



STRATEGIC EQUALITY PLAN (SCHOOLS) 2020-2024

School	Ysgol Derwenfa
Date policy approved and adopted	March 2020
Review frequency	Annual
Next review date	March 2022
Head teacher	<i>Andrew Jones</i>
Chair of Governors	<i>Cllr. Raymond Hughes</i>

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. To request a copy of this document in an accessible format contact **01352 770477**

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1. Introduction

At Ysgol Derwenfa 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 2020 - 2024 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 Development Through Care

'To provide the highest quality of education and support for the care and development of all its pupils and staff'

2.2 Aims

The main aims of the school are:

1. To create and maintain an environment and atmosphere which is caring and stable, where pupils can develop as confident individuals aware of the needs of others as responsible members of the society.
2. To provide the highest possible quality of education which reflects the needs of individual pupils, and the opportunities for pupils to achieve their potential in particular with relation to numeracy and literacy, which is the responsibility of all staff.
3. To establish a happy, hardworking atmosphere based on sound interpersonal relationships between pupils, staff, governors and parents.

Having said this, we endeavour not to divorce ourselves from the main aim of the school, which is to provide a pleasant and secure environment, where children are encouraged to develop as individuals as well as acquiring a sensitivity to the needs of others. We firmly believe that each child must be happy, because if they are happy, then everything else has a greater chance of slotting into place

2.3 Profile

A description of our school and its community is set out in our Diversity and Equality Policy- see **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 Senior Leadership Team

The Senior Leadership 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 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 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 Improvement Plan (SIP). All data collected is used solely for the purpose of analysing trends by protected characteristic. – see **appendix 3** 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:

- Flintshire County Council's Equality Objectives as available on Flintshire County Council Website
- 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 may use a 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 Strategic Policy Advisor to engage with groups who are "seldom heard".

Specifically, for the SEP, we: -

- Involved members the Governing Body which included Parent Governors.

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 2 - EIA template.

At Ysgol Derwenfa 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 unequal outcomes in Education to maximise individual potential
2. Improving school attendance of pupils from particular groups
3. To increase the number of pupils in underrepresented groups attending extra-curricular activities.

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 and Improvement Plan (SDIP) 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 using:

- Flintshire County Council's Objectives available on the Councils website
- 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 our School Equality Objectives & Action Plan – see **appendix 1**.

7. Monitoring, Review and Publication

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 2024 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

Ysgol Derwenfa

Equality Objectives and Action Plan

Reduce Health Inequalities

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

Reduce unequal outcomes in Education to maximise individual potential

- Reduce the gap in educational attainment levels between specific protected groups at all key stages.

Reduce incidents that might impact on the ability of pupils to maximise their individual potential.

- Improve Attendance of pupils in school from specific protected groups (e.g. FSM, Disability, BME, ALN)

Equality Objective: 1	Reduce unequal outcomes in education to maximise individual potential
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Evidence /Research	Data on educational attainment of groups of pupils, via national test information, teacher assessment results, school based tests
Success Criteria	
1.	<i>Decrease the attainment gap between groups of pupils (e.g. gender, FSM, ALN, MAT)</i>

Measures	Direction of Improvement	2020/2021	2021/2022	2022/2023	2023/2024
<i>Close gap in performance between groups of pupils in FP and KS 2</i>	<i>Upwards / downwards</i>	<i>Establish new data following gap in results owing to COVID 19 in 2019/20</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>
Action				Lead	Time frame
<i>Establish new data for 2020/21 following gap in gathering of teacher assessment results for 2019/20 owing top COVID 19</i>				<i>AJ/staff</i>	<i>Summer term 2021</i>
<i>Annual monitoring and analysis of educational attainment levels e.g. Gender, FSM,MAT, ALN, EAL</i>				<i>AJ/staff</i>	<i>Yearly</i>
<i>Ensure pupils needs are met in any of the groups if they are not reaching their targets</i>				<i>AJ/WH/ Staff</i>	<i>Termly and on a weekly basis if needed</i>

Baseline Data
None available for 2019/20 owing to the non-collection of teacher assessment results owing the COVID 19 lockdown

Equality Objective: 2	Improving school attendance of pupils from all socio economic groups
Evidence /Research	School data relating to attendance
Success Criteria	
1.	Increased or sustained good attendance

Measures	Direction of Improvement	2020/2021	2021/2022	2022/2023	2023/2024
<i>Increase overall attendance to 95% for all groups</i>	<i>Upwards / downwards</i>	<i>At least 95% attendance for pupils in all groups.</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>
Action				Lead	Time frame
<i>Daily and monthly monitoring of groups as part of monthly attendance monitoring – looking at trends (will have to delay this</i>				<i>AJ/AS/ staff</i>	<i>Autumn Term</i>

