

Ysgol Aberconwy



Strategic Equality Plan

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

We want everyone at our school to reach their full potential. We work together to create an inclusive, happy, dynamic learning community that inspires, supports and challenges everyone. Our core values are : Resilience, Pride, Respect, Positivity and Commitment.

At *Ysgol Aberconwy*, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At *Ysgol Aberconwy*, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Aberconwy is an English medium 11-18 mixed comprehensive school of 1100 pupils, including 140 in the sixth form. 46% of students are female and 54% are male (PLASC 2024). 93.7% associate as 'White British', 3.8% are from other white ethnic groups, and 2.5% from other ethnicities. 98.45 use English or Welsh as their first language,

Approximately 20% of learners are eligible for free school meals compared with the Welsh average of 20% (Sept 2022) for secondary schools. 1% of learners currently learn English as an Additional Language.

The school's intake represents the full range of ability. 1.3% of pupils have statements of special educational needs, 3.9% are on a School IDP and 1.8% are on a LA IDP. These figures compare with average figures of 2.5%, 0.6% and 0.1% respectively for Wales as a whole.

The school houses the LA Dyslexia support unit (ABCD) which has been accredited with CRESTED status, and the LA specialist ASD provision (Tegfan).

The school works in collaboration with the other secondary schools and the local further education college to enhance provision at key stage 4 and 5.

1.3 Mainstreaming equality into policy and practice

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- we will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all students
- we seek to develop an understanding of, and promotion of, human rights and equal opportunities
- we will promote good relations between members of different racial, cultural and religious groups and communities, regardless of their sex or any disability; and
- we will enable students to take responsibility for their behaviour and relationships with others.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- robustly address any bullying behaviour or allegations associated with the identity of individuals

1.4 Setting our equality objectives

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

reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

- Conwy County Borough Council's SEP and equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls and other groups;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.9)**. See also **Appendix 2 and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;

- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- ensures that no child feels unsafe whilst at 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 Leadership Team (LT)

The LT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of roles and responsibilities regarding equality within school.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice against different protected groups, including racism, homophobia or prejudice targeted at disabled pupils, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents
- Ensuring that all staff are treated fairly, equally and with respect

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from students, parents/carers and staff following the distribution of a questionnaire to determine a variety of issues, some of which relate to equality. The questions included in the questionnaires 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;
- student attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Participation and Involvement in the development of our Action plan

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

Our pupils/students

Students' views will be sought through the School Council on a regular basis.

Our staff

The SEP is made available for all staff on the school's Intranet and comments are invited through professional associations.

Our school governors

Governors are consulted on the SEP and progress on it and the accessibility plan are reported annually to them.

Parents/carers

The SEP will be placed on the school website to facilitate feedback and observations from parents. We regularly discuss specific needs of students' with their parents and seek their opinions on the schools' actions in this regard.

Minority, marginalised and potentially vulnerable groups

The opportunity to provide feedback on the SEP is available to all groups within the school.

Our partners in the community

We will involve our local primary schools and other interested parties in the monitoring and reviewing of the SEP.

Ongoing:

Ongoing Dialogue will be monitored by way of the school website, and the School Council.

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 the school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans (including budgetary decisions) prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

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

1. Ensuring that pupils from different groups attain according to their potential. (ALN, EAL, LAC, FSM, Faith groups etc;)
2. Put in place procedures to reduce identity based bullying
3. Ensure that the impact of barriers to access and aspirations caused by students' mental health and learning needs are minimised.

We have action plans covering protected characteristics (see Appendix 2 and 3) which are also sometimes addressed in the Whole school targets. These describe how we are taking action to fulfil both the general and specific duties.

