



# STRATEGIC EQUALITY PLAN TEMPLATE (SCHOOLS)

## 2017-2021

**Policy adopted by Governing Body on:** 13<sup>th</sup> June 2018

**To be reviewed by:** July 2019

### **Accessible Formats**

This document is available in English and Welsh in Microsoft Word and PDF formats in Arial font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

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# **1. Introduction**

At the Elfed High School we recognise our duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out our priorities for equality for 2016 - 2020 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations.

The Plan will also help us to meet the general duty of the Equality Act (2010):-

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, (definition of protected characteristics in Diversity and Equality policy)
  - 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.

## **2. Our School and Community**

### **2.1 Our Vision**

Our vision is to be an outstanding learning community

### **2.2 Aims**

- Respect
- Honesty
- Self- Belief
- High Aspirations

- Integrity

## **2.3 Profile**

A description of our school and its community is set out in our Diversity and Equality Policy which is included in **Appendix 3**. This also describes our commitment and approach to promoting equality in education and employment. All school Governors, employees and pupils have responsibility for promoting equality and adhering to the policy.

## **2.4 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 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;
- encourage 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.

## **3. Responsibilities**

### **3.1 Governing Body:**

The Governing Body has set out its commitment to equality and diversity in the SEP 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;
- take 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;
- ensure that no child is discriminated against whilst in 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.

### **3.2 Leadership Group**

The Leadership Group 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 identity based bullying including racist, homophobic, transphobic and disability related incidents, according to Flintshire County Council and school policies.

### **3.3 All Staff**

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, racism or homophobia, 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.

## **4. Information Gathering and Engagement**

### **4.1 Information**

Data and information is reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Development Plan (SDP). All data collected is used solely for the purpose of analysing trends by protected characteristic. (See **Appendix 3** - Diversity and Equality Policy for definitions of these characteristics).

It is stored separately from personal information which identifies the individual and we ensure it meets the requirements of the Data Protection Act. To protect the identity of individuals published information contains data which has been aggregated. The Welsh Government and Local Education Authority collate and publish pupil data provided by schools. Flintshire County Council publish profile of the workforce.

The wide range of information gathered to identify equality objectives may include the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate;
- pupil attainment and progress data relating to different groups;
- school exclusions and expulsions by protected characteristic
- Free School Meals (FSM) uptake;
- incidents of identity based bullying and harassment
- reviewing hate incidents for Flintshire,
- research undertaken by Welsh Local Government Association
- sports and activities choices of all groups;
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### **4.2 Engagement**

We regularly involve stakeholders, including children and young people, staff, parents/carers, governors, other users of the school and community representatives in

relation to the development of policies and as required by the equalities duties. We use a wide range of mechanisms including:-

- Involving the School Council
- Circulating questionnaires in a variety of formats and languages to ensure the questionnaire is accessible and meets the communication needs of consultees,
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders;
- Working with the Council's Equality and Cohesion Officer to engage with groups who are "seldom heard".

**Specifically for the SEP, we:-**

- Involved members the Governing Body which included Parent Governors  
Have shared it with members of the School Council.

## **5. Equality Impact Assessment (EIA)**

Equality 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. Equality 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. Please refer to **Appendix 5** for the EIA template used.

At the Elfed High School we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

## **6. Our Equality Objectives**

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

Our objectives relate to all of the relevant protected characteristics and contribute to meeting the General and Specific Duties of the Equality Act (2010).

**Our chosen Equality Objectives are:**

1. Reduce Health Inequalities
2. Ensure that an inclusive ethos is established and maintained
3. Ensure that the School is a place where everyone irrespective of their age, disability, race, gender, religion, belief, gender identity, sexual orientation, family background and /or language feels welcomed and valued.
4. Ensure that all students and staff are encouraged to reach their full potential.

5. Protect the human rights of all students and staff, parents, governors, and visitors to the school.
6. Prepare students for the challenges, choices and responsibilities of their living in a diverse society.
7. Empower students to participate in their communities as active citizens who take responsibility for themselves and each other.
8. Foster and encourage positive attitudes and behaviour towards all members of the diverse community.

