



Equality & Accessibility Objectives and Action Plan

This document was:

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Review date: June 2026

Signed: _____ Chairperson schools governing body, on behalf of the governing body

Date: _____

Signed: _____ Headteacher

Distribution: Staff, governors, pupils, parents/carers and visitors to the school

Appendix 1 - Strategic Equality & Accessibility Plan 2022 - 2026 Equality & Accessibility Objectives and Action Plan

Equality Objective 1:

To produce information in Welsh for Ysgol Ty Coch Special School

To translate key school documents and policies into Welsh e.g. Prospectus, SIP/SER, Curriculum policy

To improve the provision for Welsh Language Development by embedding it across the school by mapping it into the LLC AOLE contexts for learning

Research:

ESTYN Inspection 2017 – recommendation These values need to be further embedded

CfW – LLC AOLE

Cymraeg Campus – Bronze Award

Urdd School clubs

Lesson Observation Outcomes:

The school implements a rigorous and robust system for observing and monitoring the quality of teaching and learning. During the Spring and Summer 2022, Welsh language development was targeted as needing further improvement.

Success Criteria:

Welsh Language Development mapped into the curriculum

All key documents and signage to be translated into Welsh

Welsh b-squared scores to show and increase

Establishing a Welsh Language club with Urdd

Gaining the Cymraeg Campus Bronze Award

Further develop a Welsh language development 'TEAM' with clear roles and responsibilities

Greater number of lessons observed including purposeful and appropriate use of Welsh language

Actions:

	Description of Action	Responsibility	Start Date	End Date
1.1	DJ to review prospectus and key documents and arrange for translation	Headteacher	September 2023	Summer 2024
1.2	Small Welsh Language Development team to be identified with clear roles	DHT – Rhianydd Maguire, Rebecca Lewis, Cedwyn Jones	September 2022	Summer 2023
1.3	Criw Cymraeg to be establish	Rhianydd Maguire and Rebecca Lewis	September 2022	September 2023
1.4	Gain the Cymraeg Campus Bronze Award	Rhianydd Maguire and Rebecca Lewis	September 2022	September 2023

Equality & Accessibility Objective 2:

Improve the mechanisms for listening to learners and acting on their opinions

Empower learners as champions of learners

Improve the range and influence of pupil committees

Establish a new whole school reward system to encourage engagement and improved behaviour

Research:

ESTYN Pupil Voice and Listening to Learners
Key part of the school's new vision and mission
Curriculum for Wales
ALN Reform

Lesson Observation Outcomes:

Following COVID, it is clear that the range of pupil committees needs to be re-invigorated. When considering ALN and CfW reform, pupil voice should be central to everything the school is trying to achieve

Success Criteria:

New Student Council to be formed with clear remit
New Eco – council to be formed with clear remit
New Criw Cymraeg to be informed with clear remit
Improved mechanisms for pupils to evaluate the curriculum should be in place

Actions:

	Description of Action	Responsibility	Start Date	End Date
2.1	Appoint new facilitators of student councils to work with AHT for wellbeing	S Gilbertson, K Hooper, L Bundy, R Maguire, C Myhill	September 2022	September 2023
2.2	Ensure all contexts for learning are fully evaluated by pupils and ensure this feedback informs the curriculum	J Render and SLT	September 2022	September 2027
2.3	Establish new school rewards and whole school behaviour systems with tangible rewards	S Gilbertson and Student Council	September 2022	September 2023

Equality & Accessibility Objective 3:

To improve provision, resources and outcomes in Assistive Technology e.g. Eye Gaze, Mobility platforms and augmentative Communication systems for complex pupils
To improve access to SALT for all pupils

Research:

Assistive Technology Case Studies – ESTYN
Leigh Wharton – Published author in PMLD Link
Digital Competence Framework – A curriculum for Wales

Lesson Observation Outcomes:

The use of Augmentative communication and Assistive technology has improved significantly. Many pupils now have a robust communication system. However, a few more complex pupils still do not and the use of technology has further potential

Success Criteria:

All classrooms have effective and purposeful AT resources which are renewed over time
 Enquiry based approach to AT – Leading to publication in journals e.g. PMLD link journal
 Pupils to have clear communication development profile which shows progression over time
 Increased SALT within the school to provide direct and indirect support to supplement health board
 Significant investment made over 3 years to purchase additional equipment
 Improvement in pupil communication outcomes
 Communication PLC to be established within school leading to clear emphasis on supporting children with AAC devices

Actions:

	Description of Action	Responsibility	Start Date	End Date
3.1	Purchase additional SALT provision through school budget	HT	September 2022	September 2023
3.2	Empower communication champions across the school	E Russ, D Ramsay, L Wharton	September 2022	September 2023
3.3	Implement new communication profile and baseline pupils	All staff	September 2022	September 2023
3.4	Ensure teachers plan effectively for communication and pupils show good progression	J Render and S Jones	September 2022	September 2023
3.5	Pupils use their developing communication and independence skills to further engage in life outside school e.g. sport, eye gaze and musical performances	J Render, L Wharton, D Jenkins	September 2022	September 2023

Equality & Accessibility Objective 4:

To improve the use of and access to the outside areas as an important learning tool – focussing on Sensory processing and accessibility for pupils with PMLD
 To improve the equality, access, appearance and function of the Quad learning playground
 To improve the equality and function Forest School provision at both YTC and BYC

Research:

Welsh Government – Maximum class size document
 Building on the excellent track record of the school, ensure the remaining playgrounds are fully developed to be rich play environments which promote sensory processing

Lesson Observation Outcomes:

Over time, the population of the school has changed significantly. There are many more pupils in the school. Many of whom have sensory processing needs. During lesson obs 2022-23, it is clear that many pupils respond well to sensory play outside. The grounds in BYC have been developed but have further potential for Forest School. The YTC Forest should be open on the weekends for families

Success Criteria:

New quad playground developed to improve sensory based play
 Forest school practices to be embedded across the school including BYC
 Weekend family provision for families to use the Forest School area in YTC

Actions:

	Description of Action	Responsibility	Start Date	End Date
4.1	Design and implement a new playground in Dosbarth Afon/Aderyn	HT	September 2022	September 2023
4.2	Design and implement a new playground in the Quad	HT	September 2023	September 2025
4.3	Develop the land in BYC to create a mini Forest. Extend the access to Forest School for BYC by visiting Llanwynno on a regular basis	DHT, Danni Rees	September 2024	September 2025
4.4	Design and implement a new playground in the Quad	HT	September 2023	September 2025
4.5	Establish a weekend Forest School session to promote family connect with school and provide a meaningful activity for pupils outside of school	Karen Murphy and Helen Kelly	September 2023	September 2025

Equality & Accessibility Objective 5:

To improve arrangements for accessing the curriculum for pupils with PMLD – OT, SALT, Physio
 To improvement arrangements for **all** pupils to be physically active around schools
 To improve curriculum opportunities for pupils with VI, HI, MSI
 Improve the equity and access to sporting events for all pupils

Research:

Welsh Government – Foundation Phase Programme of study and rationale
 Disability Act
 Equality Act
 Embedding a Whole School Approach to Wellbeing
 Disability Sport Wales

Observation Outcomes:

There are an increasing number of pupils with a range of sensory losses, PMLD and mobility issues. It is clear from lessons observations and conversations with parents that physical movement is beneficial for all pupils.

Success Criteria:

Increased number of staff trained in HI, VI, MSI
 Fully embed the MOVE programme and gain Gold accreditation
 Further develop the resources for pupils with sensory loss
 Embed a physical literacy team and ensure physical literacy resonates across the school

Actions:

	Description of Action	Responsibility	Start Date	End Date
5.1	Ensure at least 1 member of staff is trained in MSI, HI and VI. Rebecca Lewis (MSI), Natalie Williams (VI)	S Jones and J Render	September 2022	September 2025
5.2	Establish a team of physical literacy champions supported by physio to embed physical literacy across the school	S Gilbertson and B Griffiths + Physio	September 2022	September 2024
5.3	Train more MOVE trainers and work towards the Centre of Excellence status	S Jones and L Wharton	September 2022	September 2023
5.4	Further develop the school curriculum to ensure context booklets reflect opportunities for PMLD learners	S Jones and J Render	September 2022	September 2025

Equality Objective 6:

Help learners develop the skills they need to develop safe and fulfilling relationships with others helping them make sense of feelings
 Help learners understand their identity, gender and sexuality
 To promote a compassionate and understanding school community that respects all identities

Research:

CfW – RSE Cross cutting themes
 Embedding a Whole School Approach to Wellbeing
 Welsh Government guidance

Observation Outcomes:

Learners are growing up in a world where gender and sexual identity, cultures, rights and legislation are changing or evolving around the world. There are a very few pupils showing curiosity over their gender, sexuality and identity. Combined with their ALN, this can be very confusion for them. Staff require further training and support to meet these needs more appropriately whilst safeguarding the community

Success Criteria:

RSE Scheme of work developed and implemented at an age appropriate level
 Training for all staff on RSE
 RSE working party to be re-established
 Parent workshops to be held to explain the school's approach
 Whole school training on equality act

