



PONTARDDULAIS COMPREHENSIVE SCHOOL
YSGOL GYFUN PONTARDDULAIS



Strategic Equality Plan 2021-2024

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Learn to live...
live to learn

Byw I ddysgu...
dysgu byw



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1. Our Distinctive Character, Priorities and Aims

1.1 School values

School motto

The school motto is *“Learn to Live, Live to Learn.”*

Our mission is:

‘At Pontarddulais we believe that the learning, teaching, achievement and wellbeing of every child in our school matters. In partnership with parents/carers and the community we strive to be a fully inclusive school within which all pupils have the opportunity to reach their full potential.’

We aim to provide a secure, caring and structured environment committed to the development and wellbeing of every child. It is recognised that each child is unique to the school and that for each parent/carer the school is here for their child. We will try to nurture pupils' confidence in their individuality both with regard to personal success and to contributing to the school as a whole and the need to show respect to other people and their property.

Our vision at Pontarddulais Comprehensive School is to provide a school where the children, parents, staff, governors and community work together to offer a welcoming, caring, stimulating and safe environment in order to stimulate effective learning and instil a sense of pride in oneself, the school, the community and the country.

We endeavour to celebrate our achievements together, as a school community, with each person being valued and respected. The children, their education and welfare are central to all decision-making at Pontarddulais Comprehensive School. Our vision is to provide a rich, varied, balanced and well-resourced curriculum which will stimulate the natural curiosity and enquiring mind of every child, regardless of ability, race or gender. We want each and every child to achieve his or her true potential.

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



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At Pontarddulais Comprehensive 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.

Our aim is that the lives of all who leave Pontarddulais Comprehensive School will have been enhanced by their experience with us, and that each child will leave equipped with the ability and eagerness to learn more and be ready to meet the challenges of adolescent and adult life.

1.2 Characteristics of our school

Pontarddulais Comprehensive School is an 11-16 mixed comprehensive school. It is situated in the town of Pontarddulais and maintained by the Local Authority (LA), Swansea Council. There are 842 pupils on roll (excluding the STF pupils) and the school is close to full capacity. Pupils come from the town of Pontarddulais and the surrounding villages. Nearly 17% of pupils are entitled to free school meals. This figure is below the national average. Nearly all pupils come from English-speaking homes. Approximately 1% of pupils speak Welsh as their first language and a further 3% comes from minority ethnic backgrounds. The full range of ability is represented in the school whose local intake reflects that of the LEA. Almost 23% of pupils are registered as having additional learning needs (ALN) and around 4.5% have statements of special educational needs (SEN). The Specialist Teaching Facility (STF), for pupils with profound multiple learning difficulties, opened in January 2007. At present there are six pupils on roll for the STF with a capacity for ten children. The pupils are taught within the STF as well as in the main body of the school.

The school is located on the border between Swansea Council and Carmarthenshire. It has a large catchment area with both urban and rural areas represented. The school's catchment area includes the surrounding villages; Llangyfelach; Pontlliw; Grovesend; and Penllergaer as well as from Pontarddulais, although some pupils attending the Specialist Teaching Facility unit come from further areas within Swansea.

The school building dates from 1982. The accommodation consists of a large main complex, built on two levels. There is separate Humanities block which consists of 4 modern classrooms and the purpose built Specialist Teaching Facility.



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Although modern, light, spacious and airy, and well-maintained, the physical state of the building is in need of general updating. As a result of the LA's Building Conditions Survey, the building has been subject to significant capital investment as detailed below.

- Roofing refurbishment undertaken for the last four years and continuing;
- Electrical rewiring – phase 4 to be completed during the summer holidays 2021;
- Heating refurbishment – phase 1, new boilers in the plant room, to be completed during the summer holidays 2021;
- 2G facility on the old tennis courts to be completed by the end of the Autumn Term 2021;
- Modular classroom to be located in the quad area between the sports hall and room 32 and due for completion by the end of the Autumn Term 2021. Project funded from Section 106 monies.

In recent years the Governing Body has invested considerable sums of money in general refurbishment and redecoration. The school occupies an extensive 5-and-a-half acre site.

The majority of pupils transfer to Gower College and Coleg Sir Gar. Pupils attending the STF Unit transfer to designated Special Schools.

The following table contains the main performance measures, in terms of attainment for the years 2017 - 2020:

| Year | Key Stage 4 (%) | | | Key Stage 3 (%) | Attendance % |
|------|-----------------|----------|---------|------------------------|--------------|
| | Capped 9 | Level 2+ | 5+ A*-A | Core Subject Indicator | |
| 2017 | 388 | 68% | 28% | 95% | 94.9% |
| 2018 | 392 | 70% | 28% | 96% | 94.5% |
| 2019 | 386 | 63% | 23% | 95% | 94.5% |
| 2020 | 412 | 75% | 37% | 95% | 94.5% |

There has been one permanent exclusion in the last three academic years.