We have action plans covering all relevant protected characteristics, see **Appendix 1**. These describe how we are taking action to fulfil both the general and specific duties. Our action plans are incorporated into part of the School Development Plan (SDP) which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- the action we will take to meet the objectives;
- how we will measure improvement;
- who has responsibility for action;
- resource implications;
- clear time scales;

The school evaluates the effectiveness of the SEP on a regular basis, through the Governing Body and with Estyn when the school is inspected.

We developed our Equality Objectives through:

- Reviewing Flintshire County Council's Equality Objectives as identified in **Appendix 2**;
- 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 compared with girls; up take of Free School Meals

Our Equality Objectives are set out in **Appendix 1**.

## **7. Monitoring, Review and Publication**

A copy of our Strategic Equality Plan (SEP) will be published in English on our website and will be made available in a range of formats on request. The SEP will be monitored on a termly basis by the Governing Body and as part of our School Development Improvement Plan (SDIP). We will publish an annual report on our progress, which will form part of the Governors' Annual Report to Parents. A full review of the SEP will be undertaken and republished by April 2020 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.



## ELFED HIGH SCHOOL

### **Equality Objectives and Action Plan**

#### **Reduce Health Inequalities**

- To increase the number of children in underrepresented groups attending extra-curricular activities.

#### **Reduce incidents that might impact on the ability of students to maximise their individual potential.**

- Reduce identity based bullying in schools (e.g. race, gender, religion, SEN and disability).
- **Increasing the participation of particular groups in school activities. E.g school council, eco committee, SNAG, ECO, Leading Learner Groups, Sports Council.**
- **Improving the participation and engagement of different groups of parents and communities.**

<b>Equality Objective: 1</b>	<b>Reduce Health Inequalities</b> <ul style="list-style-type: none"> <li>To increase the number of children in underrepresented groups attending extra-curricular activities.</li> </ul>
<b>Evidence /Research</b>	Students with efsm, ALN and gender groups are unrepresented in a variety of Extra Curricular Activities.
<b>Success Criteria</b>	
<b>1.</b>	Increased numbers of students attending Extra-Curricular Activities in the groups below; Gender Efsm ALN

Measures	Direction of Improvement	2017 Term 1	2017 Term 2	2018/19	2019/20
Registers of attendance at Extra Curricular Activities	Increased numbers	Total -1826 Efsm-405	Total 6308 Efsm -1531		
<b>Action</b>				<b>Lead</b>	<b>Time frame</b>
1. Create an Elfed Extra Program accessible to all				AJP	
2. Monitor and evaluate attendance at Extra Curricular Clubs				AJP/ CG	
3. Increase publicity of Extra Curricular Activities eg, Services, briefing sheets				AR/ AW / AS	

Baseline Data

<b>Equality Objective: 2</b>	<ul style="list-style-type: none"> <li>• Reduce identity based bullying in schools (e.g. race, gender, religion, SEN and disability).</li> <li>• Reducing prejudice-related bullying and the use of derogatory language.</li> </ul>
<b>Evidence /Research</b>	Lack of accurate tracking of alleged bullying incidents and action taken in school
<b>Success Criteria</b>	
<b>1.</b>	Improved results in PASS, SHRN, NSPCC regarding alleged bullying incidents.

<b>Measures</b>	<b>Direction of Improvement</b>	<b>2017 /2018</b>		<b>2018/ 19</b>	<b>2019/20</b>
Tracking of alleged identity bullying	Reduced				
<b>Action</b>				<b>Lead</b>	<b>Time frame</b>
1. Develop an alleged anti bullying log				AJP	Ongoing
2. Anti -bullying action plan				AJP	Review termly
3. School Council –engaged and developed anti bullying policy in school.				SC	Half termly

<b>Baseline Data</b>
From the PASS survey and SHRN report Bullying cases has been highlighted.

