

**Reviewed Spring 2016**

# STRATEGIC EQUALITY PLAN FOR SCHOOLS

Model Template

October 2012



## Introduction

This is a Strategic Equality Plan (SEP) template designed to enable schools to develop their own SEPs. It should be used in conjunction with the guidance previously sent to all schools in Torfaen.

The Equality Act 2010 requires schools to develop and publish Equality Objectives and a Strategic Equality Plan with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and 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 SEPs, 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 are 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 consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Head teachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider all guidance previously distributed. Similarly, schools are advised to work in their clusters in the preparation of their SEP.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

# Griffithstown Primary School

*'Inspire, Challenge, Achieve'*



## Strategic Equality Plan

2016 - 2017

**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

**Date:** Monday 18<sup>th</sup> April 2016

### Policy Review Dates:

Review Date: Spring 2017

Review Date: Spring 2018

Review Date: Spring 2019

Review Date: Spring 2020

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## **1. Our distinctive character, priorities and aims**

### **1.1 School values**

*Mission Statement*  
***'Inspire, Challenge, Achieve'***

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

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

### **1.2 Characteristics of our school**

Griffithstown Primary School is situated within the town of Pontypool and predominantly serves the Griffithstown and Sebastopol catchment areas. This area incorporates a mixture of both private, private rental and Local Authority owned property. The school is housed within a 1970's building which has undergone significant reconfiguration and extension, completed in 2011. The site was initially a junior school but became the administrative base for the primary site when it amalgamated with Griffithstown Infants in 2007. Building work was protracted and the Infant staff and pupils came over to the main site in 2011. Currently, most pupils come from English speaking homes. There are very few pupils for whom English is an Additional Language – one pupil (Syrian Refugee) receives additional language support. No pupils speak Welsh fluently and very few are from other ethnic backgrounds – the school is below the 4% LA figure. There are 11 children from gypsy traveller backgrounds. 2 pupils are registered as looked after children (LAC).

### **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 the various protected characteristics and action any gaps;

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

#### **1.4 Setting our equality objectives**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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

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

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

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

- The Torfaen equality objectives identified in **Appendix 1**;

## Strategic Equality Plan

- Views expressed by stakeholders that have been involved in the development of the scheme;
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls

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

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

Our School Equality Objectives are set out in **Section 5 and Appendix 2.**

## **2. Responsibilities**

### **2.1 Governing Body**

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

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

**In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.**

### **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

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

### **2.3 Staff – teaching and non-teaching**

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

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, 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

### **3. Information gathering and Engagement**

#### **3.1 Purpose and process**

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

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

#### **3.2 Types of information gathered**

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

- an analysis of the responses received from 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;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

#### **3.3 Engagement**

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with

whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

*For your school, set out a statement of how you have involved stakeholders*  
The new school mission statement, vision and aim were developed in November 2014 and inform all aspects of school improvement.

The whole school community contributed to the development of this vision. We used thinking activities, questionnaires and interviews to gather the views of all stakeholders.

### **Vision**

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21<sup>st</sup> century.

### **Aims**

We will:

- Set aspirational targets and celebrate achievements through self review in partnership with children, staff and parents, governors and the wider community.
- Plan schemes of work that are challenging and linked to statutory orders, including the Literacy and Numeracy Framework (LNF)
- Ensure meaningful opportunities to develop our knowledge and understanding of Welsh language, Welsh culture and diversity in our modern country.
- Ensure that school prepares children for the 21<sup>st</sup> century: developing ICT skills, environmental awareness, and promoting a commitment to health / well being in all aspects of life
- Develop spiritual awareness, mutual respect, and promote inclusion and equal opportunities through the Strategic Equality Plan (SEP)
- Work enthusiastically with other schools, service providers, outside agencies and all other bodies and organisations to deliver excellent standards of achievement, behaviour, attendance and punctuality
- Develop the professional skills and leadership qualities of all staff through a programme of continuous professional development.'

Documentation was uploaded to the school website to inform stakeholders about key initiatives and drivers that would support school improvement

#### **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

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

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

#### **5. Objectives and Action Plans**

Our chosen Equality Objectives are:

- Monitor and develop the Accessibility Plan
- Multi cultural awareness
- Narrowing the gap in performance (academic and attendance) between Gypsy/Traveller pupils and non Gypsy/Traveller pupils
- Narrowing the gap in performance (academic and attendance) between FSM pupils and non FSM pupils

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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

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

## **7. Monitor and Review**

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

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

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

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

We will undertake a full review of our SEP by Spring 2020.

