Strategic Equality Plan – 2022-2025

Ffederasiwn Ysgolion **Llanidloes** Schools' Federation

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Introduction and Context

Schools are required to review all equality objectives at least once every four years, to publish an Equality Plan every four 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 2022-2025. The revised Plan must be published by 1st April 2025.

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 equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents and 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.

The Governing Body is committed to applying ECHR guidance, 'Separate and single-sex service providers: a guide on the Equality Act sex and gender reassignment exceptions'.

https://www.equalityhumanrights.com/sites/default/files/guidance-separate-and-single-sex-service-providers-equality-act-sex-and-gender-reassignment-exceptions.pdf

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

At Llanidloes Schools' Federation we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the schools. We aim to develop a culture of compassionate care 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 federation

Llanidloes Schools' Federation was formed in September 2019 and is comprised of Llanidloes Primary School and Llanidloes High School. These are mixed, community schools maintained by Powys Local Authority. The primary school is an English medium school with around 300 pupils. The high school is an English medium school with significant Welsh provision through a Welsh stream and around 710 pupils with around 90 in the sixth form. The primary school is an English medium school with around 260 pupils. The schools are situated in the small town of Llanidloes and serve a large, mainly rural, catchment area. The schools share a single campus. The high school includes an autistic spectrum disorder (ASD) centre for North Powys. The primary school includes a specialist centre for Moderate Learning Difficulties (MLD).

Around 17% of high school pupils and 11% of primary school pupils are eligible for free school meals. This is broadly in line with the average for Wales. No pupils live in the 20% most deprived areas in Wales.

Around 20% of high school pupils and 10% of primary school pupils are on the schools' additional needs registers, which is broadly in line with the national average. Around 1% of pupils have a statement of special educational needs or Local Authority Individual Development Plan (LAIDP).

Around 98% of pupils are white British. Around 10% of secondary school pupils speak Welsh at home. No primary school pupils speak Welsh at home. Around 1% of high school pupils and 6% of primary school pupils have a language other than English or Welsh as their first language.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out in this plan, the schools operate equality of opportunity in their 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 unacceptable prejudice and discrimination;
- 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 schools' actions and commitments to improve the attainment and progression of all pupils.

Our schools' 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 schools are 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 schools;
- 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 while in federation schools.

2.2 Senior Leadership Team (SLT)

The SLT promote 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 schools' policies.

2.3 Staff – teaching and non-teaching

All members of staff contribute to ensuring that the schools are 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 schools in deciding what actions to take to create a culture of fairness and equality of opportunity within the school communities.

School staff frequently engage with stakeholders to inform their practice and understand the full range of needs within the school community. For example, staff involve pupils from the ASD centre in all appointments connected with the centre, and staff 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 schools involve stakeholders including children and young people, staff, parents and carers and governors to help promote fair treatment of all across the schools. Staff take into account the preferred means of communication for those with whom they 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 schools 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 schools' plans and policies are developed in way that promotes fair practice.

5. Objectives and Action Plans

At the high school, our chosen equality objectives are

1. *Improve quality and breadth of provision for pupils accessing Welsh Medium education;*
2. *Improve accessibility across the site;*
3. *Improve provision for pupils with particularly profound additional learning needs in accordance with the The Additional Learning Needs and Education Tribunal (Wales) Bill (2018).*

At the primary school, our chosen equality objectives are

1. *To put the needs, rights and contribution of pupils with protected characteristics at the heart of our service;*
2. *To ensure the provision of high-quality advice for pupils with protected characteristics;*
3. *To reduce the incidence of all forms of harassment and abuse.*

The schools evaluate the effectiveness of the Equality Plan on a regular basis, through the Governing Body and with Estyn when the schools are inspected.

6. Publication and Reporting

The schools make available a copy of their Strategic Equality Plan to parents and 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 regularly undertake a full review of our Equality Plan.

Llanidloes Schools Federation - Equality Plan 2019–2023

Appendices

Appendix 1 **Protected Characteristics**
Appendix 2 **School Equality Objectives and Action Plans**
Appendix 3 **Joint schools 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.