<b>Equality Objective: 3</b>	<ul style="list-style-type: none"> <li><b>Increasing the participation of particular groups in school activities. E.g school council, eco committee, SNAG, ECO, Leading Learner Groups, Sports Council.</b></li> </ul>
<b>Evidence /Research</b>	Learner Voice recognised as being integral to the school community
<b>Success Criteria</b>	
<b>1.</b>	Increased numbers of students opting to be Lead Learners

<b>Measures</b>	<b>Direction of Improvement</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Increased learner voice in school	Increased	2 groups	10 groups		
<b>Action</b>				<b>Lead</b>	<b>Time frame</b>
1. Training for staff on chairing Leading Learner Groups				All TLR	Term 3
2. Minutes from all meetings to be consistent and fed into the school council and calendared.				AS TLR	ongoing
3. Ensure all groups in school are represented				All	Ongoing

<b>Baseline Data</b>
Two successful Learner Voice Groups were active in school in 2016 – Sports Council and the School Council.

<b>Equality Objective: 4</b>	<ul style="list-style-type: none"> <li><b>Improving the participation and engagement of different groups of parents and communities.</b></li> </ul>
<b>Evidence /Research</b>	Parental and community engagement has a positive impact on the learning and well- being of students.
<b>Success Criteria</b>	
<b>1.</b>	Increased numbers and activities offered to parents in school and the community.

<b>Measures</b>	<b>Direction of Improvement</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Numbers of parents and carers in school	increased	Y7-25 Y8-53 Y9-49 Y10-76 Y11-29		
<b>Action</b>			<b>Lead</b>	<b>Time frame</b>
1. Monitor and evaluate parent and community engagement- through evaluation of events and registers of attendance.			AS	Ongoing
2. Review all parental engagement on an annual basis, listening to the community and altering the sessions accordingly.			AS	ongoing
3. Calendar all events and liaise with primary school s to ensure all parental / student activities are appropriate			AS	annually

<b>Baseline Data</b>
Parents and Carers came for progress evenings but an increased parental engagement is recognised as important.





**Flintshire County Council  
Equality Objectives 2016 / 2020**

1. Reduce health inequalities
2. Reduce unequal outcomes in Education to maximise individual potential
3. Reduce inequalities in employment
4. Reduce inequalities in Personal Safety
5. Reduce inequalities in Representation and Voice
6. Reduce inequalities in access to information and services, buildings and the environment

## Diversity and Equality Policy

**Policy adopted by Governing Body on:** 13<sup>th</sup> June 2018

**To be reviewed by:** Mr A Stubbs

### Description of School and its Community

**Ethnic and religious mix of school and its community;**

98% of the school population is white or white British. The remaining 2% come from other ethnic groups including Chinese, Asian / Asian British, black / black British, a mixed-race background and other ethnic groups including travellers.

**Demographics of the catchment area;**

The school draws pupils mainly from the township of Buckley / Mynydd Isa with some from further afield such as Deeside and Wrexham.

**Gender balance;**

The school learner population is 47% female and 53% male (May 2018).

**Racist, homophobic or hate crime incidents in the school and the local area;**

There have been no reported instances of racial or homophobic incidents in the school in the last 12 months. There is no available data on the frequency of incidents in the community.

**Religions in the school;**

The majority of the school community are from protestant and non-conformist religious heritage. 45% are Christian, 1% others, the rest have no religion stated.

**Languages spoken by pupils;**

All learners are proficient in English. Pupils learn Welsh but none come from a home where parents are fluent speakers. Other languages spoken are French, German, Norwegian, Portuguese, Turkish, Bengali, Chinese and Czech.



## Details of additional learning need within school and its community;

The number of students with ALN are 9%.

## Description of Policy Formation and Consultation Process

This policy has been developed and reviewed by the following individuals:

Leadership Group  
Healthy Schools Coordinator  
Parent Governor  
Chair of School Council

Before the policy statement was finalised, the following groups in the schools and its community were consulted:

School Council  
Leadership Group  
Governors

## Responsibilities

The **Governing Body** is responsible for ensuring that the school complies with legislation, and that this policy statement and related procedures and strategies are implemented.

