

Strategic Equality Plan

Ysgol Uwchradd Llanidloes High School



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Introduction and Context

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. This Equality Plan covers the period 2018-2022. The revised Plan must be published by 1st April 2022.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

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

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

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

Schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and is included as an Appendix to the Equality Plan. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

At Llanidloes High School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of caring for others.

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 challenging bullying and creating an environment which champions respect for all.

1.2 Characteristics of our school

Llanidloes High School is an 11 to 18 mixed, community school maintained by Powys local authority. It is an English-medium school with significant Welsh provision. The school is situated in the small town of Llanidloes and serves a large, mainly rural, catchment area. The school shares its campus with a primary school. The Autistic Spectrum Disorder centre for North Powys is located at the school. There are 576 pupils on roll with 78 in the sixth form. At the time of the last Estyn inspection, there were 529 pupils on roll with 76 in the sixth form.

Around 11% of pupils are eligible for free school meals. This is below the average of 17.4% for Wales. No pupils live in the 20% most deprived areas in Wales.

Around 15% of pupils are on the school's additional needs register, which is below the national average of 25.4%. Around 3% of pupils have a statement of special educational needs, which is slightly above the national average.

Ninety-nine per cent of pupils are White British. Around 4% of pupils speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

1.3 Mainstreaming equality into policy and practice

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

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to pupils' gender and eligibility for free school meals;
- 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;
- promote attitudes and values that will challenge racist behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and explore the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage discussion of equality issues.

1.4 Setting our equality objectives (including pay objectives)

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

- a fundamental commitment to delivering the best educational experience we are able to offer to each and every pupil entrusted to our care;
- issues arising as a result of an analysis of pupil data, for example attainment data of boys and girls compared with those in similar schools nationally;

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5**

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is unfairly discriminated against whilst in the school

2.2 Senior Leadership Team (SLT)

The SLT promotes fairness by:

- modelling fair and respectful treatment of others;
- implementing the school's Equality Plan with support from the governing body;
- ensuring that all staff are aware of their responsibilities;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- 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 school's policies.

2.3 Staff – teaching and non-teaching

All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils and staff are treated fairly, equally and with respect;
- challenging all unfair treatment of others and reporting all racial incidents.

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to create a culture of fairness and equality of opportunity within the school community.

The school frequently engages with stakeholders to help us carries out our functions and understand the full range of needs within the school community. For example, we involve pupils from the ASD centre in all appointments connected with the centre, and we frequently listen and respond to the requests and concerns of parents.

3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote fair treatment of others includes the following:

- pupil attainment and progress data relating to different groups;
- children and young people's views are actively sought and incorporated in a way that values their contribution;
- data on the recruitment, development and retention of employees.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers and governors to help promote fair treatment of all across the school. We take into account the preferred means of communication for those with whom we are consulting, for example using translated materials where appropriate.

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

4. Equality Impact Assessment

Impact assessment refers to the formal or informal review of all current and proposed plans and policies in order to help the school act to promote fairness and to ensure no person is disadvantaged by school activities through unfair discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in way that promotes fair practice.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. Improve quality and breadth of provision for pupils accessing Welsh Medium education.*
- 2. Apply the Local Authority's new (2018) fair recruitment practices.*
- 3. Improve provision for pupils with particularly profound additional learning needs.*

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school makes available a copy of its Strategic Equality Plan to parents/carers and others, including those who are difficult to engage.

In order to protect the identity of individuals when trend information is published, no counts containing less than five individuals will be published.

7. Monitoring and Review

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

- regularly revisiting and analysing the information and data used to identify priorities for the Equality Plan;
- using formal and/or informal impact assessments to ensure that actions taken have a positive impact across all pupils, staff and other stakeholders.

We will undertake a full review of our Equality Plan by 24 September 2019.