Our action plans will be cross referenced with the School Improvement 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 in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by December 2027

Strategic Equality Plan 2024 – 2026

Appendices

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

APPENDIX 1

Conwy County Borough Council Equality Objectives

The following seven long term Equality Objectives have been adopted for Conwy (2021-2024). These long term objectives have been developed through engagement with communities and will aim to prevent inequality through working collaboratively with our North Wales partners :

- **Objective 1: Outcomes in Education attainment and Wellbeing in Schools are Improved.** This objective will concentrate on the protected characteristics of Race, Religion/Belief, Disability and Sexual Orientation (secondary schools only).
- **Objective 2: We will take action to ensure we are an equal opportunities employer and reduce pay gaps.** This objective will concentrate on the protected characteristics of Gender, Race, Disability, Maternity/Paternity and Gender Reassignment.
- **Objective 3: We will take action to improve the Living Standards of people disadvantaged by their protected characteristics.** This objective will concentrate on the protected characteristics of Disability and Age.
- **Objective 4: We will improve Health, Wellbeing and Social Care outcomes.** This objective will concentrate on the protected characteristics of Race, Gender, Age and Disability.
- **Objective 5: We will improve Personal Security and Access to Justice.** This objective will concentrate on the protected characteristics of Race/Religion, Gender, Disability, Sexual Orientation and Age.
- **Objective 6: Increase Access to Participation and improve diversity of decision making.** This objective will concentrate on the protected characteristics of Race and Disability.
- **Objective 7: Develop our knowledge and understanding of the socio-economic duty** (when guidance becomes available) to identify the key areas of impact to be addressed under each of our other 6 objectives. This objective is likely to be relevant to all the protected groups and will be determined as this duty becomes clearer.

Please note that whilst each Objective above relates to specific protected characteristics, other protected groups will also benefit from the actions identified under each Objective.

APPENDIX 2

Conwy County Borough Council Equality Objective Action Areas:

Objective 1: Outcomes in Education attainment and Wellbeing in Schools are Improved

Education Services High Level Priorities:

- Ensure that GwE, LA and schools have a set of agreed common principles, behaviours and values in relation to school improvement and that progress and impact are regularly monitored.
- Ensure that Conwy meets all of its new statutory duties in respect of learners with Additional Learning Needs as laid out in the ALN Code and ALNET Act.
- Ensure that all learning environments are fit for purpose in order to deliver an effective educational offer for all children and young people
- To continue to promote a culture of continuous professional development and to ensure a resilient efficient workforce.
- To ensure the Health and Wellbeing of all staff and learners within Conwy.
- To support young people aged 11-25 in Conwy, contributing to improving their Mental Health and Wellbeing, while providing further opportunity to participate in different community and educational activities
- Ensure people aged 16+ living in Conwy, who have barriers to employment, have access to employability support including appropriate skills development.

APPENDIX 3 : Equality Objectives and Action Plan

Equality Objective 1 : Ensuring that pupils from different groups attain according to their potential. (ALN, EAL, LAC, FSM, Faith groups etc;)							
Our Research : <ul style="list-style-type: none"> • Discussion with LA regarding statutory guidance and the new ALN legislation. • Attendance at appropriate training courses. • Discussion with parents and pupils. 							
Information from Engagement: <ul style="list-style-type: none"> • Importance of a pupil centred approach • Appropriate awareness raising activities. • Understanding of individual issues from student perspective. 							
Data Development: <ul style="list-style-type: none"> • Analysis of performance data. • Analysis of attendance and behaviour records. 							
This objective will be judged to be successful if... <ul style="list-style-type: none"> • 							
Actions:							
	Description	Mid Year Update (Mar)	Full Year Update (Sept)	Responsibility	Start date	End date	Protected Characteristic
1.1	Enhance universal provision through : <ul style="list-style-type: none"> • Share the 5 point ALN strategy sheet with teaching staff and create links to examples of good practice. • Introduce staff drop-in sessions and workshops to develop classroom practice in supporting learners with ALN. • Continue to develop the ALN spreadsheet making information accessible to all teaching staff. 			ALN team	Sept 2024	Sept 2025	Disability