The **Head teacher** is responsible for implementing this policy statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

**All staff** are expected to:

- incorporate principles of equality and diversity into all aspects of their work.
- deal with any discriminatory incidents that may occur;
- know how to identify and challenge stereotyping or discrimination;
- support pupils in their class for whom English is an additional language;
- Provide reasonable adjustments for disabled pupils, staff and members of the school community;

## Aims and Purpose of a Diversity and Equality Policy Statement

Elfed High School fully endorses the following statement by:

Flintshire County Council is committed to promoting fairness and equality through all its activities; through the Council's roles as service provider and commissioner, employer and community leader. The Council supports the following definition from the national Equalities Review in 2007: *"An equal society protects and promotes equal,*

*real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and can be."*

The overarching aim of Flintshire's Diversity and Equality policy is to:-

- Eliminate unlawful discrimination and harassment;
- Promote equality of opportunity; and
- Promote good relations between diverse communities

in the Council's delivery of services, goods, works and facilities, provision of grants, in engagement with partners and communities in the county and employment policies and practices.

The Policy applies specifically to discrimination, equality of opportunity and the promotion of good community relations in respect of the protected characteristics as identified in the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race,
- religion or belief
- sex
- sexual orientation

and to other personal characteristics and identity, including, for example social class, language, caring responsibilities or educational background

**The County Strategic Equality Objectives for 2016-2020 are:**

- Reduce health inequalities
- Reduce unequal outcomes in Education to maximise individual potential
- Reduce inequalities in employment
- Reduce inequalities in Personal Safety
- Reduce inequalities in Representation and Voice
- Reduce inequalities in access to information and services, buildings and the environment

**At Elfed High School, the Aims of the Diversity and Equality policy statement are to:**

- Ensure that an inclusive ethos is established and maintained;
- Ensure that the school is a place where everyone, irrespective of their age, disability, race, religion and belief, gender, gender identity, sexual orientation, family background and/or language feels welcomed and valued;

- Ensure that all pupils and staff are encouraged to reach their full potential;
- Protect the human rights of all pupils and staff, parents, governors and visitors to the school;
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society;
- Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other;
- Foster and encourage positive attitudes and behaviour towards all members of the diverse community.

## **Environment and Ethos of the School**

We, at **Elfed High School** ensure that the aims listed above apply to the full range of our policies and practices including those that are concerned with:

### ***For example:***

- Equality projects and courses; teaching of the national curriculum, PSE and RE; strategies which use interactive and experiential approaches;
- Student progress, attainment and assessment, behaviour, discipline and exclusions; admissions and attendance;
- Encouragement of students to take responsibility for their own learning and the assessment of their development.
- Valuing pupils and promoting positive relationships and self-esteem;
- Staff selection, recruitment and induction; and effective coordination and staff training and support;
- Partnership with parents and the community;
- Opportunities in school for pupils to participate in decision making; such as school councils, and the wide range of extra-curricular experiences and clubs that are provided for them,
- Ensuring that the physical environment of the school is conducive to health and well-being
- Other as appropriate

## **Addressing Sexism, Racism, Xenophobia and Homophobia**

The school is opposed to all forms of discrimination based on person's age, disability, race, religion or belief, gender, gender identity, sexual orientation, family background and/or language. Any form of harassment and discriminatory language and behaviour is unacceptable and will not be tolerated at Elfed High School. All staff will remain vigilant and deal with any incidents promptly and sensitively using procedures outlined in the Anti-bullying Policy, which clearly outlines the course of action in such circumstances. Any racist incidents will be reports to Flintshire County Council.

## **Religious Observance**

The community at Elfed High School will respect the religious beliefs and practices of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

## **Monitoring, Evaluation and Review of this Policy**

The Elfed High School will collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate. The school will also review the development of the policy within the annual cycle of evaluation and improvement, and incorporate relevant action points within the School Development and Improvement Plan (SDIP).