Actions:				
	Description of Action	Responsibility	Start Date	End Date
6.1	RSE Coordinator to work with working group to transfer SRE content to RSE. A scheme of work should be developed which staff are encouraged to implement at age-appropriate level. This should use WG latest advice	J Render and T Evans	September 2022	September 2025
6.2	Training for all staff on RSE and the school's approach to delivering RSE. This should dispel any myths	J Render T Evans	September 2022	September 2022
6.3	Ensure all recruitment processes and HR matters are dealt with in accordance with RCT equality policies where everyone is respected	J Render T Evans	September 2022	September 2025
6.4	Work individually with pupils where needed and link closely with MDT where pupils are exploring their identity, sexuality and gender. Where appropriate, ensure parents are fully involved in these discussions and make reasonable adaptations to uniform, register toilets etc... to accommodate	J Render T Evans	September 2022	September 2025

<p>Equality & Accessibility Objective 7: To improve access to sporting opportunities To improve access to expressive arts</p>
<p>Research: Embedding a Whole School approach to wellbeing COVID Recover Disability Sport Wales reform CfW - Health and Wellbeing and Expressive Arts</p>
<p>Observation Outcomes: Opportunities for pupils to participate and compete in sporting activities is limited. We know that many pupils enjoy sport. We know that this is good for their wellbeing and future lives. The same is true of performing arts. However, the current menu of opportunity is limited</p>
<p>Success Criteria: Improved opportunities for sport within school – SOW embedded into HWB AOLE context booklets Improved opportunities for performing arts within school – SOW embedded in Expressive Arts context booklets Improved links with DSW and other special schools to coordinate a calendar or differentiated and competitive sporting opportunities</p>
<p>Actions:</p>

	Description of Action	Responsibility	Start Date	End Date
8.1	HT is a on exec director on board on DSW. Leading work currently on sporting pathways for ALN	HT	September 2022	September 2023
8.2	Coordinate and play a pivotal role in a network of special schools across South Wales to organise sports competitions including Boccia, football, rugby	Andrew Chick, Sean Gilbertson, HT	September 2022	September 2023
8.3	Work with specialist agencies and Park Lane school to design, rehearse and perform an ambitious musical performance in Coleg – Cymoedd	S Fargher, J Render	September 2022	September 2023

Equality Objective 8:

Raise Awareness of human rights, equality and diversity topics among pupils, staff, parents and Governors

Research:

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, parents and Governors as valued members of the school community.

Lesson Observation Outcomes:

Staff and Governors have stated that they would appreciate regular refreshers
Ensure that all cross cutting themes (including diversity and human rights)

Success Criteria:

- Celebrating difference and diversity to be part of the school's strategic vision
- Gain RRS Gold Award award
- All Governors receive updated Equality training and ratify the new policy and strategic plan
- Equality training needs of staff will be built into the training calendar over the next 3 years
- Introduction of Equalities sessions are held with RSE sessions
- Relationship rainbow to fully embedded into every day practice

Actions:

	Description of Action	Responsibility	Start Date	End Date
9.1	Update Governors in relation to new policy and strategic plan in Autumn Term 2023	HT and Governors	September 2022	September 2025

9.2	Discuss equalities in every staff member's performance management	HT	Summer 2023	Summer 2024
9.3	Refresh staff's understanding of Equality strategy on a regular basis e.g. start of every year	HT and SLT	September 2022	September 2025
9.4	Gain RRS Gold award	DHT and LEA	September 2023	Summer 2023
9.5	Ensure Diversity and Human Rights are fully embedded into curriculum design as a cross cutting theme as part of CfW	DHT	September 2022	Summer 2023

Equality Objective 9:

Raise Awareness of cultural diversity and religious beliefs of our pupils from BME backgrounds

To improve the translation arrangements at key meetings for the very few pupils who speaks English as an additional language

Research:

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, parents and Governors as valued members of the school community.

Observation Outcomes:

We know that a very few pupils come from an EAL background. The families therefore have some difficulty in understanding key sources of information both in written and verbal form.

Success Criteria:

- Further improve the celebration of religious festivals throughout the year
- Improved arrangements for translation of key documents and meetings to support EAL

Actions:

	Description of Action	Responsibility	Start Date	End Date
10.1	Build regular celebrations of religious festivals into the curriculum and mini contexts for learning	Deputy Headteacher's and T Evans	September 2022	Summer 2023
10.2	Work with parents of pupils from BME to enhance cultural celebrations act as an effective stimulus for learning	Deputy Headteachers and TLR for wellbeing	September 2022	Summer 2023
10.3	Ensure Curriculum context booklets are updated to ensure diversity and RVE are mapped across the curriculum	Deputy Headteachers and TLR for wellbeing	September 2022	Summer 2023
10.3	Work with the local authority to identify and appropriate translation service to translate key documents and attend key meetings	Headteacher and Local Authority	September 2022	Summer 2023