	<ul style="list-style-type: none"> Early identification of learners that are entitled to access arrangements so that this becomes their normal way of working from the start of a new course. Staff training sessions of specific areas of learning e.g ASD/ADHD/Dyslexia etc Training programme in place for support staff. <ul style="list-style-type: none"> Access arrangements Level 2 to Level 3 course, offered to LSAs in mainstream. Level 2 to be made compulsory by 2025 All support staff who want it now have access to Level 2 or 3 courses 						
1.2	<p>Reduce classroom disruption :</p> <ul style="list-style-type: none"> Introduce 'Clydfan as an additional learning environment within Y Ganolfan extending our decompression spaces and Ganolfan offer. Room to be staffed by NR with timetabled sessions for Sweet, Elsa and lunch/break time quiet space. 			JLM NR	Sept 2024	July 2025	Disability
1.3	<p>Develop Numeracy Skills</p> <ul style="list-style-type: none"> Cynnal HLTA to follow Level 5 diploma in Dyscalculia and numeracy difficulties. Cynnal HLTA to identify learners with particular numeracy difficulties and to provide additional support within maths lessons where possible under the guidance of the classroom teacher. 			RAJ RJ	Sept 2024	January 2025	Disability
1.4	<p>Develop literacy skills :</p> <ul style="list-style-type: none"> Expand Literacy support groups to include two additional groups of 12 pupils with the lowest NRT at KS3. Carry out baseline testing in September and use Lucid Lass screening tool to identify areas of difficulty. Introduce 'Provision map' to evaluate interventions, what is effective and where money and resources are best placed. 			NP NR KO	Sept 2024	Sept 2025	Disability

	<ul style="list-style-type: none"> Deputy ALNCo to plan, guide and monitor literacy support sessions for these learners. Deputy ALNCo and HLTA's to share individual targets with classroom teachers ensuring a literacy focus across the curriculum 						
1.5	<p>Develop alternative and vocational pathways:</p> <ul style="list-style-type: none"> Development of alternative courses to meet the needs of vulnerable learners within Hafan. Establish Sweet programme with Y10/11. Hafan teacher to lead on planning of resources, learning plans and staff training where appropriate. Hafan teacher/Ganolfan Coordinator to identify learners. Hafan teacher to make links with local businesses and employers and arrange visits/workshops to raise aspirations of Hafan learners. Hafan teacher to develop literacy / numeracy sessions to improve outcomes for our most vulnerable learners. 			CPC JLM	Sept 2024	July 2025	Disability
1.6	<p>Develop speech, language and communication skills :</p> <ul style="list-style-type: none"> Explore speech, language and communication strategies and interventions to meet the needs and improve outcomes and access to the curriculum for our ALN learners. Access appropriate training for staff development Plan to introduce specific intervention groups for September 2024. 			MLB RJ	Sept 2024	July 2025	Disability
1.7	<p>Roles and responsibilities :</p> <ul style="list-style-type: none"> Clarify roles and responsibilities of HLTA's, Assistant and deputy ALNCo's within the ALN team including the line management responsibilities for LSA's within the Cynnal team Ensure roles are clearly defined in ALN review booklet and are reviewed regularly. 			MLB	Sept 2024	July 2025	Disability