# Accessibility Plan 2016 - 2020

**Policy adopted by Governing Body on: 13<sup>th</sup> June 2018**

**To be reviewed by: July 2019**

## Background

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas and applies to all maintained and independent schools, and maintained and non-maintained special schools in England and Wales. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The Act makes it unlawful for the responsible body of a school (the Governing Body) to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions,
- In the way it provides education for pupils,
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

Maintained schools including Pupil referral units, are public authorities and are subject to public sector equality duties. Complying with the public sector equality duties give public bodies legal responsibilities to demonstrate they are taking action on equality in policy making, the delivery of services and public sector employment. The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

In order to meet the public sector equality duties, schools must publish equality objectives – please refer to **Appendix 1**. There is also a requirement to have an Accessibility Plan outlining how schools intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

## Our Aims

Elfed High School values the individuality of all students and is committed to giving each one every opportunity to achieve the highest standards. The expectations of all staff are high and students are encouraged to have a positive attitude and to achieve the best that they possibly can, both in and out of the classroom.

The School aims to be inclusive and actively seeks to remove barriers to learning and participation. Therefore equality of opportunity must be a reality for all our students and staff, including those who may be disabled. This policy helps to ensure that the Elfed High School promotes the individuality and independence of all students. The aims of our policy are:

- To actively seek to remove barriers to learning and participation.
- To make equality of opportunity a reality for all our students and staff, including those who may be disabled.
- To ensure that disabled and non-disabled students alike benefit from the education our school provides.
- Not to treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability.
- To treat disabled students and staff more favourably in order to achieve equal access for all.
- To make all reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage.
- To do our best to anticipate the needs of a disabled student or member of staff before they join the school.

## **Responsibility**

The Governing Body is the responsible body for the school's duty not to discriminate. The designated member of staff (senior manager), together with a nominated governor, jointly discharge the responsibility of ensuring that we meet these obligations, including liaising with the LA, keeping the Governing Body informed of any new regulations, and ensuring that the school regularly reviews its processes and procedures.

## **Provisions Relating to Disability**

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.

- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

## Definition

The Equality Act 2010 defines disability as *‘when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’*.

This definition needs to be read in conjunction with the definition of Special Education Needs (SEN) in the SEN Code of Practice for Wales 2002.

*“Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:*

- a) have significantly greater difficulty which calls for special education provision to be made for them
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

*Special Education provision means:*

- a) for children two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.
- b) for children under two, education or provision of any kind.”

It can be seen that the two definitions are not always mutually compatible and that, indeed, protection under one Act does not automatically include protection under the other. Therefore, this plan needs to be read in tandem with the following policies: Additional Needs Policy, Admissions Policy, Fire and Emergency Evacuation Policy, Health & Safety Policy, Equality and Diversity Policy

## **Reasonable Adjustments**

The object of the reasonable adjustments duty under the Equality Act is to avoid as far possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The duty does not require schools to make reasonable adjustments to avoid the disadvantage of physical features as this is already considered as part of the planning duties. I.e. that school's accessibility plans are in place for increasing over time the accessibility of schools for pupils with disabilities.

Reasonable adjustments to improve access to the curriculum will include classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon a student's individual needs, which are reflected in their Individual Education Plans (IEP's). We draw upon all sources available and therefore parents and carers are asked to keep us informed about any relevant issues in order that we can work towards resolving them.

## **Criteria for Reasonable Adjustments**

The individual circumstances of the pupil and school mean that a degree of professional judgement is always necessary to determine what is reasonable. The issues that may need to be considered would include:

- The strengths of the pupil
- The health of the pupil
- The costs of the adjustments
- Health and safety factors for the pupil and other pupils
- The nature of the alternative arrangements to be made

A balance needs to be made between the benefits for the pupil and all of the other factors that relate to the impact of the adjustment being made.

## **Funding**

The National Assembly for Wales Circular 15/2204, Planning to Increase Access to Schools for Disabled Pupils indicates in paragraph 6.1, the LA should fund certain items to make a school more accessible for disabled pupils. These would include capital work, such as rebuilding, the installation of lifts, electromagnetic doors, sound proofing, accessible toilets and the provision of more expensive, specialist equipment.



