



Equal Opportunities/Accessibility Policy and Strategic Plan

This document was:

Generated by SMT/School Staff in October 2016

Reviewed/revised at a meeting of the Standards Committee held on 8th December 2016; 24th January 2018, 8th June 2023:

Approved at a meeting of the full Governing Body held on 28th February 2018;09 October 2019, 21st June 2023

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

Equal Opportunities Policy

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Articles 23, 29 and 31 of the UNCRC.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

At Ysgol Ty Coch Special School, we intend to create a learning environment and culture where everyone is enabled to fulfil their full potential and to feel pride in their personal identity. We are committed to supporting and celebrating the achievement of every member of the school community and in doing so develop pupils as confident learners with self-respect and dignity. We are therefore committed to challenging racism, classism, sexism and discrimination based upon sexuality, special educational needs or disability. The school complies with all statutory responsibility and has a proven track record on producing effective strategic equality plans.

The Governing Body of Ysgol Ty Coch Special School accepts its duty to exercise the statutory obligations, as outlined in the **Equality Act 2010**, to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Governing Body has due regard to advancing equality and to this end accepts its specific duty, as stipulated within **The specific regulations for Wales Equality Act**

2010 (Statutory Duties) (Wales) Regulations 2011 – Welsh Local Government Association June, 2011.

The duties are:

- To collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act
- To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives

And when undertaking the first two sets of specific duties:

- To engage with people who have a legitimate interest – including all staff, all parents/carers and learners, and local groups, organisations and individuals as appropriate

In addition, the Governing Body will:

- publish the school's four year strategic plan and relevant equality objectives and review them within four years
- publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and compliance with the Public Sector Equality Duties and Equality Act (2010)
- make appropriate arrangements to monitor its progress and effectiveness
- (when planning equality objectives) give due regard to relevant information that it holds and seek the involvement of those persons that it considers represents the interests of persons who share one or more of the protected characteristics.
- engagement and involvement provisions for protected characteristic groups
- ensure published material is accessible
- assess the impact of relevant policies and practices
- keep training and the collection of employment information
- promote knowledge and understanding amongst employees of the Equality Act
- addressing unfair pay differences
- review progress on the Strategic Equality Plan and associated Equality objectives
- procurement practice provisions

Aims:

At Ysgol Ty Coch Special School we are committed to providing equality and excellence for all in order to promote the highest standards.

The **purpose** of this Strategic Equality Policy is to fulfil that duty in respect of each of the protected characteristic groups in establishing justice and equality in all aspects of our policies, procedures and practices.

- To develop a school community where diversity is celebrated in order to develop our pupils as confident, tolerant and humane members of society

- To create a culture where achievement is routinely celebrated for all members of the school community
- To help all members of the school community to recognise and challenge discrimination
- To enhance pupils self-esteem
- To challenge the performance of all minority learner groups e.g. boys, Children Looked After, Free School Meals, Black and Minority Ethnicity to ensure everyone achieves equally well
- To develop our pupils as ambitious, capable learners, ready to learn throughout their lives
- To develop ethical, informed citizens of Wales
- To develop healthy, confident individuals ready to lead fulfilling lives as valued members of society

Principles

Providing Equal opportunities for all pupils and staff means:

- Treating all 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
- Valuing cultural diversity by drawing on pupils and staff backgrounds and experiences
- Offering positive images and role models from all cultures.

This Equalities Policy sets out:

- Background information about the area and the school
- The school's overall approach to promoting equality and, recognising and celebrating diversity and tackling discrimination
- Specific sections on race equality, disability equality and gender equality
- Strategic Equality Action plans incorporating overall targets across the three areas, including targets relating specifically to each of these three areas
- Strategic Accessibility Action plans relating specifically to learners with a disability

This Strategic Equality Policy and Plan incorporates and supersedes all previous equality policies.