Llanidloes High School - Equality Plan 2018–2022

Appendices

Appendix 1	Protected Characteristics
Appendix 2	School Equality Objectives and Action Plan
Appendix 3	School Accessibility Plan

Protected Characteristics under the Equality Act 2010

- Age*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Llanidloes High School

**Equality Plan 2018–2022
Equality Objectives and Action Plans**

Equality Objectives

1. *Improve quality and breadth of provision for pupils accessing Welsh Medium education.*
2. *Apply the Local Authority's new (2018) fair recruitment practices.*
3. *Improve provision for pupils with particularly profound additional learning needs.*

Our research and stakeholder feedback:

In-house research shows relatively low raw score performance of pupils taking Welsh First Language GCSE compared with similar pupils in other schools. However, in 2018, there was a sharp increase in raw score performance. At key stage 3, most, but not all subjects are currently offered through the medium of Welsh. However, at key stage 4, there is a significantly lower number of options offered through the medium of Welsh than English. A few parents of pupils who have accessed Welsh First Language lessons for language extension have expressed concern that they would prefer their child access Welsh second language GCSE when their child has not completed the key stage 3 Welsh First Language programme of study and when English is the language used at home. This request relates to perceived unfairness of their child being pushed through Welsh First Language GCSE in a way that is detrimental to their academic performance.

Whilst the school follows fair recruitment practices, the effectiveness with which appointment panels apply the new Local Authority fairness checks needs to be closely monitored.

The school effectively supports pupils with additional learning needs. The ASD centre is particularly effective at securing strong pupil progress regardless of whether the child is low or high functioning. These pupils' social skills are developed very well. However, the physical learning environment is poor and the breadth of curriculum choice is limited by lack of facilities to develop important life skills.

Data Development:

The following data will be analysed to monitor the impact of actions taken to address each objective:-

- *Curriculum planning information;*
- *Welsh Government curriculum development information as part of the 'Curriculum for Life' changes;*
- *Welsh first and second language GCSE outcomes*
- *Value added data for Welsh teaching groups;*
- *Shortlisting and appointment documentation;*

- ALN and ASD pupil performance, including value added data from ALPs and FFT.

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

- Welsh first language GCSE outcomes compare favourably against the family average
- Welsh second language outcomes compare favourably with those from similar schools
- All shortlisting and interview/appointment forms indicate fair recruitment practices have invariably been applied when recruiting staff
- The GCSE value added performance of pupils with additional learning needs is positive overall.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
1.1	Participate fully in the fair funding formula review process to ensure the rights of Welsh Medium pupils to the same funding approach as English Medium pupils is respected	DO	3 days of time for FFFR meetings	1 April 2018	24 September 2019
1.2	Maximise breadth of Welsh First Language provision within the constraints of the budget	MY	5 days of timetabling planning time	1 December 2018	24 September 2019
2	Monitor the completion of all shortlisting and interview documentation being submitted to employment services to ensure all appointment processes have been transparent and fair.	JR	Monitoring time following each shortlisting and interview event	1 September 2018	24 September 2019
3	Refurbish the flat above the canteen to create a safe, enjoyable learning environment for pupils with profound learning difficulties, where they can access excellent life skills provision and accreditation	CT	c. 20K to ensure fire safety compliance, kitchen, computer suite etc.	1 January 2019	24 September 2019

School Accessibility Plan 2018-2022

Definition of Disability

A person is a disabled person if they have a physical and/or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Purpose of the Plan

The purpose of this plan is to show how the school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school visits, after-school clubs or leisure and cultural activities. It also covers the provision of **special aids and equipment** which may assist pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in the preferred format within a reasonable time.

Where are we now?

Llanidloes High School has a number of advantages which allow it to address many of the requirements of the Equality Act 2010. These include:

Physical Environment

- The school is built on a generally flat and level site.
- Disabled toilets exist at the end of the downstairs science corridor.
- Wheelchair access/egress at main entrances
- Route from main gate to main entrance is now signed
- Most rooms accessible by wheelchair and no curriculum area without specialist rooming that can be accessed by wheelchair users.
- Appropriate glass panels in new doors.
- Adequate lighting in all areas. Matt finish on corridor walls.

- Yellow stair marking in science for pupils without peripheral vision.
- Carpet in many areas to reduce noise.
- Classroom furniture at appropriate height; posture packs in use.
- All play areas (apart from steeper gradients of grass slope on periphery) accessible to wheelchair users.