1.3 Mainstreaming equality into policy and practice

Pontarddulais Comprehensive School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.



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Pontarddulais Comprehensive School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Swansea LA guidelines for Equal Opportunity into our daily practice. Strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

Children of both genders have equal opportunity within, and equal access to, all areas of the School Curriculum. The pupils who are taught in the STF are disapplied from parts of the National Curriculum. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning materials and in our teaching styles;
- Materials are selected carefully for all areas of the curriculum to avoid sexual stereotypes and gender bias;
- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together;
- Opportunities are given for children to work with male and female teaching and associate staff.

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and sports areas, are organised by criteria other than gender or race; for example, by age, ability or friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children.

- Discipline – notably rewards and sanctions – are the same for all children;



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- Our school uniform policy embodies the same standards for all children;
- Separate toilets and separate changing facilities for PE;
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children. Equal Opportunities are included in all school policies.

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 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/carers 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 any protected characteristic defined within the Equality Act 2010:

- Age
- Disability
- Gender reassignment



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- Marriage and civil partnership
- Pregnancy & maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- 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 regional equality objectives identified in **Appendix 1**;
- Views expressed by our School Council and Governing Body that have been involved in the development of the plan;
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

Our School Equality Objectives are set out in **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 protected characteristics. The Governing Body:



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- 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- Ensures that no pupil 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 Headteacher/Headship Team

The Headship Team 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 any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies.

2.3 Staff – teaching and associate

The school regards equality as a responsibility for all. Every member of staff contributes 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, 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;
- Reviewing our performance;
- Undertaking Equality Impact Assessments.

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. 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:

- Pupil attainment and progress data relating to different groups;
- School Council's views actively sought and incorporated in a way that values their contribution;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any protected characteristic;
- Pupil and parent questionnaires.

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

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



4. Equality Impact Assessment (EIA)

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on any policies and proposals that we believe may be impacted by equality concerns.

5. Objectives and Action Plans

Our Equality Objectives are:

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy through the school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends/patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, etc;



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- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Promote Governor vacancies with letters which are in accessible formats;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs involve representatives from a range of these to participate in our celebrations;
- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- Teachers work collaboratively with outside agencies and advise support staff accordingly;
- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment to the school;
- Clear signage in all areas of the school;
- Visual support in place in all areas of the school;
- User-friendly language in place for all communication;
- Communication translated into main community languages.

Further information on how we will achieve these objectives is contained in Appendix 1.

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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 LA. 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 our Equality Objectives;
- Undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2024

Pontarddlais Comprehensive School

Strategic Equality Plan 2021 – 2024

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current School Accessibility Plan

APPENDIX 1

Regional Equality Objectives

Education through Regional Working (ERW)

- 1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**
National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.
- 2. Reduce gaps in levels of attendance between different protected groups as identified in local data**
Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.
- 3. Reduce the number of NEETs**
Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.
- 4. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**
Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.
- 5. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**
Non statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors

APPENDIX 2
Pontarddulais Comprehensive School
Strategic Equality Plan 2021-2024
Equality Objectives and Action Plan

| Equality Strand | Objective / Action | How will the impact of the action be monitored? | Responsibility for monitoring | Timeframes | Success indicators | Impact |
|---------------------------|--|--|--------------------------------------|--|---|---|
| Protected Characteristics | To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings. | Specific question regarding equality to be included in parental surveys. Invitation for parents to respond to published document. | HT, Governing Body (GB) | Annually. | All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays. Parents are aware of policy and have communicated interest/amendments. | Increased awareness of policy throughout the school community. |
| Protected Characteristics | Monitor and analyse pupil achievement by protected characteristics, act on trends/patterns in the data that require additional support in order to narrow the gap. | Achievement data analysed by protected characteristics. | HT, Headship Team member Mr. Owens. | Annually from progress check data, summative data. | Analysis of teacher assessments/annual data indicates the gap is narrowing for equality groups. | All staff have an awareness of specific groups of pupils. All staff recognise and actively plan to ensure that no pupil is disadvantaged. Progress manager checkers/review reflect this increased awareness. |
| Protected Characteristics | Ensure that the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity. | Increased pupil participation, confidence and achievement levels. | All staff | Sept 2021 – Sept 2024 | Increase in participation and confidence of targeted group. | Schemes of work updated and include relevant sections to promote role models/heroes. |