Contextual Data:

Ysgol Tŷ Coch Special School, located in a residential area of Tonteg, is a maintained special school for pupils with severe learning difficulties, multiple and complex learning difficulties and autistic spectrum disorders (ASD). Around 20% of the pupils also have

associated medical difficulties. There is also a satellite provision (Buarth y Capel) located in Ynysybwl which caters for 15 pupils aged 11-19 with a diagnosis of ASD.

The school caters for child aged 3-19 and is divided into primary and secondary departments and all pupils have a statement of special educational needs (SEN). The school has 220 pupils on roll, over the three sites. Pupils come from the whole of Rhondda Cynon Taff but predominantly from the Taff area, with the exception of one pupil from other authorities.

English is the predominant language of nearly all pupils. Two pupils are from a Welsh speaking background and it is spoken as their first language at home. Eleven pupils are from minority ethnic groups and one pupil receives support for English as an additional language.

There are a range of sensory rooms and a well-equipped physical education department. The Foundation Phase has an outdoor learning environment and the post-16 students have a good range of facilities, which include a hair dressing salon and cafe.

The school provides a very broad curriculum and a high level of care in a safe, caring and stimulating environment. There are approximately eight Children who are Looked After (CLA) (2016-2023).

All pupils are transported to school by local authority transport although a few are transported by parents, through choice. Pupils come from a range of backgrounds; their Special Educational Need is the major determinant of their attainment on entry.

Approximately 35% of pupils are entitled to free school meals, which is higher than the all-Wales average of just fewer than 20%.

Nearly all pupils' first language is English. The curriculum has been developed over the years to meet all statutory requirements and is modified and enhanced to meet the wide variety of additional learning needs. A new curriculum was adopted in line with 'curriculum for Wales' in 2022 to ensure it remains appropriate for a changing population. It continues to be developed, in light of the changes from Welsh Government and in order to reflect the changing population.

All pupils enter the school through the LA special needs panel. All pupils are in receipt of a statement of SEN which is reviewed annually. 38% of pupils have transferred to an IDP under ALN reform. The remaining 62% will transfer in 2023-2024.

Including the Head Teacher there are 26 qualified teaching staff members; 6 instructors, 4 x Level 8 High Level Teaching Assistant, 19 x Level 3 Teaching Assistants, 54 x Level 2 Teaching Assistants, 2 x caretakers, 4 x administrative assistants, 3 x cleaning staff and 2 x midday supervisor.

80% of the teaching staff are female, 20% are male. 83% of the non-teaching staff are female, 17% are male. With 60% of pupils on roll being boys and 40% girls there is a general gender balance across the school; however some cohorts have a slight gender imbalance.

The Governors and staff continue to develop the environment of the school both inside and out to respond to the challenges of the 21st Century (21st Century Schools Scheme).

Our approach to promoting equality

The overall objective of this policy and associated Strategic Equality Plan is to provide a Framework for the school to pursue and embed its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The school is committed to equality principles and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for other children or dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

Leadership, Management and Governance

The Governing body is committed to meeting its duties and aims to follow the good practice set out in the codes of practice and framework guidance which support the legislation.

Whilst the Governing Body has overall responsibility to ensure that equality is promoted throughout the school and are embedded in its practices, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The Governing Body recognises that all staff needs to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The Governing Body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating people alike.

The Governing Body acknowledges that it has a key leadership role in promoting equality and recognises the need to work with school staff and partnership organisations, including the local authority.

Policy, Planning, implementation and review.

The Governing Body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be recorded by the Governing Body and other key partners. Members of the school community will be kept informed of all Equality initiatives being undertaken.

Staffing: Recruitment and staff development

The school adheres to recruitment and selection procedures which are fair, equal and are in line with local authority guidance and statutory duties. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

The school routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide data to the authority annually via PLASC.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this Strategic Equality Plan. New staff are made familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and Governors are able to access the

appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents. A rolling programme of staff development is in place to ensure the right staff have the right skills to deliver equality improvement.