1.8	<p>Staff Development :</p> <ul style="list-style-type: none"> • Provide training for DR and MM in PCP for remaining year groups to transfer to the new system. • Provide training for Y Porth to access eclipse, to upload relevant documentation and to complete documentation for the referral process. • Training programme in place for support staff. • Hafan teacher to take responsibility for PCP and ALN documentation for Hafan pupils. ALNCo and Ganolfan coordinator to provide ongoing support. 			JLM MLB RJ	Sept 2024	Ongoing	Disability
1.9	<p>ALN Transformation:</p> <ul style="list-style-type: none"> • All Hafan pupils transfer to IDP before the end of 2025. • Identify Pontio pupils to transfer to IDP before the end of 2025. • Remaining year groups – current 8 and 10 to transfer before the end of 2025. • Provision of training on process and ‘Eclipse’ to ensure consistency across the team. • Key details and PCP document to be shared with teaching staff 			MLB CPC JLM RJ NP	Sept 2024	July 2025	Disability
1.10	<p>Parental engagement :</p> <ul style="list-style-type: none"> • Introduce parent drop-in sessions to include informal conversation as well as some training sessions. • Tegfan teaching staff to plan for three formal reviews during the school year – Annual review, Parents Evening and one other. • Hafan/ Tegfan teachers to actively encourage and support parents to attend all reviews as a minimum. • Log all meetings and communication using eclipse. 			ALN Team	Sept 2024	July 2025	Disability

1.11	<p>Monitoring impact of evaluations within Ganolfan:</p> <ul style="list-style-type: none"> Develop systems to analyse and evaluate Ganolfan interventions such as Elsa, Drawing and Talking etc Robust systems in place to monitor and effectiveness of interventions. 			JLM Ganolfan HLTA's / LSA's	Sept 2024	Sept 2024	Disability
1.12	<p>Sharing information and monitoring impact :</p> <ul style="list-style-type: none"> Expand Inclusion meeting to invite members from Cynnal, Tegfan, Y Ganolfan and Porth where appropriate – to monitor impact of interventions, systems etc. as well as discussing referrals for individual pupils etc. 			MLB	Sept 2024	Ongoing	Disability
1.13	<p>Improving outcomes for Tegfan students:</p> <ul style="list-style-type: none"> Improve Tegfan learners' engagement with national tests to enable us to monitor progress more effectively. Use of social stories and preparation time in the run up to tests. Tegfan teachers to collaborate with CK/GS regarding timings etc Teaching staff to explore appropriate courses for Tegfan learners being ambitious for learners and setting the highest standards according to individual ability. Tegfan teachers to focus on removing barriers to learning enabling Tegfan learners to access GCSE courses whenever possible. Tegfan teachers to meet during department meeting times to review progress, discuss strategies and to set ambitious goals for Tegfan learners. 			Tegfan Teachers CK/GS	Sept 2024	Ongoing	Disability

Equality Objective 2 : Put in place procedures to reduce identity based bullying							
Our Research : <ul style="list-style-type: none"> • Discussion with LA regarding statutory guidance and the new legislation. • Attendance at appropriate training courses. • Discussion with parents and pupils. 							
Information from Engagement: <ul style="list-style-type: none"> • Importance of a pupil centred approach • Appropriate awareness raising activities. • Understanding of individual issues from student perspective. 							
Data Development: <ul style="list-style-type: none"> • Analysis of performance data. • Analysis of attendance and behaviour records. 							
This objective will be judged to be successful if <ul style="list-style-type: none"> • Staff feel confident and empowered to deal with conversations and incidents surrounding racism, sexism and gender • Cases of identity based bullying are reduced and or students feel that cases are being successfully dealt with • The curriculum is developed to provide anti-racist and anti-sexist practice and approaches. 							
Actions:							
	Description	Mid Year Update (Mar)	Full Year Update (Sept)	Responsibility	Start date	End date	Protected Characteristic
2.1	Establish a student led group of 'Ambassadors' to raise awareness of gender identity issues and coordinate events. Identify and invite students and parents to explore their experiences of racism, and to share our intended journey			MLT	September 2024	Ongoing	Sexual Orientation
				AG			Race