Appendices

**App. 1 Torfaen Equality Promise Objectives**

**App. 2 School Equality Objectives and Action Plan**

**App. 3 Current school Access Plan**

**Appendix 1**

**Torfaen Equality Objectives**

The most important part of the 'Equality Promise'

**The Council's Equality Objectives:**

**Gender Equality**

**The Council Will Ensure Gender Equality In Pay Within The Workplace. This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)**

**How this will be achieved:**

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)**

**How this will be achieved:**

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**Disability Equality**

**The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. – (Executive Member For Health, Social Care, Well Being And Equalities)**

**How this will be achieved:**

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

**By when:**

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.  
(Executive Member For Resources)**

**How this will be achieved:**

Through building physical accessibility improvements into the standard estate management process.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)**

**How this will be achieved:**

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

**By when:**

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**Race Equality**

**We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)**

**How this will be achieved:**

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

**By when:**

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.**

**We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)**

**How this will be achieved:**

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**Age Equality**

**We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)**

**How this will be achieved:**

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

**By when:**

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)**

**How this will be achieved:**

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

<p><b>Griffithstown Primary Action Plan Strategic Equality Plan 2016 - 2020</b></p>
<p><b>Equality Objective 1</b> Monitor and develop the Accessibility Plan</p>
<p>Our Research: The Accessibility Plan outlines school’s commitment to ensuring that school is accessible to all pupils. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled access, re: parental parking, curbs etc</li> <li>• Toilet facilities for disabled pupils</li> <li>• Autism training</li> <li>• Measures to reduce noise/sound pollution in the open plan classrooms (re: hearing impaired pupils)</li> </ul>
<p>Information from Engagement: Appropriate issues are discussed, monitored and developed via child centred reviews, IEP reviews, social service reviews/updates. These meetings enable school and parents to secure a shared plan of action to secure equality of access and provision for all pupils. Attendance is a key issue for many of the pupils associated with the Accessibility Plan. Reasons for absence can be justifiable and reasonable but all absences need to be monitored.</p>
<p>Data Development: All pupils are aiming for 95% attendance The school employs a Home School Liaison Officer (40% contract) to visit and work with these families and secure good or improved attendance.</p>
<p>This objective will be judged to be successful if:</p> <ul style="list-style-type: none"> <li>▪ Child Centred Reviews, IEP Reviews and social service reviews reflect positive attitudes to how school is supporting the needs of pupils ‘linked’ to the Accessibility Plan.</li> <li>▪ Improved attendance ‘year on year’ – it is unrealistic to expect all pupils with disabilities to achieve 95% attendance – but is appropriate to see a 5%+ increase on previous attendance data.</li> </ul>
<p><b>ACTIONS:</b></p>

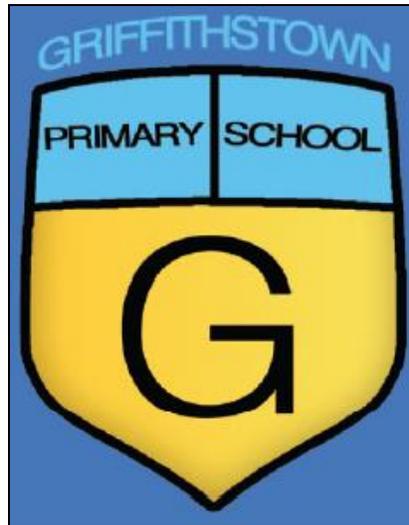
	Description	Responsibility	Start date	End date
1.	Discuss the Accessibility Plan with all stakeholders	Head Teacher	Spring 2016	Annually to Spring 2020
2.	Review and evaluate - Ongoing process with improvement targets set and reported to governors annually	SLT	Summer 2016	Annually to Spring 2020
3.	Leader for Inclusion to attend meetings and file all documents linked to CCRs and IEP reviews	Leader for Inclusion	Ongoing	
4.	Head Teacher to file all documents linked to social service meetings – specifically those linked to pupils affected by the Accessibility Plan.	HT	Ongoing	
<b>Equality Objective 2</b>				
To organise an annual Autumn Term multi-cultural week				
<p>Our Research:                      An 'Multi-cultural Week,' was held for the whole school during October.                      Parents are invited to see the work that children have undertaken during the week by visiting the classrooms.                      Children develop their understanding of the diversity of cultures in Wales.</p>				
<p>Information from Engagement:                      Parental / Pupil surveys will be used to evaluate and plan for future events.</p>				
<p>Data Development:                      ○ Linked to RE incerts data</p>				
<p>This objective will be judged to be successful if:</p> <ul style="list-style-type: none"> <li>▪ A multi-cultural week is held annually during the autumn term</li> <li>▪ All learners gain a greater understanding of other cultures and their contribution to Wales</li> <li>▪ Various, motivating learning experiences are differentiated to meet the needs of individual learners and cater for a range of learning styles.</li> <li>▪ Assessment is undertaken to evaluate the outcomes of the week, reviewed and acted upon to</li> </ul>				