There are clear mechanisms in place where appropriate senior personnel are well engaged with staff and all stakeholders and act upon staff feedback and challenge, releasing resources where necessary and feasible to implement agreed changes effectively.

There is regular appraisal of the capability of all staff members and senior personnel to deliver equality improvement.

Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences and the experiences and particular needs of people living in a diverse society.

The school provides appropriate and effective support for EAL pupils and value is placed on their home languages.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender, and social disadvantage (FSM) and SEN will be used to monitor the attainment, progress and well-being of pupils and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data including that relating to disability, ethnicity, gender, and social disadvantage (FSM) and SEN to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision making.

Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with WAG guidelines.

All classroom staff ensures that the classroom is an inclusive environment in which pupils feel safe, included and that their contributions are valued.

Teaching styles include collaborative learning and AFL practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.

All classroom staff encourages pupils to become independent and to take appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of a range of people living in the United Kingdom. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

School curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum experience for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able and talented; pupils with additional learning needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all pupils. The school gives due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

Admissions, attendance, behaviour, discipline and exclusion

In line with WAG guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information regarding pupils' ethnicity, home language, religion, physical needs, diet, known allergies etc. is included in all admission forms.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.

Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel in compliance with agreed procedures stipulated within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Anti-bullying, Positive Behaviour Management, Inclusion, Disability and Equality and Anti-Discrimination) are all linked to this Strategic Equality Plan.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

Attainment, progress and assessment.

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysis of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures that all formative and summative assessment is free of gender, racial, cultural and social bias.

Self-evaluation and peer assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnerships with parents and the community

The school endeavours to provide information materials for parents in Accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community Languages and alternative formats upon request.

Progress reports to parents are provided in a range of formats in order to ensure that all parents/carers have the opportunity to participate in the Dialogue.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all learner groups. Actions are included in the strategic equality plan to address any inconsistencies. Where appropriate, the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in close partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

Impact Assessments

Impact assessments refer to the review of all current and proposed policies and practices in order that we are able to formally assess their impact on different groups of people. This is achieved through systematic impact assessments via increasing the participation of stakeholders.

As far as is reasonable, we apply the highest requirement of the law across all equality strands This stance is taken in order to aim for the highest level of equality for all groups while taking into account the need to apply the test of what is relevant and proportionate.

We strive to ensure that our actions are proportionate to the relevance of equality issues in relation to our policies, procedures and practices. In so doing we are able to prioritise those actions that enable us to address the most significant objectives across all equality strands in order to deliver the best equality outcomes. This enables us to focus on the policies, practices and procedures that have the greatest effect on different stakeholders.

Our Impact assessments will be an on-going process to ensure our policies procedures and practices develop and evolve and will be incorporated into the Governing Body's review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote equality.

Information gathering

The collection of information is crucial in supporting us in the identification of actions to be taken to improve equality and address discrimination and harassment within the school community. As of April 2012, it is a statutory requirement that the development of the Strategic Equality Plan and the specific objectives within it have been informed by the in-put of all stakeholders.

To this end, in addition to the collation, monitoring and analysis procedures outlined above, information has been gathered via the following consultation processes:

- a. Feedback from staff surveys and / or in-put through staff meetings and INSET
- b. Analysis of annual parent/carer questionnaires, consultation evening questionnaires, open afternoons.
- c. Feedback and consultation from Annual Governing Body reporting to parent meetings
- d. Feedback from School Council meetings, whole school pupil surveys and listening to learner /pupil voice surveys on children's attitudes to themselves and the school.
- e. Issues raised during reviews of Individual Educational Plans, Annual Reviews and mentoring/support meetings

Measuring progress

The Strategic Equality Plan which accompanies this policy will set out short, medium and long term objectives to be achieved.

Progress will be reviewed through the school self-evaluation cycle.