2.2	Run annual awareness raising events during 'Diversity Week'.			MLT	Ongoing	Ongoing	Sexual Orientation
2.3	Establish structured opportunities to educate students following incidents of bullying and hate crime logged on 'MyConcern'. This will be in the form of staff led sessions based on a restorative, one to one approach.			MLT AG	Ongoing	Ongoing	Sexual Orientation Race
2.4	Establish a teacher working group that will explore ways to develop the curriculum [including PSHE] to promote anti-sexism practice and gender equality			MLT	October 2024	Ongoing	Sexual Orientation
2.5	Complete an audit of staff understanding and provision to support action against sexism and gender inequality			MLT AG RGB	December 2024	January 2024	Sexual Orientation
2.6	Provide training through outside agencies for : <ul style="list-style-type: none"> all staff in school in response to audit through DARPL and other providers in Autumn term. all Governors through DARPL. 			AG	May 2025	Ongoing	RACE

	<ul style="list-style-type: none"> Key staff through DARPL Enhanced Leadership course 						
2.7	Complete the Rainbow Flag Award			MLT	Ongoing	To be decided	Sexual Orientation
2.8	Develop themes in the school's delivery of Curriculum for Wales – starting with 'Our Diverse World' in year 8. Introduce anti-racist practices into PSHE lessons.			AG RGB HoDs	Ongoing	Ongoing	All
2.9	Report annually to FGB on incidents of bullying and on progress with initiatives and this action plan.			AG MLT RGB	Ongoing	Ongoing	All
2.10	Continue to engage with outside agencies such as DARPL, Stonewall and Viva.			AG MLT RGB	Ongoing	Ongoing	All
2.11	Revise and develop our antiracists behavior policy by adopting the DARPL Responding to Racist Incidents Policy and engagement with the DARPL Advocacy Network			AG	Autumn 2024	Ongoing	Race

Equality Objective 3 : Ensure that the impact of barriers to access and aspirations caused by students' mental health needs are minimised

Our Research :

- Discussion with LA regarding statutory guidance and the new ALN legislation.
- Attendance at appropriate training courses.
- Discussion with parents and pupils.

Information from Engagement:

- Importance of a pupil centred approach
- Appropriate awareness raising activities.
- Understanding of individual issues from student perspective.

Data Development:

- Analysis of performance data.
- Analysis of attendance and behaviour records.

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

- Exclusions are reduced
- Attendance improves
-

Actions:

	Description	Mid Year Update (Mar)	Full Year Update (Sept)	Responsibility	Start date	End date	Protected Characteristic
3.1	10 week pastoral action plans have been embedded and will be updated on an ongoing basis to target specific year group related issues, identified in discussion with ADH, and reviewed fortnightly for progress.			ADH HOY	Sept 24	July 25	Age Gender Disability
3.2	TIS: transition info collection since 2021 has sought information on ACES. We will enhance the use of this data better by creating trauma profiles for all affected students; in addition, carry out termly 'I			ADH HOY	Sept 24	July 25	Age Gender Disability

	wish my teacher knew...' surveys in forms with returns monitored by HoY and mentor for TIS or targeted intervention.						
3.3	<p>Interventions to be delivered by guidance mentors to supplement opportunities through :</p> <ul style="list-style-type: none"> • TRAC • SBC • CEOs • CAMHS etc <p>Access will be facilitated through ½ day per week for each mentor; additional time to be agreed with LJS in advance to avoid cover; HoY to plan interventions with Mentor and monitor attendance</p>			ADH Guidance mentors	Sept 24	July 25	Age Gender Disability
3.4	Planning/training for intervention strategies to be identified and sought.			ADH	Sept 24	July 25	Age Gender Disability
3.5	Development of 'stage system' to ensure students' needs are identified, communicated and tracked. Weekly stage meetings involving HoY's, JLM, ADH, GM2 to review progress.			CF2 ADH	Sept 24	July 25	Age Gender Disability
3.5	Fortnightly meetings between MLB, ADH, JLM to review support for identified students			ADH MLB	Sept 24	July 25	Age Gender Disability
3.7	Weekly inclusion meeting involving Cynnal, Y Ganolfan and Y Porth where appropriate. Minutes to be shared across all teams.			GM2 ADH	Sept 24	July 25	Age Gender Disability
3.8	Widen the use of Eclipse and introduce 'Provision Map' to record information about individual pupils including			MLB	Sept 24	July 25	Age Gender

	intervention and support strategies. Training to be provided for Y Porth in the use of eclipse and completion of essential documentation in preparation for Hafan referrals and the moderation process.						Disability
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APPENDIX 4 : YSGOL ABERCONWY: ACCESSIBILITY PLAN 2024-2026**SECTION A : IMPROVING ACCESS TO THE CURRICULUM**