Appendix 2

Llanidloes Schools Federation

Equality Plan 2022–2025
Equality Objectives and Action Plans

High School

Equality Objectives *1. Improve quality and breadth of provision for pupils accessing Welsh Medium education* *2. Improve accessibility across the site* *3. Improve provision for pupils with particularly profound additional learning needs in accordance with the The Additional Learning Needs and Education Tribunal (Wales) Bill (2018)*
Our research and stakeholder feedback: *In Years 7-9, most subjects are currently offered through the medium of Welsh. However, in Years 10-13, there are a significantly lower number of options offered through the medium of Welsh than English.* *It would be beneficial to improve accessibility across the site. In addition, further research is needed to establish how the school can most effectively balance the benefits accrued from replete educational wall displays with the benefits of a low arousal learning environment for learners with autism.* *The schools effectively support 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 ALN Bill has introduced wide-ranging duties to extend child-centred planning that need to be rolled out effectively across the curriculum.*

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 information as part of the 'Curriculum for Life' changes;*
- *The progress of learners in their Welsh language skills across the curriculum, including Welsh first and second language GCSE outcomes and post-16 options (where applicable);*
- *Value added data for Welsh teaching groups;*
- *LA accessibility reviews;*
- *ALN and ASD pupil performance, including value added data from ALPs.*

This objective will be judged to be successful if…

- Quality assurance activities highlight good progress being made in the area of Welsh language skills development.
- Welsh first language GCSE outcomes compare favourably when compared with those in similar schools.
- Welsh second language outcomes compare favourably when compared with those in similar schools.
- LA accessibility reviews and relevant learner/parent feedback highlights good accessibility arrangements.
- Quality assurance activities highlight strong progress being made by learners with ALN from the time of entry to the school.
- Positive value added residuals are achieved by learners with ALN.

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 FRG meetings and research	12 October 2022	31 January 2025
1.2	Maximise breadth of Welsh First Language provision within the constraints of the budget	MY	5 days of timetabling planning time	1 December 2022	31 January 2025
2	Complete site review and carry out remedial and development works to maximise site accessibility for disabled learners and staff.	SB	3 days review time. Cost TBC upon completion	1 September 2022	4 February 2025
2	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/SB	Cost TBC for fire safety compliance, kitchen, computer suite etc.	1 January 2023	4 February 2025

Primary school

Equality Objectives

1. *To put the needs, rights and contribution of pupils with protected characteristics at the heart of our service*
2. *To maintain our successful and robust anti-bullying approach and culture*
3. *To improve provision for pupils with neuro-developmental needs including, but not limited to, ASD and ADHD*

Our research and stakeholder feedback:

Pupils are at the centre of everything we do here at Ysgol Gynradd Llanidloes. Any decision that needs to be made always starts with "what is right for the child?" – with this in mind, even the most difficult decisions are made simple. Pupils with additional learning or wellbeing needs are well supported through the specialist centre, wellbeing centre and by all class teachers. Feedback from our pilot 'Diversity Show' assembly has been very positive; giving pupils the opportunity to speak about differences in this format has been successful and should be continued.

Pupils' behaviour has steadily improved at the school over the past four years and there are now very few incidents of harassment or aggression towards others. A clear behaviour policy has been adopted by all staff and pupils and significant improvements have been noted. The anti-bullying policy and KiVA strategies are successful and well embedded. Our values, "we are ready, we are respectful, we are safe", underpin our behaviour policy and anti-bullying approach.

Over the past year, there has been an increase in pupils receiving diagnoses of ASD and ADHD. There has also been an increase in pupils joining our school with mild or significant traits of ASD, ADHD and other neuro-developmental difficulties. This could be partly due to the ASD provision that exists at the high school which attracts pupils to the primary school in preparation for that future support. Currently, 20 pupils (7%) have a diagnosis or are awaiting diagnosis. A further 28 pupils (almost 10%) have been identified by teachers as requiring neuro-developmental support at some level. Furthermore, of the 9 pupils who have a LA place in the MLD specialist centre, 6 also have ND difficulties including diagnoses of ASD or ADHD. Local authority feedback supports our research and officers are already working with us to improve neuro-developmental provision.

Data Development:

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

- *KiVA questionnaire*
- *ALN and ASD/ADHD pupil performance and progress*
- *ND diagnoses and referrals*
- *Wellbeing questionnaire*

This objective will be judged to be successful if …

- Pupils achieve their potential and make progress
- Pupils are happy and feel that their differences are valued
- Pupils feel safe

Actions:					
	Description	**Lead Responsibility**	**Resource Implications**	**Start date**	**Review date**
1	Engage with local authority regarding putting a ND centre at Llanidloes Primary out to consultation. Improve links between primary school and high school ASD centre.	EC / TC	Local authority funded. Only one centre per school.	26 September 2022	7 November 2022
2	Plan regular 'Diversity Show' opportunities into the assembly rota.	EC (LA – rota)	N/A	6 October 2022	1 September 2023
3	Kiva survey and pupil wellbeing questionnaire to be carried out	RD / TN	To be decided	6 October 2022	Review once completed

Appendix 3

Schools Accessibility Plan 2022-2025

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 schools intend, over time, to increase the accessibility of provision for all pupils, staff and visitors to the schools. The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the schools. This covers improvements to the physical environment of the schools 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 schools 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 schools and school events. The information will be made available in the preferred format within a reasonable time.