This Strategic Equality Plan will be reviewed and revised on a three yearly cycle. Progress within the objectives agreed within the equality action plans will be reviewed and revised annually.

This process will continue to involve the full participation of all Stakeholders and be evidenced based, using information that the school has gathered and analysed and such evidence will be used to conduct accurate impact assessments and inform future objectives.

Publishing the Strategic Equality Plan and Objectives

Awareness of the Strategic Equality Plan and progress towards identified objectives will be raised via:

- staff meetings, assemblies, governing body meetings, parent consultations, school newsletters, annual governing body reports to parents
- incorporation into the School Development Plan
- incorporation into the School Self-Evaluation
- publishing the documentation on our school website
- evaluating the effectiveness of the Strategic Equality Plan with the Local Authority Challenge Adviser and with Estyn when the school is inspected
- ensuring hard copies are available by request
- ensuring copies are made available upon request in appropriate formats and languages

Local Authority

The school will work closely with Rhondda Cynon Taff where our responsibilities have shared elements. Issues that may require particular attention are:

- employment, where the respective responsibilities of the school and Local Authority will vary according to the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the Authority.
- procurement, which is regulated by the Local Authority. Local Authority regulations will be amended to reflect the requirements of Equality legislation
- the provision of extended services

Safeguarding

The safeguarding of pupils is a priority. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well planned lessons are taught in online safety and Relationship and Sexuality Education to ensure our pupils are given the very best advice on how to keep themselves safe.

Therapeutic Curriculum

The holistic needs of our pupils are met through planned use of therapies, technology for communication, working alongside multi agency partners such as Speech and Language, physiotherapy, occupational therapy and counsellors.

Health and Safety

The school follows the recommendations detailed in the Local Authority's Health and Safety Policy. Staff accept the responsibility to plan safe experiences / activities and to match the level of adult supervision and support to the degree of risk involved as determined by the dynamic risk assessment. Any specific issues relating to Health and Safety must be brought to the attention of the Head teacher, Curriculum co-ordinator and Health and Safety Officer.

Equal Opportunities

All teachers at Ysgol Ty Coch Special School must take account of all pupils learning styles and their learning needs. They must demonstrate an understanding of how pupil's development and wellbeing are affected by a range of social, religious, ethnic cultural and linguistic differences. All teachers take account of diversity and promote equality and inclusion in their teaching.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development.

The Role of the Head teacher

- To discuss future developments for disability awareness with school staff
- To help motivate staff to create a rich and stimulating learning environment, accessible to all
- To promote equality of opportunity
- To ensure budget provision for resources and materials.
- To ensure budget provision for staff training.

Linked Documents

The following documents should be read in conjunction with this policy:

- Strategic Equalities and Accessibility Plan – Appendix 1
- Equality Checklist – Appendix 2
- School Improvement Plan and EIG/PDG Plans
- Self-Evaluation Report and Annual Data Report
- Equality and Anti – Discrimination Policy

- Differentiation and Equal Opportunities Policy
- Additional Learning Needs (ALN) Policy
- Disability Policy
- Anti-bullying policy
- Positive Behaviour Management Policy
- Preventing Extremism

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

<p>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</p>				
<p>Research: ESTYN Inspection 2017 – recommendation These values need to be further embedded CfW – LLC AOLE Cymraeg Campus – Bronze Award Urdd School clubs</p>				
<p>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.</p>				
<p>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</p>				
<p>Actions:</p>				
	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

Equality & Accessibility Objective 7:

To improve access to sporting opportunities

To improve access to expressive arts

Research:

Embedding a Whole School approach to wellbeing

COVID Recover

Disability Sport Wales reform

CfW - Health and Wellbeing and Expressive Arts

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

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

Actions:

	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>
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.			

Actions	Yes	No	Evidence
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			
The School involved disabled people (pupils, staff and parents) in the development of the Schools Equality Scheme.			

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

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.			

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