<i>at the moment owing to lockdown and resume when all pupils are back in school.</i>		<i>2020 and Summer term 2021</i>
<i>Report particular instances of poor attendance to the IWO to increase attendance with certain pupils.</i>	<i>AS/AJ/ Governors</i>	<i>When need arises</i>
<i>Attendance is an agenda item at Governors meeting and percentages are discussed and explanations given for current figures.</i>	<i>AJ/ Governors</i>	<i>Half termly at Governors meetings</i>

Baseline Data
<i>Figures for groups for 2019/20 – although may not be a true reflection owing to the break in schooling during lockdown.</i>

Equality Objective: 3	To increase the number of pupils in underrepresented groups attending extracurricular activities
Evidence /Research	
Success Criteria	
1.	<i>Good balance of pupils from all underrepresented groups attending extracurricular activities</i>

Measures	Direction of Improvement	2020/2021	2021/2022	2022/2023	2023/2024
<i>Increase the number of pupils from all groups attending extra-curricular clubs.</i>	<i>Upwards / downwards</i>	<i>Targets</i> <i>n/a</i> <i>Owing to COVID lockdown.</i> <i>Unable to offer extra-curricular clubs</i>	<i>Targets</i> <i>At least 40 % of all groups attending</i>	<i>tba</i>	<i>tba</i>
Action				Lead	Time frame
<i>Produce data to the percentage of pupils from groups attending extra-curricular activities when available. Unable to offer any extra-curricular clubs at the moment owing to COVID 19 lockdown</i>				<i>AJ</i>	<i>When COVID 19 restrictions allow</i>
<i>Maintain levels and increase if possible</i>				<i>AJ / Staff</i>	<i>Termly/ yearly</i>
<i>Offer different kinds of clubs to try and attract different groups of pupils to attend.</i>				<i>Staff</i>	<i>Termly</i>

Baseline Data
Analyse current levels of attendance at extra-curricular clubs when COVID 19 restrictions allow. Use as baseline for comparing in future.

APPENDIX 2

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>What evidence e.g. data, research , results of engagement and consultation have you used to consider how this policy might affect:-</p> <ul style="list-style-type: none"> i) people with protected characteristics ii) opportunities for individuals/communities to use the Welsh language <p>Please link to any relevant documents. Describe who you engaged with and the results? (It is a statutory requirement to engage with people with protected characteristics).</p>	
<p>What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?</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 ¹
Age <i>(across the whole age spectrum)</i>						
Disability						
Gender Reassignment (GR)						

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

	+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*
Marriage and civil partnership (M&CP)						
Pregnancy and maternity (P&M)						
Race						
Religion / Belief						

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

If no action is taken to remove or mitigate/negative./adverse impact please justify why/	
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4. Procurement

<p>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. You will need to think about:</p> <ul style="list-style-type: none"> • tendering and specifications • awards process • contract clauses • performance measures, and • monitoring and performance measures. 	
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5. Monitoring, Evaluating and Reviewing

<p>How will you monitor the impact and effectiveness of the new policy?</p> <p>This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an E & 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>Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.</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	Lead	By When	Progress
Publish summary of E & WLIA ²			

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.

Members of the assessment Team

Name	Role	Organisation	Signature

Once you have completed the E & WLIA sign the below and forward to the Equalities representative. Please forward completed documentation to: **ADD HERE**



Diversity and Equality Policy

School	Ysgol Derwenfa
Date policy approved and adopted	March 2021
Review frequency	4 yearly
Next review date	2024
Head teacher	<i>Andrew Jones</i>
Chair of Governors	<i>Cllr. Ray Hughes</i>

Description of School and its Community

A description of the school community

Ysgol Derwenfa serves the village of Leeswood situated about 3 miles southwest of Mold in Flintshire. There are currently 93 pupils, aged 3-11, on roll and they are taught in 5 classes. The majority of the pupils come from the village with a minority from the surrounding area. There is a mixture of owner occupied and rented houses in the community. The locality is neither prosperous nor economically disadvantaged. There are 23.66% pupils on the Additional Needs register. Currently 29.41% of pupils are entitled to Free school meals. The vast majority of pupils come from English speaking homes, 1.08% being noted as English with an additional language. The school doesn't currently have any pupils who come from a Welsh speaking background. Attendance for 2019/20 academic year was 90.29% (which doesn't include nursery). This figure was greatly affected by the COVID 19 lockdown and subsequent staggered returns to school.

Ethnic and religious mix of school and its community;

95.45% of the school population is white or white British. The remaining 4.3% come from other ethnic groups including Lithuanian and other mixed background.