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
A1 Teachers continue to develop skills to support the students who have differing disabilities.	<ul style="list-style-type: none"> ALNCO & ABCD Coordinator arrange staff training involving specific outside services such as sensory support, speech and language, ASD support. Liaison between outside services and ALNCO, disability information disseminated to relevant staff. ALNCO & ABCD Coordinator ensure that new staff have appropriate information and training opportunities 	Teaching staff aware of student disability and have a greater understanding of disability issues.	Autumn Term and ongoing	<ul style="list-style-type: none"> ALNCO time ALN list Subject IEPs
A2 Develop a range of learning resources that are accessible to pupils with different disabilities.	<ul style="list-style-type: none"> HOD to review resources in their curriculum areas and liaise with ALNCO for specific guidance relating to individual students. ALNCO to ensure appropriate external exam access arrangements have been made. HOD to monitor internal exam papers to ensure equality of access with regard to ability and disability. Enhance sensory resources in line with individual student needs 	Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in examinations.	Ongoing - pertinent to individual students' needs	<ul style="list-style-type: none"> YAC Teaching Assistants LA Sensory Support resources All teaching staff time
A3 Teaching staff develop their knowledge of different teaching and learning styles.	<ul style="list-style-type: none"> Teachers to consider learning styles favoured by students with disabilities and plan accordingly. GM2 and other leaders to provide professional development opportunities on Training Days, 	<ul style="list-style-type: none"> Teachers develop and use those teaching strategies which most suit the learning style of students with a disability. 	Autumn Term and ongoing	<ul style="list-style-type: none"> Training Days TAs qualified to NVQ Level 2 or 3

Identify suitable professional development opportunities for staff.	including development of 'Classroom Culture'	<ul style="list-style-type: none"> Improves attainment for students with disabilities. 		
A4 Disability equality issues are incorporated into the PSHE SOW	<ul style="list-style-type: none"> RHJ to identify disability equality elements within the Edge/Loric curriculum and ensure appropriate resources are available to staff. Disability equality is discussed in 'Thought for the Day' and is a theme for Assembly. Views on Disability accessibility are taken from the School Council. 	<ul style="list-style-type: none"> All students have a greater understanding of disability issues. 	Autumn term and ongoing	<ul style="list-style-type: none"> PSHE, Learning plans, worksheets, audio/visual materials DACW Assembly rota
A5 To provide training for staff and Governors in disability equality issues.	<ul style="list-style-type: none"> Disability equality training offered to all <ul style="list-style-type: none"> Governors (through LA programme) All staff on a Training Day 	<ul style="list-style-type: none"> All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students. 	Ongoing	<ul style="list-style-type: none"> Training Provider in Disability Equality Governor Services Training
A6 When planning school trips involving students with impairment or disabilities the school will make every effort to accommodate their needs and thereby allowing them access to the experience.	<ul style="list-style-type: none"> The Trip Leader and EVC will undertake a risk assessment relating to any group member with an impairment or disability. Any reasonable additional expenditure necessary to accommodate students with a disability/impairment must be considered. Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. 	All students with a disability or impairment have the opportunity to take part in a school trip, including those overseas.	Ongoing	<ul style="list-style-type: none"> Time to plan the trip to include a detailed RA relating to students with disability/impairment. Additional cost associated with student/s taking part in the trip.