| Equality Strand | Objective / Action | How will the impact of the action be monitored? | Responsibility for monitoring | Timeframes | Success indicators | Impact |
|---------------------------|--|--|--|--|--|---|
| Protected Characteristics | Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve. | Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing. | HT, Headship Team, School Council, Curriculum Ambassadors. | Ongoing | More diversity reflected in school displays across all year groups. | School displays reflect diversity. This is an ongoing process. Rolling programme. |
| Protected Characteristics | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies etc. | School Council representation monitored by race, gender, disability. | HT Headship Team member Miss Thomas | Ongoing | More diversity in School Council membership. | School Council processes and procedures are monitored by pupils on an annual basis. New ideas generated by the pupils – help to promote a constantly developing and innovative ‘pupil voice’ ethos within the school community. |
| Racial Equality | Ensure racial incidents are reported, monitored and acted upon effectively. | The HT and Governing Body will assess the impact of the school’s response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes? | HT, Governing Body | Reporting in termly report to governors. | All staff aware of and respond to racist incidents. Consistent nil reporting is challenged by Governing Body. | Pupils are confident in reporting any issues that arise. Staff deal with each issue quickly and involve parents/carers. |

| Equality Strand | Objective / Action | How will the impact of the action be monitored? | Responsibility for monitoring | Timeframes | Success indicators | Impact |
|---------------------|---|---|--|---------------------------------|---|--|
| Gender Equality | Reduce the gender gap between boys and girls in identified subjects. | Improve the attainment of boys across the curriculum. | Deputy Headteacher Andrew Owens, Curriculum Coordinator Dylan Lewis and Progress Managers. | September 2021 – September 2024 | Small gender gap at both key stages. | School results in key stage 3 and 4 reflect a reduced gender gap in all subjects across the curriculum. |
| Disability Equality | Promote Governor vacancies with leaflets in accessible formats. Ensure that parents who have disabilities have arrangements made which accommodates their needs on parents evening or on other visits to the school e.g. school concerts. | Monitoring of applications by disability to see if material was effective. Arrangements made as appropriate to identified need. | Governing Body, Office Manager, Resources Manager. | Ongoing | Increased number of applications from disabled candidates. | Governor vacancies are open and available for all eligible candidates. |
| Racial | Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations. | Survey of participant and stakeholder. | Governing Body, Headship Team, Progress Managers. | Ongoing | Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis, | Cultural events are celebrated within whole school assemblies, year group assemblies and through curriculum areas. |

APPENDIX 3
Pontarddulais Comprehensive School
Strategic Equality Plan 2021-2024
School Accessibility Plan

| ACCESSIBILITY PLAN | | | | | | |
|---------------------------|---|---|--------------------------------------|-------------------|--|---|
| Equality Strand | Objective / Action | How will the impact of the action be monitored? | Responsibility for monitoring | Timeframes | Success indicators | Impact |
| Access to curriculum | To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan. | Monitor via pupil progress review meetings. | ALNCo, HT. | Ongoing. | Pupils make progress from starting points. | School is inclusive and the curriculum, physical and written environment ensure accessibility for all pupils. This is constantly reviewed and updated as new pupil/situation arise. |
| | Teachers to differentiate work in the light of reports above | All self-evaluation processes School's monitoring policy of ALN. | Headship Team ALNCo. | Ongoing. | Pupils make progress from starting points | Lesson observations reflect effective differentiation across the curriculum. Evaluation is an on-going process. |
| | Teachers work collaboratively with outside agencies and advise support staff accordingly | School's monitoring policy | ALNCo, HT | Ongoing. | Pupils make progress from starting points. | School has excellent and effective links with outside agencies. |

| Equality Strand | Objective / Action | How will the impact of the action be monitored? | Responsibility for monitoring | Timeframes | Success indicators | Impact |
|--------------------------------|---|---|--|--------------------------|--|---|
| Access to physical environment | Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment? | Plans and accommodation include adaptations | Local Authority, GB, HT, Premises Manager, Site Superintendents. | April 2021 – April 2024. | Easy access to physical environment | Access to physical environment constantly being reviewed and updated as new situations arise – ramps, lifts, wider door entrances etc |
| | Clear signage in all areas of the school. | Termly check. | Health & Safety Team. | Ongoing. | Easy access to physical environment. | Rolling programme to update signage across the school. On-going. |
| Access to written environment | Visual support in place in all areas of the school. | Termly Learning Walk. | ALNCo, HT, DHT. | Ongoing | Clear and accessible written/pictorial information for all learners. | Rolling programme to update visual support across the school. On-going. |
| | User-friendly language in place for all communication. | Parental feedback. | HT, ALNCo. | Ongoing. | Clear and accessible written/pictorial information for all learners. | Pupils and parents feel welcome in the school. |
| | Communication translated into main community languages. | Parental feedback. | HT, ALNCo. | Ongoing. | Clear and accessible written/pictorial information for all. | Pupils and parents understand school policies. |
| | Use of EMLAS staff to translate in lessons. | Pupil feedback. | ALNCo. | Ongoing. | Progress check data show progress in learning. | Improvement in outcome. |