Curriculum

- All areas of curriculum are accessible to disabled pupils and all pupils partake in all activities (including TA support if necessary)
- All school visit sites are evaluated for possible visit by disabled pupils whenever necessary.
- A few pupils who do not possess a Statement of Special Educational Needs still receive teaching assistant support where needed.
- Differentiated work is provided for those with learning difficulties.
- Members of staff are experienced in dealing with a range of disabilities, including medical and “hidden” disabilities.
- Members of staff are experienced in dealing with autistic, epileptic and diabetic (some staff only) children, and with children with severe allergies.
- A number of pupils are successfully integrated from the on-site special unit and following exclusions from other schools.
- TAs have access to quiet areas for low distraction work.
- Medicines are administered to disabled pupils e.g. ADHD medication.

Written Information

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents will regard the school staff as being approachable with any concerns regarding disabilities.
- When curriculum policies are reviewed access issues are considered.
- There are close links with outside agencies that can provide support and expertise e.g. Health Services, Occupational Therapists, Family Support Service, CYPP, social services, educational psychologists, CAMHS, YIS

Addressing Needs

The school is not complacent with regard to its responsibilities under the Equality Act 2010 and, following consultation with stakeholders and educational research has drawn up an accessibility plan. The plan is reviewed annually.

The Physical Environment of the School – Issues to Address 2018-2022 (Page 1)

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Improved external signage	Fit colour-contrasted sign near main entrance	Visitors easily find way to main entrance	Head	Approx. £200	1.9.18	24.9.19
Improved signage for visually impaired	Stair signage to be reviewed	Clear signage for those with peripheral vision issues	Head & staff	Approx. £400	1.9.18	24.9.19
Ensure sufficient disabled parking spaces & dropped kerbs	To be confirmed with LA	Convenient parking for disabled drivers	Head	LA/school share	TBC	24.9.19
Improved all weather surface to ensure safe and full access to playing surfaces (and curriculum) throughout the year	Apply for LA/windfarm funding for new playing surface	New 3G pitch installed on redgra area	Head, wheelchair users, staff	£400K	TBC	24.9.19

Access to the Curriculum – Issues to Address 2018-2022

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that all pupils are able to access out of school activities e.g. clubs, trips, residential visits, etc.	Review out of school provision to ensure compliance with legislation	All providers of out of school education comply with legislation to ensure that the needs of all pupils are met	Head & staff	Minimal	Ongoing	24.9.19
Ensure ICT is appropriate for pupils with disabilities	Review accessibility of ICT using specialist expertise if required	Pupils with disabilities have access to appropriate ICT	Head & staff	TBC	Ongoing	24.9.19

	Prioritise new software to purchase	hardware and software				
Improve provision for pupils with severe visual impairment	Information / training to be provided in different formats e.g. large print, audio, Braille etc.	Full curricular access for visually impaired pupils	Head & staff	c.£500	Ongoing	24.9.19
Ensure specialist equipment is provided to promote participation in learning by all pupils	Assess the needs of individual pupils and provide equipment as needed	Pupils will develop independent learning skills	Staff	Minimal	When required	24.9.19
Review curriculum materials to ensure that they meet the needs of all pupils	All staff to be aware of the possible need to prepare material in alternative forms	Curriculum materials will be provided to meet the needs of all pupils	All staff	Minimal	Ongoing	24.9.19
Review classroom practice to ensure that the needs of all pupils are met	All staff to review classroom practice	Classroom practice will be adjusted to meet the needs of all pupils	All staff	None	Ongoing	24.9.19

Delivery of Written Information – Issues to Address 2018-2022

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	Head & staff	Minor	When required	24.9.19

Ensure that parents who are unable to access parents' evenings are informed of their children's progress by alternative means	Staff to hold discussions by phone; written information to be provided for parents; a signer to be available for parents' evenings, etc.	All parents are kept informed of their children's progress	Head & staff	Minor	When required	24.9.19
Raise pupil awareness of issues of disability	Promote positive attitudes to individuals with disabilities both within the school and the wider community by <ul style="list-style-type: none"> • inclusion in PSE schemes of work • discussion at school assemblies • discussion at School Council meetings 	Improved understanding amongst pupils	Head & staff	Planning check	Ongoing	24.9.19

Employment Issues 2018-2022

There are currently no disabled members of staff employed at the school.

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that disabled people have equal opportunities with regard to employment or voluntary work at Llanidloes HS	Adherence to statutory requirements re. short-listing, etc.	Statutory requirements met	Governing Body	NA	When required	24.9.19