10.4	Work with the newly established family centre to provide English language support classes for parents who would like to attend	Deputy Headteacher & Family Centre Staff	September 2022	Summer 2023

Appendix 2 - Equality Checklist for schools

Actions	Yes	No	Evidence
Policies and Procedures			
Compliance with the Equality Act (April 2010) is included as an explicit aim in all of the School's key policies and documents.			
The School has a policy for dealing with inequality, bullying, discrimination and harassment and clearly sets out the procedures for handling complaints and incidents.			
The school's policy includes raising awareness of all types of bullying including sexual, religious, disability, racial and gender related incidents.			
The School has written a race equality policy.			
Race equality policies and procedures are regularly reviewed and their effectiveness evaluated.			
A race equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.			<u>Now complete having been missing in previous plan</u>

Actions	Yes	No	Evidence
The School identifies and adopts good practice strategies to reduce any differences in rates of exclusions between different ethnic groups, disabled and non-disabled pupils and boys & girls.			
The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of any pupil differences.			
The process of internal and external exclusion is fair and equitable to all pupils from all ethnic groups, different disabilities and genders.			
Strategies to re-integrate long term truants and excluded pupils address the needs of boys and girls, pupils from all ethnic groups, pupils who have disabilities.			
The School and the Governing Body ensure that they take steps to meet disabled people's needs, even if this requires more favourable treatment.			
The school has a list of policies and procedures that are subjected to an equality impact assessment.			
Equality impact assessments show the impact on bullying incidents in terms of frequency, type and level of incidents.			
The school offers support or guidance to all parents of students regardless of their differences.			
Consultation			

Actions	Yes	No	Evidence
The School involved disabled people (pupils, staff and parents) in the development of the Schools Equality Scheme.	Yes		
The information from consultation has been used to inform the objectives set out in the Schools Equality Scheme.	Yes		
The School and Governing Body encourage participation by all ethnic groups, disabled people and different genders in public life.	Yes		
Role of Governors			
The Governing Body have regard to the need to promote equality of opportunity for all with particular attention to minority, vulnerable or marginalised groups.	Yes		
The Governing body have access to training to raise their awareness of bullying, harassment or prejudiced behaviours relevant to the school setting.	Yes		
The Governing Body promote positive attitudes towards all people.	Yes		
The Governing Body receive regular reports on how the school is meeting its Duty on race, disability and gender.	Yes		
People from ethnic minority communities are encouraged to become school governors and the school ensures that Governor support is appropriate for all ethnic groups.	Yes		
Employment, recruitment and training			
Recruitment and selection processes are consistent with the CRE's Code of Practice in Employment.	Yes		

Actions	Yes	No	Evidence
The Schools Equality Scheme shows how information is gathered on the effect of the schools policies on recruitment and retention of disabled staff.			
The School ensure equal pay by gender.			
The School ensures that they gather and use information on how their policies and practices affect gender equality in the workforce and in the delivery of services.			
The recruitment and selection process is monitored to ensure that discrimination is not taking place and to identify examples of good practice.			
Staff and Governors go through regular and systematic training programmes on equality issues.			<u>Further work needed in this area</u>
The school ensures all employees undergo a full CRB check before working with children.			
The Head teacher and Governing body have received “Safer Recruitment training” commissioned by the Local Safeguarding Children Board or the national College of School leadership.			
Monitoring delivery and outcomes			
The School produces regular reports and monitors how the school is meeting its duties under the Race Relations Act, Disability Equality Duty and the Gender Equality Duty.			
Pupils attainment and progress in individual subjects are monitored by ethnic group, disability and gender.			

Actions	Yes	No	Evidence
Schools are fully informed that pupil attainment and progress can be greatly impacted by the effects of bullying, victimisation, harassment or prejudiced behaviour and have strategies to address this.	Yes		
The school has strategies for tackling unjustified disparities in the attainment and progress of vulnerable pupils.	Yes		
Teaching methods and styles take account of the needs of pupils from different ethnic groups, gender differences and disabilities.	Yes		
Resources are available to meet the specific needs of pupils from ethnic minority groups, and pupils with disabilities and are used as necessary.	Yes		
The School monitors pupil attendance by ethnic group, gender and disability and uses the data when developing strategies to address poor attendance.	Yes		
Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum.	Yes		
Curriculum planning takes account of the ethnicity, background and language needs of all pupils.	Yes		
All pupils have equal access to extra- curricular activities.	No		<u>Further work needed in this area</u>
Provision is made for pupils to take time off for religious observance.	Yes		
The Action Plan supports the delivery of the Schools Equality Scheme.	Yes		