SECTION B : IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

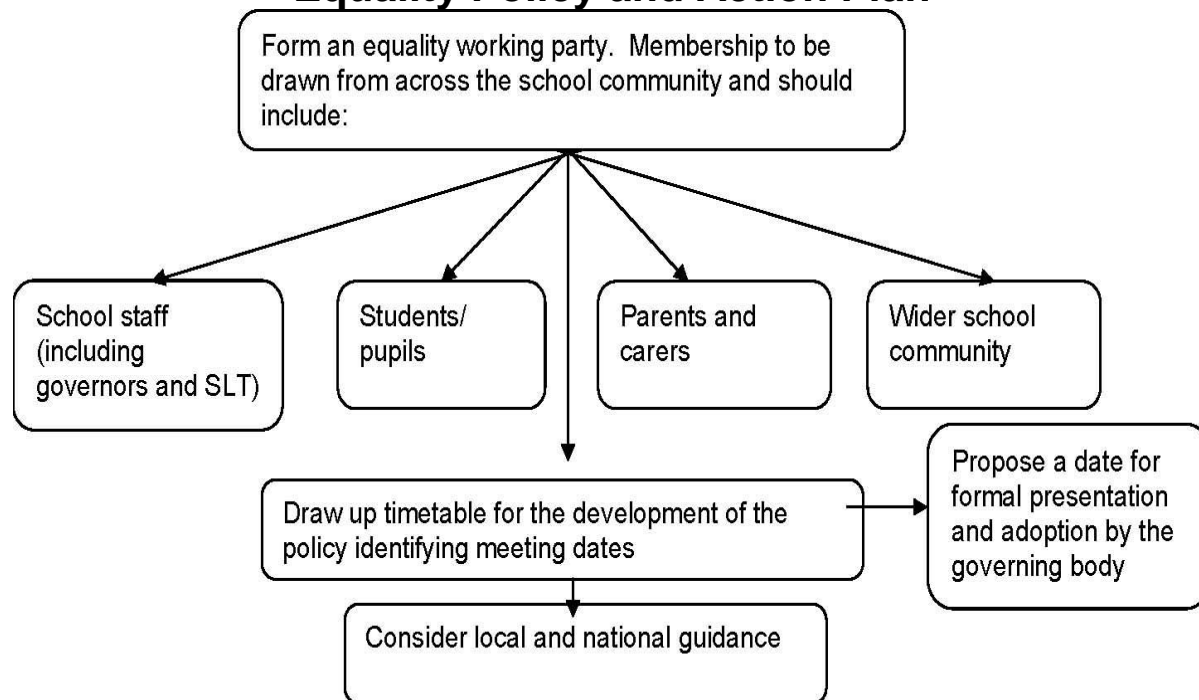
TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
B1 Develop clear mobility protocols for students with temporary disabilities eg: broken leg	<ul style="list-style-type: none"> Identify appropriate rooming HAFAN, Y Porth and lift access with TA provided HOY and teaching staff to monitor 	Students with temporary disabilities can be accommodated and access appropriate resources within school including staff support.	Ongoing	TA support time
B2 Ensure that emergency evacuation procedures take account of the needs of students with disabilities.	<ul style="list-style-type: none"> Identify students and review their needs KB to ensure that appropriate planning including places of safety and staff responsibilities have been established. Protocol in place for HoY to discuss accessibility with individual students and assess their needs. Making appropriate arrangements as necessary. 	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of a fire, or other emergencies requiring evacuation.	Ongoing	None
B3 Provide and maintain level access to all facilities, all floors of the building and all fire escape exits.	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo 	All wheelchair users can access all areas of the school	Ongoing	No additional resources

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
B4 Structural support columns in corridors and door frames should contrast with the colour of the wall.	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo 	Less danger of the visually impaired walking into the support columns.	Ongoing	No additional resources
B5 Provision and maintenance of disabled toilet facilities with additional functionality as required	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo MB/KB annual review of student needs on intake 	Provision of additional facilities as necessary	Ongoing	No additional resources
B6 To provide appropriate furniture/equipment where necessary for all pupils with disabilities.	<ul style="list-style-type: none"> Budget holders plan for the purchase of equipment to meet the needs of known students with disabilities. Seek guidance from outside agencies as necessary. KB to plan furniture provision and location with Sodexo 	The school is able to respond rapidly in providing appropriate furniture/equipment.	Ongoing	Subject to disability