inform future events				
<b>ACTIONS:</b>				
	Description	Responsibility	Start date	End date
1.	Agree a date for the <i>Multi- Cultural Week</i> during the summer term to be completed in the Autumn term each year	Head teacher Deputy HT SLT	Spring 2016 for discussion and planning	Annually to Spring 2020
2.	Learners design individual parental invitations for stakeholders to celebrate Multi-Cultural Week in school	All staff and learners		
3.	Open afternoon celebration for the school community.	Head Teacher Deputy HT		
4.	Survey analysis	Deputy HT		
<b>Equality Objective 3</b>				
<i>Ethnicity issues including Gypsy &amp; Traveller</i>				
To narrow the gap between attainment of children of different ethnicity.				
Our Research:				
<i>Gypsy &amp; Traveller</i> are more likely to have lower attendance than other ethnic groups				
<i>Gypsy &amp; Traveller</i> are more likely to have lower achievement in the Core Subjects				
<i>Gypsy &amp; Traveller</i> are more likely to have limited parental engagement in school life				
Information from Engagement:				
Understanding of Culture and an appreciation of the improvements made.				
Data Development:				
Attendance data – meetings with EWO				
Analysis of INCERTS using filter groups for comparison				
Lack of parental engagement at meetings etc				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> <li>Attendance improves year on year. We aim for all pupils to achieve 95% but 'most' Gypsy &amp; Traveller pupils 'go travelling' after the Easter holidays for undetermined durations.</li> </ul>				

<ul style="list-style-type: none"> <li>• Attainment improves – all G/T pupils are targeted to achieve expected levels</li> <li>• More parental involvement as monitored by teachers at Parent / Teacher Consultations in Autumn and Spring Term</li> </ul>				
<b>ACTIONS:</b>				
	Description	Responsibility	Start	End date
1.	<p>Improve attendance through first day response and subsequent procedures.</p> <p>Liaison with parents to raise awareness of the importance of regular attendance.</p> <p>Publish attendance figures regularly to parents issuing rewards for improved attendance to individuals and groups.</p>	HT	Autumn 2015	Annually to Spring 2020
2.	<p>Targeted support / counselling from G / T liaison worker (Mrs Knight).</p> <p>Regular monitoring to ensure progress with targeted intervention if necessary - Incerts.</p>	Class Teacher Support Staff G & T support workers SLT		
3.	<p>Mrs Knight to liaise with parents.</p> <p>Support offered to parents whose basic skills are poor.</p> <p>Open Door 'welcoming' policy.</p> <p>Traveller culture reflected in displays, resources etc. See KS2 corridor</p>	LK		
<p><b>Equality Objective 4</b>  <i>Free School Meals</i>                      To narrow the gap between FSM and non FSM</p>				
<p>Our Research:  <i>FSM pupils</i> are more likely to have lower attendance than other pupils  <i>FSM pupils</i> are more likely to have lower achievement in the Core Subjects  <i>FSM pupils</i> are more likely to have limited parental engagement in school life</p>				
<p>Information from Engagement:                      All FSM pupils are highlighted on tracking sheets and data analysis</p>				

<p>Data Development:                  DHT analysis of INCERTS data includes termly meetings with class teachers to discuss performance of all pupils inclusive of FSM pupils                  Intervention activities provide data to support teacher planning for FSM pupils                  All Wales Core Data is analysed to identify trends in performance of FSM pupils over time</p>				
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> <li>• FSM achieve targets in line with non FSM</li> </ul>				
<b>ACTIONS</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.	Class teacher identify FSM on predicted targets: <ul style="list-style-type: none"> <li>• monitor and intervene</li> <li>• Termly monitoring of achievement using filter groups on INCERTS</li> </ul>	Class Teacher SLT	Autumn 2015	Annually to Spring 2020
2.	School Development Plan and Grant Plan to identify and plan how PDG will be spent to target and improve the outcomes of all FSM pupils	HT	Autumn 2015	Annually to Spring 2020

# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	Accessibility Plan
<b>Date</b>	Spring 2016
<b>Author</b>	N Blackburn



**INSPIRE CHALLENGE ACHIEVE**

## **SCHOOL VISION STATEMENT**

The aim of this accessibility plan is to demonstrate how Griffithstown Primary School intends to increase the accessibility to the built environment, curriculum and information.