Demographics of the catchment area;

Equality Statistics Flintshire Ward Level Leeswood

Adults and Children in household with long term health problems or disability

Household Composition	2011
count of Household; All households	906
No adults in employment in household	286
No adults in employment in household: With dependent children	29
No adults in employment in household: No dependent children	257
Dependent children in household: All ages	284
Dependent children in household: Age 0 to 4	109
One person in household with a long-term health problem or disability	258
One person in household with a long-term health problem or disability: With dependent children	50
One person in household with a long-term health problem or disability: No dependent children	198

Ethnicity

Ethnic Group	2011
All usual residents	2,135
White	2,105
White: English/Welsh/Scottish/Northern Irish/British	2,081
White: Irish	1
White: Gypsy or Irish Traveller	0
White: Other White	23
Mixed/multiple ethnic groups	17
Mixed/multiple ethnic groups: White and Black Caribbean	5
Mixed/multiple ethnic groups: White and Black African	1
Mixed/multiple ethnic groups: White and Asian	4
Mixed/multiple ethnic groups: Other Mixed	7
Asian/Asian British	9
Asian/Asian British: Indian	4
Asian/Asian British: Pakistani	0
Asian/Asian British: Bangladeshi	0
Asian/Asian British: Chinese	2
Asian/Asian British: Other Asian	3
Black/African/Caribbean/Black British	2
Black/African/Caribbean/Black British: African	0
Black/African/Caribbean/Black British: Caribbean	2
Black/African/Caribbean/Black British: Other Black	0
Other ethnic group	2
Other ethnic group: Arab	0
Other ethnic group: Any other ethnic group	2

Age

Age	2011
All usual residents	2,135
Age 0 to 4	134
Age 5 to 7	65

Age 8 to 9	46
Age 10 to 14	134
Age 15	31
Age 16 to 17	54
Age 18 to 19	58
Age 20 to 24	135
Age 25 to 29	102
Age 30 to 44	407
Age 45 to 59	457
Age 60 to 64	164
Age 65 to 74	199
Age 75 to 84	119
Age 85 to 89	22
Age 90 and Over	8

Language

Main Language	2011
All people aged 16 and over in household have English as a main language (English or Welsh in Wales)	906
All people aged 16 and over in household have English as a main language (English or Welsh in Wales)	889
At least one but not all people aged 16 and over in household have English as a main language (English or Welsh in Wales)	9
No people aged 16 and over in households but at least one person aged 3 to 15 has English as a main language (English or Welsh in Wales)	0
No people in household have English as a main language (English or Welsh in Wales)	8

Religion

Religion	2011
All categories Religion	2,135
Has religion	1,386
Christian	1,369
Buddhist	6
Hindu	3
Jewish	0
Muslim	0
Sikh	0
Other religion	8
No religion	581
Religion not stated	168

Sex

Sex	2011
All persons	2,135
Males	1,064
Females	1,071

Marriage

Age	All categories: Marital and civil partnership status	Single (never married or never registered a same-sex civil partnership)	Married	In a registered same-sex civil partnership	Separated (but still legally married or still legally in a same-sex civil partnership)	Divorced or formerly in a same-sex civil partnership which is now legally dissolved	Widowed or surviving partner from a same-sex civil partnership
All categories : Age	906	196	422	1	34	142	111
Age 24 and under	31	29	2	0	0	0	0
Age 25 to 34	87	58	22	0	2	5	0
Age 35 to	275	71	137	0	16	50	1

49							
Age 50 to 64	273	25	149	1	11	65	22
Age 65 to 74	116	9	71	0	3	13	20
Age 75 to 84	95	3	36	0	2	9	45
Age 85 and over	29	1	5	0	0	0	23

All Data obtained from 2011 Census

Gender balance;

The school learner population is 64.52% female and 35.4% male.

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

According, to the local authority community cohesion officer there has been no issues in the local area with regards to racist, homophobic or hate crimes. The same applies to incidents within the school

Religions in the school;

The majority of school community are from an Anglican or non-conformist religious heritage

Languages spoken by pupils;

All pupils are proficient in English. Other languages spoken are Lithuanian

Details of additional learning need within school and its community;

The percentage of pupils with additional learning needs is 17.2%. There are 3 pupils who currently have a statement of educational need

Description of Policy Formation and Consultation Process

This

policy has been developed and reviewed by the following individuals:

Head teacher
Senior Leadership team
School Governor/s

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

- School Council

- Senior Leadership Team
- Governing Body

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

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

At Ysgol Derwenfa, 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 Ysgol Derwenfa 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 Ysgol Derwenfa. 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 **Ysgol Derwenfa** 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

Ysgol Derwenfa 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 2020 - 2024

School	Ysgol Derwenfa
Date policy approved and adopted	March 2021
Review frequency	4 yearly
Next review date	2024
Head teacher	<i>Andrew Jones</i>
Chair of Governors	<i>Cllr.Ray Hughes</i>

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 our School Equality Objectives & Action Plan – see **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

Ysgol Derwenfa 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 Ysgol Derwenfa 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 building's 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.