SECTION C : IMPROVING ACCESS TO INFORMATION

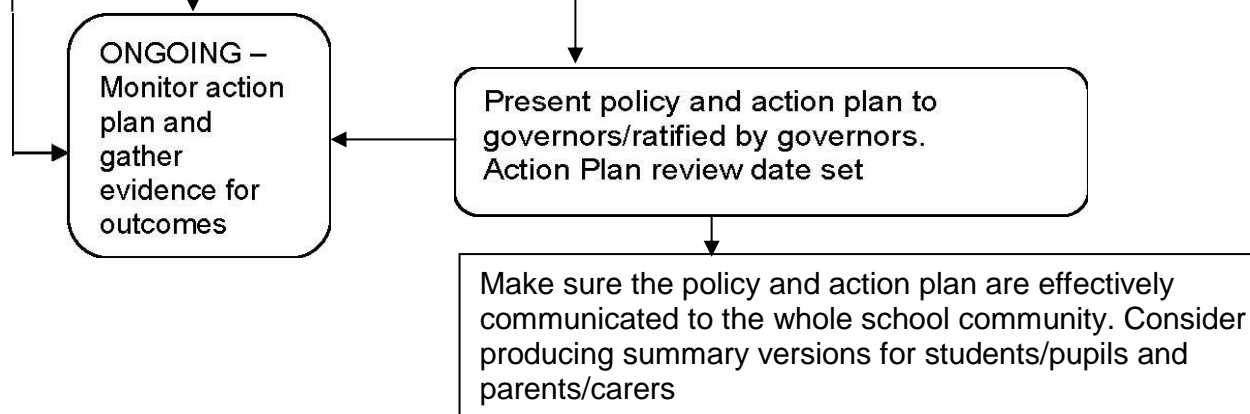
TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
C1 To make written information more accessible to students with disabilities in school and at home	The school is aware of the services available through the LEA for converting written information into alternative formats. Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> enlarged resource materials and exam papers resources in Braille enlarged version of the Student Planner, Annual Report and all other written communication with home an electronic version of all school/home communication which has compatibility with software accessibility resources such as a magnifier and narrator. 	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.	Ongoing	<ul style="list-style-type: none"> LEA Sensory Support Service and school TAs IT Support Team Braille facilities

APPENDIX 5 : Process chart for the development and review of Equality Policy and Action Plan



Key Tasks (with deadlines)

Action Plan	Equality Policy
Assign named staff to collect data and information including the views of all in the school community.	Assign one person to write-up the <i>school context</i> section of the policy
Consider further involvement of those representing the various equality stands. Use EQIA (see Appendix 6).	Gather all information specific to the school as described in the Guidance
Consider all existing equality schemes and policies and include identified actions in the action plan.	Draft or review the Equality Policy.
Devise Action Plan and re-draft as required.	



APPENDIX 6 : Equality Impact Assessments (EQIA)

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

What is an Equality Impact Assessment ?

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

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

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

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

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

The effect could be positive, neutral or negative.

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

Key questions:

- What are the aims of the policy or practice?
- Outline the main aims and objectives of the policy or practice?
- Consider existing data, information and consultation outcomes?
- Consider any procurement and partnership issues?
- Assess the likely impact?
- Consider any adverse or unlawful impact?
- Decide how to proceed?
- Formulate an action plan?
- Make arrangements for monitoring and reviewing the policy or practice?
- Publish assessment results?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how?
- Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

- If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.
- Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

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

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

N.B The attached document (Annex 1) published by the WLGA entitled “*Common Equality Risks in Education*” provides further guidance on assessing impacting in schools