The LA will therefore plan ahead to achieve accessibility to its schools for people with a disability and continue to work toward making school buildings accessible. It further states within the Wales Circular, in paragraph 6.3, that maintained schools need to look to their delegated budgets to fund the elements of their access plans, other than capital works.

### **Standards for New Buildings and Adaptations**

Work must comply with Building Regulations Approved Document Part M or British Standards BS8300.

A building regulations application to the Local Authority may be required for certain works.

Planning approval may need to be sought. Landlord approval; may be required from LA for schools who are funding self-help schemes. Some common requirements for consideration are as follows:

- Approach to School
- Ramps
- Entering the School
- Doors
- Fire Exits
- Lifts / wheelchair platform lifts
- Hall
- Dining Room / Canteen
- Classrooms
- Cloakrooms / Changing Areas
- Accessible WCs
- Library
- Sports Hall & Gymnasium
- Medical room
- Corridors
- Visual impairment considerations

### **Specialist Equipment for Pupils**

The LA is responsible for the purchase of specialist equipment that is essential to avoid discrimination against a person's disability. These would include:

- Standing frames
- Hoists
- Tracked lifting devices
- Adapted seating
- Specialist equipment above a cost of £100. Having regard to recommendations made to OT, SALT. Sensory Service, Physiotherapist or NWSSS.

- Other equipment above a cost of £100. This includes several smaller pieces of equipment bought for the same child at the same time which together total over £100.
- Where equipment costs up to £100 it is the responsibility of the school to fund it.

### **Equipment Removal / Relocation**

In the event that equipment has been provided for a pupil and that pupil transferred to another school, the receiving school will be responsible for arranging for and funding the appropriate transfer of that equipment.

In the event that equipment has been provided for a pupil, and that equipment is no longer needed for that pupil, the school is required to inform the Disability Access Officer on 01352 702131.

### **Curriculum and Support for Students**

In line with the National Curriculum we offer a broad and balanced curriculum that is accessible to all students. We aim to develop positive attitudes in all students, and to ensure their wellbeing by taking account of their varied needs. Disabilities and impairments can limit student access to the building, the curriculum, and to information. Therefore, every teacher will address the individual needs of each student.

Elfed High School has a very extensive curriculum that provides entitlement for all through its commitment to equality of opportunity. The components of the National Curriculum are designed to be accessible by all pupils. In KS4 there are a large number of courses being studied. These are available for course selection by any students, subject to academic pre-requirements. The curriculum is monitored and reviewed annually.

Our teaching strategies enhance learning and participation in a broad and balanced curriculum. All lessons and out-of-school activities and school trips are fully inclusive. We use language that does not offend, and we make staff and students aware of the importance of language. Our resources contain positive images of people with disabilities, and students are able to improve their understanding through activities such as learning to use sign language. Information can be made available in alternative formats that are clear and user-friendly, as required. This will include Braille, audiotape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

The school will liaise with specialists to support individual students. Among these specialists are the following: therapists, such as Physiotherapists and Speech and Language Therapists; school and Community Nurses and Doctors; Educational Psychologists; Inclusion Welfare Officers; and the staff of the voluntary and statutory agencies. We benefit from the LA's advice and its provision through specific school services.

## **Staff**

The access needs of staff are not addressed directly in the Accessibility Plan. The Access to Work scheme run by the LA Employment Service can help to make the workplace more accessible for any existing staff with a disability, or any newly appointed staff.

## **Monitoring & Evaluation**

We monitor a range of data to make sure that all students are making the best progress possible and that none are underachieving. Our monitoring includes:

- Admissions
- Attainment
- Exclusions
- Rewards, sanctions
- Parental and student questionnaires

The Accessibility Plan is matched to our School Development and Improvement Plan (SDIP) that is monitored annually and contains relevant targets.

Elfed High School will report to the governing body each year on the implementation of their Accessibility Plans and Strategic Equality Plan, in line with the key priorities detailed in the Education and Youth revised strategy. This information will also be included in the Governors' Annual Report to parents.