The governors at Griffithstown Primary School are fully committed to providing an inclusive environment for curriculum delivery for all pupils.

### **Aims and Objectives:**

The plan aims to improve access to all aspects of education in a way to remove or limit the impact of existing barriers and widen the opportunities for all.

The Governing Body recognises its responsibilities under the legislation not to discriminate against disabled persons in their learning environment, not to treat disabled people less favourably and to make “reasonable adjustments” to avoid putting disabled users at a substantial disadvantage.

The plan focuses on three key elements and puts forward strategies in the short, medium and long term to meet these objectives.

The three key elements are:

- Improvements to access the curriculum.
- Improvements to increase access to the built environment
- Improvements in the provision of information to all.

## **APPENDIX B – BUILT ENVIRONMENT**

### **Identifying Barriers to Access**

This framework is intended to assist schools in auditing existing provision and access. It is not exhaustive but provides a basic framework.

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
The layout of areas allows full access such as: <b>Academic areas:</b> e.g. classrooms, hall etc. <b>Sporting areas:</b> e.g. hall, outdoor sporting facilities etc. <b>Social areas:</b> e.g. dining hall, reception, indoor play etc. <b>Play areas:</b> e.g. playground,	Access to all school entrances are via flat, even pathways. Outside areas are accessed via Foundation phase level and smooth footpaths circulate around all outside areas.	None

N Blackburn

Inspire, Challenge, Achieve

Strategic Equality Plan

outdoor learning etc.		
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps.	All areas can be accessed.	None
Toilet facilities in KS2 accommodate a hoist and changing bed. Showers are available and accessible.	KS2 toilet has wc, shower and hoist. The toilet has a cleaning and drying function in the flush mechanism	None
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	Pathways in and around school site are safe. Disabled parking bays are to the right side of the school entrance, with drop down kerbs for ease of access. All disabled pupils are dropped off after 9am to ease the problems associated with the volume of traffic at the start of the day (requested by parents)	None
Emergency and evacuation systems INFORM ALL pupils.	Fire alarms tested weekly, termly evacuation drills.  See Fire Procedure	.None
Signs are uncomplicated and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Steps are edged with appropriate high visible nosings. Signs within school are bold	None
All areas are well lit.	All areas well lit, with many on motion sensors. Outside areas are well lit	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	All classes are carpeted. We are in the process of purchasing dividers to reduce noise levels associated with open plan learning	Factor in the cost of dividers to the school budget (capitation)
Furniture and equipment selected, adjusted and located appropriately.	Fixtures in classroom supplied and fitted as per LEA direction. Location of furniture generally appropriate and size appropriate for ages.	None

**7.0 APPENDIX C – CURRICULUM ACCESS****School Audit**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
All teachers and class assistants have the necessary training to teach and support pupils with a range of disabilities.	This is constantly evaluated based on the individual need of the staff member and needs of pupils within the school	Yes. Ongoing, autism, epilepsy, diabetic. Whole school 'twilight' about autism awareness and strategies for the summer term 2016
Classrooms are optimally organised for disabled pupils.	As and when depending on pupil need	None
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Yes through regular observation by HT and leadership team	Continuation of monitoring of planning and pupils' works
All pupils are encouraged to take part in music, drama and physical activities.	Yes through regular observation by HT and leadership team	Ongoing.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. mobility needs	Yes through regular observation by HT Mobility challenged pupils are supported by mobility (physio) service	None
All staff plan for additional time required by some disabled pupils to use equipment.	Yes through regular observation by HT and leadership team	None
School visits, are accessible to all pupils, regardless of attainment or impairment.	Yes through regular observation by HT and leadership team	None
All staff have high expectations for all pupils.	Yes through regular observation by HT and leadership team	None
All staff strive to remove barriers to learning and participation.	Yes through regular observation by HT and leadership team	None

**8.0 APPENDIX D – ACCESS TO INFORMATION**

**School Audit**

This framework is intended to assist schools in auditing existing provision and access. It is not exhaustive but provides a basic framework.