Where are we now?

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

Physical Environment

- The schools are built on a generally flat and level site
- Easy access toilets exist at the end of the secondary school humanities corridor, near the staff room and in the changing rooms
- Wheelchair access/egress at secondary school main entrances and sloped access elsewhere on the site
- Wheelchair access/egress at primary school hall doors. Sloped access to most Y4-6 classrooms
- Route from secondary school main gate to main entrance is signed
- Many secondary school rooms accessible by wheelchair and no curriculum area without specialist rooming that can be accessed by wheelchair users
- Appropriate glass panels in new secondary school doors and push button access at various points
- Adequate lighting in all areas of both schools

- Matt finish on secondary school corridor walls
- Yellow stair marking in secondary school science for pupils without peripheral vision
- Carpet in nearly all areas in both schools to reduce noise
- Classroom furniture at appropriate height; posture packs in use at secondary school
- All play areas at secondary school (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 or LA IDP still receive teaching assistant support where beneficial
- Differentiated work is provided for those with learning difficulties where appropriate
- 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 secondary school on-site ASD centre and following exclusions from other schools due to behavioural, emotional and social developmental needs
- Specialist ALN staff and 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, social services, educational psychologists, CAMHS, YIS

Addressing Needs

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

The Physical Environment of the Schools – Issues to Address 2022-2025 (Page 1)

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and resource implications	Start date	Review deadline
Further improve external signage	Fix colour-contrasted sign near main entrance	Visitors easily find way to main entrance	Headteachers	Approx. £200	01.09.22	09.02.25
Further improve signage for visually impaired	Stair signage to be reviewed	Clear signage for those with peripheral vision issues	Headteachers and staff	Approx. £400	01.09.22	09.02.25
Ensure sufficient disabled parking spaces and dropped kerbs	To be confirmed with LA	Convenient parking for disabled drivers	Headteachers	LA/school share	TBC	09.02.25
Ensure SLA delivers full access to playing surfaces (and curriculum) throughout the year	Negotiate SLA with Freedom Leisure	New 3G pitch used effectively by all learners to access the curriculum and improve health and wellbeing	Headteachers, wheelchair users, staff	TBC following SLA negotiation	TBC	09.02.25
On the primary school site, when funds allow, develop: •ramp to front door •provision of a fully equipped staff disabled toilet •staffroom facilities accessible to all	Review budget and monitor the extent of the need	All physical improvements addressed	Headteachers	c. 12K	TBC	09.02.25

Access to the Curriculum – Issues to Address 2022-2025

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and 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	Headteachers and staff	Minimal (see PDG spending plan on school website)	Ongoing	09.02.25
Ensure ICT is appropriate for pupils with disabilities	Review accessibility of ICT using specialist expertise if required Prioritise new software to purchase	Pupils with disabilities have access to appropriate ICT hardware and software	Headteachers and staff	TBC	Ongoing	09.02.25
Further improve provision for pupils with severe visual impairment	Information and training to be provided in different formats e.g. large print, audio, Braille etc.	Full curricular access for visually impaired pupils	Headteachers and staff	c.£500	Ongoing	09.02.25
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	09.02.25
Review curriculum materials to ensure that they meet the needs of all pupils with protected characteristics	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	09.02.25
Review classroom practice to ensure that the needs of all pupils with protected characteristics are met	All staff to review classroom practice	Classroom practice will be adjusted to meet the needs of all pupils	All staff	None	Ongoing	09.02.25

Delivery of Written Information – Issues to Address 2022-2025

Target	Action to be taken	Success criteria	Monitoring and evaluating	Staffing and 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	Headteachers and staff	Minor	When required	09.02.25
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	Headteachers and staff	Minor	When required	09.02.25
Raise pupil awareness of issues of disability	Promote positive attitudes to individuals with disabilities both within the schools and the wider community by • inclusion in PSE schemes of work • discussion at school assemblies • discussion at School Council meetings	Improved understanding amongst pupils	Headteachers and staff	Planning check	Ongoing	09.02.25

Employment Issues 2022-2025

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

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Effectively care for all learners with different protected characteristics	Review and improve care, support and guidance of learners with each protected characteristic to further improve inclusion	All learners feel valued and supported regardless of protected characteristics	Pupil surveys	Research time and survey design and data collection/review	01.09.22 (stagg-ered reviews)	04.02.25
Ensure that disabled people have equal opportunities with regard to employment or voluntary work	Adherence to statutory requirements re. short-listing, etc.	Statutory requirements met	Governing Body	NA	When required	09.02.22