## **References**

Equality Human Rights Commission (2010)  
What equality law means for you as an education provider: schools

Flintshire County Council (2016)  
Education & Youth Accessibility Strategy

Elfed High School Inclusion Policy

# Accessibility Plan 2016 to 2017

## 1. Short Term

	Targets	Strategies	Outcome	Time	Goals Achieved
Short Term	<b>1. Make written materials available in alternative formats for disabled parents/carers.</b>	The school uses the expertise of LEA Advisory teachers for sensory impairments, RNIB, SEN Learning Support Service and SEN IT Adviser, for creating and converting texts in alternative formats. The school publishes a statement in its Prospectus which outlines the service available.	If needed or requested the school can provide written information in alternative formats for disabled parents/carers.	YEAR 1	Written information provided in alternative formats for disabled parents/ carers and provide communication support hearing impaired parents.
	<b>3. Plan to improve access to the emergency exits by widening doorways, levelling floors of the emergency exits and installing handrails from the classrooms.</b>	Following an audit of the school premises by the LEA, planned use of National Assembly funding through the offices of the LEA.	Emergency exits from the classrooms are made physically accessible to disabled pupils.		Physical accessibility of the school is improved.

## 2. Medium Term

<b>Medium Term</b>	<b>4. Plan to improve access to the emergency exits by widening doorways and levelling floors of the emergency exits in all other areas of the school.</b>	<p>Following an audit of the school premises by the LEA, planned use of National Assembly funding through the offices of the LEA.</p> <p>In certain areas of school.</p>	Emergency exits in all other areas of the school are made physically accessible to disabled pupils.	Y E A R  1 to 3	Physical accessibility of the school is improved.
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## 3. Long Term

	<b>8. Plan to train staff in disability equality issues.</b>	After an audit the school seeks the training expertise of the LEA Advisory Service for staff on a rolling programme.	One teacher each year is more able to meet the needs of disabled pupils and parents/carers in terms of disability equality issues.	Y E A R  1 to 3	Change in ethos and culture in terms of disability equality.
	<b>9. In refurbishment programmes, plan to increase the school's stock of:</b> <b>(a) pupil classroom chairs with arms;</b> <b>(b) washroom taps with levers;</b> <b>(c) large computer screens.</b>	<p>Following an audit of the school premises by the LEA and Governors:</p> <p>(a) buy pupil classroom chairs with arms;</p> <p>(b) install washroom taps with levers;</p> <p>(c) buy large computer screens as part of refurbishment and renewal processes.</p>	<p>(a) Physical access to the classroom seating is improved;</p> <p>(b) physical access to washroom taps is improved;</p> <p>(c) access to the curriculum via large computer screens is improved.</p>		<p>(a) Physical accessibility of the classrooms is improved.</p> <p>(b) physical accessibility of the washrooms is improved.</p> <p>(c) increase in access to the National Curriculum.</p>

	<b>10. Plan to audit school policies to ensure that there are no discriminatory policies, phrases, procedures or practices.</b>	The school uses the advice and expertise of the LEA's Advisory Services to help to systematically 'disability proof' all policies as part of a rolling programme.	Six school policies each year are audited and made free of disability discrimination in terms of phrases, procedures and practices.	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices
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## Equality and Welsh Language Impact Assessment

### Summary

1. Name of Proposal/policy:

2. Directorate/Section:

3. Lead Officer:

4. Main Aims/purposes/outcomes of the policy:

5. Have employees/ service users/public been engaged/consulted on proposed changes:  
YES/ NO

6. What is being done to limit any negative impact or promote positive impact on Welsh language and/or protected groups (See section 2):

7. How will the proposals help promote equality, eliminate discrimination and promote good relations:

8. Is there an action plan in place? YES/NO

Name:

Signature:

Job Title:

## Equality and Welsh Language Impact Assessment Template

The aim of an equality and Welsh impact assessment (E & WLIA) is to ensure that policies help to promote equality and Welsh language. The E & WLIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties of the Equality Act 2010 and Welsh Language Act 1993. **Throughout this document we use the word ‘policy’ to refer to what we are assessing. In this context, the term includes the different things that we do, including strategies, functions, procedures, practices, decisions, initiatives and projects.**

