------------------------|----------------------------------|----------------------------------|
| | see SDP targets | | April 19 April 20 April 21 | March 20 March 21 March 22 |
| 1.3 | Train parents of pupils with ALN to communication through the use of sign a long; parents to attend 6 week signalong course. | AS Signalong Tutor | Oct 18 Review Summer 22 | Dec 20 |
| 1.4 | Provide parents PEC's workshop to improve parents skills to support their pupils communication. | Literacy Lead/Speech therapy Asst AS | Oct 16 Yearly update | Dec 16 March 22 |
| 1.5 | Provide training session for parents to develop their skills to support their pupil with ALN with improved behaviour strategies | ASST HT | Jan 18 Sept 20 | March 20 March 22 |
| 1.6 | Provide training session for parents to improve their knowledge of esafety to support their children | ASST HT | Sept 16 Yearly Event | Ongoing |

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 2018*

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: *(Indicate improvements suggested by stakeholders)*

Increase range of books to develop knowledge and awareness of bullying, and each of the protected characteristics ,

Data Development: *(Indicate what data needs to be gathered to provide further information on the issues identified above)*
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 | Sept 18 Sept 20 | July 20 July 22 |
| 2.2 | Pupils make an imovie to support other children about protected characteristics to ensure fair treatment for all . | DHT LH ; MW Class teacher | May18 | July19 |
| 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 | ASST HT JB | Jan 20 | April22 |
| 2.4 | Raise parents knowledge of bullying and protected characteristics; information available at parents eve | DHT / Parent Partnership | Sept 18 Sept 19 | Oct 19 Oct 20 |

| | | | | |
|-----|---|---------------|--------------------|------------------|
| | | | Sept 20 Sept 21 | Oct 21 Oct 22 |
| 2.5 | To develop a series of lessons for pupils in KS3 and above to increase pupil awareness of the protected characteristics | DHT | Sept 18 Ongoing | Dec 19 |
| 2.6 | To develop a series of lessons for pupils in KS4/5 and above to increase pupil awareness of the protected characteristics | DHT | Sept 18 | Dec 19 |
| 2.7 | To further develop multicultural education enrichment days. | Teaching Team | March 18 | July 22 |
| 2.8 | Audit staff confidence and knowledge of protected characteristics and equality of opportunities and treatment | DH | Sept 18 | July 22 |
| 2.9 | To develop a programme of staff training to raise awareness of specific aspects in relation to protected characteristics | DHT | Jan 17 | July 22 |

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 |
|-----|--|----------------|--------------------|------------------|
| 3.1 | Identify any areas of variance in relation to pupils eligible to free school meals (efsm); boys, girls, ASC, LAC | HT | Sept 18 Sept 21 | Oct 20 Oct 22 |

| | | | | |
|-----|--|-----|---------|--------|
| 3.2 | Develop achievement rewards for good attendance termly | DHT | Sept 18 | Dec 22 |
|-----|--|-----|---------|--------|

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 2019; 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 | April 19 | Dec 22 |
| 4.2 | If survey indicates parents prefer facebook, twitter etc develop protocol for use and parental consent | HT | Sept 18 | April 22 |
| 4.3 | Establish regular contact via social media for parents if that is identified as their preference. | HT | April 20 | Dec 22 |
| 4.4. | To develop increased digital contact with parents eg trial eg See-saw | HT | April 20 | Dec 22 |
| | | | | |

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 2019 , 2020, 2021
 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 | DH Therapy Teams | Dec 18 | Dec 21 |
| 5.2 | Wheelchair swing to be purchased for interchanging | HT | | Sept 18 |
| 5.3 | Play area to be designed with company, Site manager and pupils – ensuring appropriate for wheelchair users | HT | April 18 Sept 19 | July 20 July 22 |
| 5.4 | Funding budget agreed with Governors and HT and equipment purchased. Funding agreed with Friends and donations received. | HT SP | Sept 18 | July 22 |
| 5.5 | Equipment installed | HT SP Site manager GW | Sept 20 | July 21 |
| 5.6 | Audit pupils needs re. ICT hardware and software to enable pupils with physical difficulties to communicate and access audited | DH | Sept 18 | July 22 |

| | | | | |
|-----|--|--------------------|--------------------|----------|
| 5.7 | Annual update & purchase of software such as updated Clicker programme | Finance man. | Sept 18 | April 22 |
| 5.8 | Train staff in the use of appropriate software and hardware | SLT | Sept 18 Ongoing | July 22 |
| 5.9 | Review pupils use of hardware and software at home | ASST HT Therapy | Sept 18 | July 22 |

Appendix 2 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 2018/22 |
| Links with Estyn's 3 Key Questions | | | |
| Targets | | Budget/ Resources | Timescale - complete by |
| i. | Improve equality of opportunity for pupils with physical difficulties for outdoor play – eg wheelchair swing, Outdoor play trail, chickens etc | Seek quotes Fund through Friends | July 22 |
| ii. | Develop digital competence across the curriculum for all pupils | Teaching time | July 22 |
| iii. | Review physical literacy and potential impact for pupils. | HT time | July 20 |
| 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 21 July 22 |
| 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 18 |
| 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 | March 18 |
| vii. | Train Teaching Team in Trauma Informed School Practice | £6000 per annum | July 19 – 21 |
| viii. | Train further staff in the use of PECs to increase the communication options for pupils | £1000 per annum | July 19 - 21 |
| ix. | Train 2 further members of staff in the principles of TEACCH to support pupils with autism access the curriculum | | |
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Evaluation

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| 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 | | | |
| Targets | | Budget/ Resources | Timescale |
| i. Improve physical environment for pupils in foundation phase , through the development of refurbished play area. | | £30,000 | Dec 2020 |
| ii. Replace entrance doors to Lower school to wider door (1m) and slade leaf to meet new regulations. | | LA | Sept 18 Dec 18 |
| iii. Purchase hearing loop for entrance counter in lower school building | | | Dec 20 |
| iv. Purchase mobile soundfield system for hall | | LA | |
| v. Maintenance required to improve the step from L1 to conservatory | | | July18 |
| vi. Purchase coloured seat for toilets in L2 , L3 and L4 to improve colour contrast if required for pupils with visual difficulties. | | | July18 |
| vii. Improve signage on toilets in Lower school – symbolic pictogram | | LA | July 20 |
| viii. Improve the safe access of pupils into lower school corridor by replacing door locks to allow for zoning | | | July 20 |
| ix. Replace chord length in staff disabled toilet. | | | July 20 |
| x. Review Braille signage on disabled toilets | | | July 20 |

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| xi. Work with LA to ensure access hoists to pool area are replaced | LA Budget | Sept 20 - July 22 |
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Evaluation

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| Disability Equality scheme actions and Accessibility Plan | Part C. Improving the delivery to disabled pupils of written information. | Link: | 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 18 - ongoing |
| ii. Develop the use of symbol instructions in literacy activities for specific pupils in SLD classes to support their independence | | Ongoing Staff training | July 18- 22 |
| iii. Develop the use of regulation and proactive approaches eg: rebound, boot camp etc to support pupil behaviours allowing for improved self-maintenance and access to classroom learning | | Staff training | Jan 20 – July 22 |
| Evaluation | | | |