Curriculum and Support for Pupils

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.

Ysgol Derwenfa 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

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 pupils 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.

Ysgol Derwenfa 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

Equality Human Rights Commission (2018)
Is Wales Fairer?

Flintshire County Council (2016)
Education & Youth Accessibility Strategy

Alun High School (2015) Disability Inclusion Policy, Racial Equality Policy, Equal Opportunities Policy

Welsh Government: Planning to increase access to schools for disabled pupils
Guidance document no: 235/2018 (March 2018) *Replaces guidance document no: 15/2004*

<https://gov.wales/sites/default/files/publications/2018-04/planning-to-increase-access-to-schools-for-disabled-pupils.pdf>

APPENDIX 5

EDUCATION & YOUTH

Ysgol Derwenfa Accessibility Plan

Short term

	Targets	Strategies	Outcome	Responsible LA / School	Goals Achieved
Short Term	Make written Materials available in alternative formats for parents / carer with disabilities	The school uses the expertise of LA Advisory teachers for sensory impairments, RNIB, seen Learning Support Services and ALN IT Advisor, for creating and converting texts in alternative formats. The school publishes a statement in its Prospective which outlines the service available.	If needed or requested the school can provide written information in alternative formats for disabled parents/carers.	School	Written information provided in alternative formats for disabled parents/ carers.
	Improve physical access arrangements to the school building by: (a) highlighting the edges of steps outside the building; (b) highlighting the edges of steps inside the building, i.e. in the Assembly Hall	The school uses the expertise of LA Building Officers, Advisory teachers for sensory impairments, to highlight the edges of steps outside and inside the building.	Physical access to the school building is improved	LA	Physical accessibility of the school is improved.
	Plan to improve parking facilities for users of the school by locating one designated bay and a dropped kerb within the visitors' car park and one further designated parking space in the staff car park.	Following an audit of the school premises by the LA, the school seeks the advice and expertise of the LA to plan and locate the designated parking space and adjacent dropped kerb in the visitors' car park and one further designated space in the staff car park.	Parking for a car/taxi with a disabled driver and/or passenger is added and the dropped kerb improves the physical accessibility of the school premises from the visitors' car park and in the staff car park.	LA	Physical accessibility of the school is improved.
	In refurbishment programs, plan to	In refurbishment programs, plan to increase the school's stock of:	(a) Physical access to the classroom seating is	LA	(a) Physical accessibility of

	increase the school's stock of: (a) pupil classroom chairs with arms; (b) washroom taps with levers;	(a) pupil classroom chairs with arms; (b) washroom taps with levers;	improved; (b) physical access to washroom taps is improved;		the classrooms is improved. (b) Physical accessibility of the washrooms is improved.
	Plan to audit school policies to ensure that there are no discriminatory policies, phrases, procedures or practices.	The school uses the advice and expertise of the LA'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	School	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices
	Plan to ensure that the school's SEN Policies and Handbooks are accessible to all teaching staff.	Following an audit of the school's ALN Policies and Handbook and using the expertise of the ALN staff, the school improves accessibility to its ALN documents	Staff are aware of the needs of individual pupils in terms of disabilities and impairments	School	Access to information is improved for staff in terms of disability awareness
	Plan to improve information on disabled pupils when they transfer from the primary school to their secondary placement.	As part of the school's Primary/Secondary Liaison meetings, ALN/Disabilities becomes an agenda item	Liaison and the transfer of information on ALN/Disabilities are improved for the pupils transferring to High School.	School	Access to information for staff is improved in terms of disability awareness of disabled pupils when they transfer to High School

Medium Term

	Targets	Strategies	Outcome	Responsible LA / School	Goals Achieved
Medium Term	Plan to improve access to the front door, by fitting a wider door, a level platform with ramp and handrails to the outer doorway area	Following an audit of the school premises by the LA, planned use of National Assembly funding through the offices of the LA	. The front entrance and vestibule and emergency exits will become physically accessible		. Physical accessibility of the school is improved

Long Term

	Targets	Strategies	Outcome	Responsible LA / School	Goals Achieved
Long Term	Plan to improve access to the emergency exits by widening doorways, levelling floors of the emergency exits and installing handrails from the classrooms.	Following an audit of the school premises by the LA, planned use of National Assembly funding through the offices of the LA.	Emergency exits from the classrooms are made physically accessible to disabled pupils.	LA	Physical accessibility of the school is improved
	Plan to improve the emergency alarms within the whole school by installing alarms that are visual as well as auditory	After an audit the school seeks the expertise of the LA Advisory Services to improve the emergency alarm system on the school campus	Emergency alarms are made accessible to all pupils	LA	Physical accessibility of the school is improved