All E & WLIAs should consider the potential impact of policies in respect of all areas of equality and Welsh language including human rights and socio economic issues. When carrying out an assessment you should consider negative and positive consequences of your proposals. Our approach to E & WLIAs will help us to strengthen our work to promote equality and Welsh language. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges. When carrying out an E & WLIA you should consider both the negative and positive consequences of your proposals

If a project is designed for a specific group, you also need to think about what potential effects it could have on other areas of equality. Further advice, guidance and training is available and should be used when conducting E & WLIAs.

### 1. Data Collection and Evidence

<p><b>What evidence e.g. data, research , results of engagement and consultation have you used to consider how this policy might affect:-</b></p> <ul style="list-style-type: none"> <li><b>i) people with protected characteristics</b></li> <li><b>ii) opportunities for individuals/communities to use the Welsh language</b></li> </ul> <p>Please link to any relevant documents. Describe who you engaged with and the results? <b>(It is a statutory requirement to engage with people with protected characteristics).</b></p>	
<p><b>What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?</b></p>	



## 2 Assessment of impact and strengthening policy

This section asks you to assess the impact of the policy on each of the protected groups and the Welsh language.

**Using the information available, identify the effects on this policy on the following groups**

Please indicate impact						
	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact <sup>1</sup>
<b>Age</b> <i>(across the whole age spectrum)</i>						
<b>Disability</b>						
<b>Gender Reassignment (GR)</b>						
	+ive impact t	-ive impact	No impact	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*

<sup>1</sup> What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	Y/N	Y/N	Y/N			
<b>Marriage and civil partnership (M&amp;CP)</b>						
<b>Pregnancy and maternity (P&amp;M)</b>						
<b>Race</b>						
<b>Religion / Belief</b>						

	<b>+ive impact</b>	<b>-ive impact</b>	<b>No impact</b>	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
		Y/N	Y/N			

	Y/N					
<b>Sex</b> ( <i>Men, women, boys ,girls</i> )						
<b>Sexual Orientation (SO)</b>						
<b>Welsh Language</b>						
<b>Other</b> ( <i>additional impacts such human rights, poverty, people living in rural areas )</i> )						

<p><b>If no action is taken to remove or mitigate/negative./adverse impact please justify why</b></p>	
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**4. Procurement**

<p><b>Is this policy due to be carried out wholly or partly by contractors? If yes, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duties and Welsh language Act.</b></p> <p>You will need to think about:</p> <ul style="list-style-type: none"> <li>• tendering and specifications</li> <li>• awards process</li> <li>• contract clauses</li> <li>• performance measures, and</li> </ul> <p>monitoring and performance measures.</p>	
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## 5. Monitoring, Evaluating and Reviewing

<p><b>How will you monitor the impact and effectiveness of the new policy?</b></p> <p>This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an E &amp; WLIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).</p>	
<p><b>Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.</b></p> <p>Summaries of the results of all impact assessments will be published on the Council's website. You could also publish them in other relevant media.</p>	

## 6. Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the E & WLIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of staff. **These actions should be incorporated in to Service plans.**

Action	Responsible Officer	By When	Progress
Publish summary of E & WLIA <sup>2</sup>			

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<sup>2</sup> summaries of E & WLIA's where there is substantial impact will need to be published

## 7– Sign-Off

**The final stage of the E & WLIA is to formally sign off the document as being a complete, rigorous and robust assessment**

The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

(Once you have completed the E & WLIA sign the below and forward to the Equalities representative)

### Members of the assessment Team

Name	Job Title	Organisation

### Quality check: Document has been checked by:

Name:
Job title:
Service:
Date:
Signature:

**Chief Officer level (sign-off)**

Name:
Job title:
Portfolio:
Date:
Signature:

Please forward completed documentation to Steph Aldridge, Policy and Performance, County Hall, Mold.  
[stephanie.aldridge@flintshire.gov.uk](mailto:stephanie.aldridge@flintshire.gov.uk)