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities.	Yes through regular observation by HT and leadership team	Ongoing as required.
All written communication follows an agreed house style using an appropriate font and size, eg Arial size 12 or larger.	Yes through regular observation by HT and leadership team	See Presentation Policy
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg by reading aloud, using overhead projections/PowerPoint presentations etc.	Yes	Ongoing as required

**9.0 APPENDIX D: TYPICAL EXAMPLES – SCHOOL ACCESS PLAN – IMPROVING THE PHYSICAL ENVIRONMENT**

**Griffithstown Primary School Access Plan**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time-frame</b>	<b>Goal Achieved</b>
Long Term	To review regularly and at least annually, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	To update the LEA annually on progress of and works carried out.	Full physical access to the school and curriculum.  Regular review of premises.  Relevant Access plan progress reported as part of Governors Annual Report to Parents		Annually reviewed and based on needs of pupils and report to Governors.

**10.0 APPENDIX F – INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM**

**Griffithstown Primary School Access Plan**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time-frame</b>	<b>Goal Achieved</b>
Short Term	<p>Raised awareness of the curriculum needs of pupils with:</p> <ul style="list-style-type: none"> <li>) Autistic spectrum disorder</li> <li>) Language and communication disorders</li> <li>) Severe learning difficulties</li> <li>) Physical disability</li> <li>) Visual impairment</li> <li>) Hearing impairment</li> </ul>	<p>Training programmes to be accessed as required</p>	<p>Needs of particular groups of pupils discussed and addressed</p>		<p>Increased access to the curriculum for all groups.</p> <p>.</p> <p>Ongoing as other needs arise</p>
Medium Term	<p>Clarification of support role of school staff in meeting needs of pupils with ALN</p>	<p>Work with Leader for Inclusion and other member of Leadership Team to agree role of school staff in supporting individual children</p>	<p>Appropriate support for pupils with speech and language difficulties, autism, profound disabilities,</p>		<p>Increased access to the curriculum through specialised support for pupils with speech and language difficulties.</p> <p>All staff clear and discuss any need for further training.</p>

**APPENDIX F – INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (CONTINUED)**

**Griffithstown Primary School Access Plan**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time-frame</b>	<b>Goal Achieved</b>
Medium Term	Train identified personnel to administer medication.	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training.	Clear agreed procedure for administering medication.		Access to whole school curriculum.  Diabetic and epilepsy reviewed annually.
	Accommodate personal care needs of pupils	Audit the environment. Consult with Health Authority partners. Provide suitable environment. Train staff in: <ul style="list-style-type: none"> <li>) Toilet training techniques</li> <li>) Ways of meeting personal care needs of pupils</li> </ul>	Sensitive procedures for efficient care		Sensitive procedures for efficient care
	Train personnel in moving and handling techniques	Identify staff to be trained. Training provided by Health and Safety Officer	Appropriately trained staff to move and handle pupils with physical disabilities		Increased inclusion and access to curriculum.

**APPENDIX G – IMPROVING THE DELIVERY OF INFORMATION  
TO DISABLED PUPILS**

**Griffithstown Primary School Access Plan**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time- frame</b>	<b>Goal Achieved</b>
Short Term	Shaded areas developed for pupils with visual impairment	Identified pupils informed of the need to access the shaded areas	Wooden hut on the main yard		None
Medium Term	School to request large print transcriptions for test materials	Identified pupils informed of the the different appearance of the test	As required		Ongoing - annual

**APPENDIX H: LOCAL SERVICES**

**Gwent Visual Impairment Service**

Advisory Centre for the Visually Impaired  
Ashfield Road  
Newbridge  
NP11 4QW  
(01495) 240027

**Inclusion Services**

The Octagon  
Van Court  
Caerphilly Business Park  
Caerphilly  
CF83 3ED  
(02920) 858800

**Hearing Impaired Service**

Llantarnam Comprehensive School  
Llantarnam Road  
Cwmbran  
NP44 3XB  
(01633) 871226

**Gwent Association for the Blind (GAB)**

Unit 2, Torfaen Business Centre  
Panteg Way  
New Inn  
Pontypool  
NP4 0LS  
(01495) 763650

**SENSE Cymru**

5 Raleigh Walk  
Brigantene Place  
Cardiff  
CF10 4LN  
(02920) 457641

**CHAD**

Independent Living Centre  
Ty-Clyd Bungalow  
Heol Fargoed  
Bargoed  
CF81 8PP  
(01443) 822262

**SNAP Cymru**

Head Office  
10 Coopers Yard  
Curran Road  
Cardiff  
CF10 5NB  
(02920) 388776

**RNIB Cymru**

Trident Court  
Eastmoors Road  
Cardiff  
CF24 5TD  
(02920) 450440

**RNID Cymru**

Tudor House  
16 Cathedral Road  
Cardiff  
CF11 9LJ  
(02920) 333034