

Brynllwarch Hall School



EQUALITY PLAN

(Statutory, annual review cycle)

Signed	<i>GDRawZ</i>	Head Teacher
Signed	<i>Kath Roberts-Jones</i>	Chair of Governors.
Date:	<i>8th January 2018</i>	
Date of Review:	<i>January 2019</i>	



EQUALITY PLAN - MODEL TEMPLATE FOR SCHOOLS

Introduction and Context

This Equality Plan template is designed to enable schools to develop their Plan for the four year period 2016-2020. The template is based on a document which was produced in 2011 as part of a collaborative exercise between the authorities of the South West and Mid Wales Authorities Consortium (ERW), in partnership with officers of the Welsh Local Government Association (WLGA).

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. The first Equality Plan covered the period 2012-2016 with the next Plan covering the period 2016-2020. The revised Plan must be published by 1st April 2016.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data, will form the basis of the equality objectives within the school's Equality Plan for the next four years.

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

Brynlllywarch Hall School

**Equality Plan
2016 – 2020**



Equality Plan agreed by Governors:

..... (Signed by Chair)

..... (Date)

Plan due for review: (Date)

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

Brynlywarch Hall School provides a fresh start in a learning community where everyone manages behaviour and emotions to maximise the true potential of all.

At Brynlywarch Hall School quality teaching and learning, together with high expectations are at the heart of the school.

Through respect for the individual in a safe, secure, healthy environment we will ensure access to a varied, creative education that provides opportunity and meets the needs of all.

With commitment, co-operation, communication and celebration we will prepare learners for an ever changing society and lifelong learning.

At Brynlywarch Hall 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 Brynlywarch Hall School 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

Choosing a special school is one of the most important decisions that you will make. Your child will need to feel safe and secure and be assured that they will have access to a wide range of opportunities and experiences which will shape the rest of their life. We believe that your child is entitled to the very best in education and here, at Brynlywarch School, we offer just that. The caring and devoted staff will ensure that your child reaches their full potential.

We believe in hard work and in encouraging achievement of all kinds. Our approach is founded on a special partnership between you as parents, the school and your child – education is most successful when parents are closely involved in their child's development. We will, therefore, work closely with you to ensure your child achieves the very best and grows into a confident, capable young person, prepared for adult life.

Our welcome to you and your child is warm and on-going and please remember that we are always willing to talk to parents at any mutually agreed time.

Brynlywarch Hall School provides a **fresh start** in a learning community where everyone manages behaviour and emotions to maximise the **true potential** of all. At Brynlywarch Hall School quality teaching and **learning**, together with high expectations are at the heart of the school. Through **respect** for the individual in a safe, secure, healthy

environment we will ensure access to a varied, creative, education that provides **opportunity** and meets the needs of all.

With **commitment, co-operation, communication and celebration** we will Prepare learners for an ever-changing society and lifelong learning.

Our current roll is sixty eight students whose criteria are made up as follows:

Aspect

Students with special educational needs	55
Students entitled to free school meals	21
Students Looked After by Powys	6
Students with Emotional, Behaviour and Social Difficulties	37

Nationality

British	55
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Ethnicity

White British	54
Mixed background	1

1.3 Mainstreaming equality into policy and practice

The school is committed to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using school facilities.

The school is committed to giving all pupils every opportunity to achieve the highest standards by:

- Taking account of their varied experiences and needs;
- Offering a broad and balanced curriculum;
- Having high expectations of all students;
- 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;
- Include 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 (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, 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 **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

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

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; 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
 - 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.

Our Equality Plan and Equality Objectives are set in the light of:

- The local authority equality objectives identified in **Appendix 2**;
- views expressed by stakeholders who have been involved in the development of the Plan;
- issues arising as a result of an analysis of pupil data, e.g. attainment data of boys v. girls;

(Delete any of above / add own school priority contexts)

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) and Appendix 3**.

2. Responsibilities

2.1 Governing Body

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

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;

- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in the school

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan 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 Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting 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 the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging 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 the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The

information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. 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 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 groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's 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 are 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. As a school we have strong foundations for engagement of stakeholders which includes:

- Self Evaluation
- School Development Plans
- Development of school policies
- Pupil School Agreement
- Home School Agreement

Pupil Consultation

- School Assemblies
- Questionnaires
- Tutor Group sessions
- School Council

Parent/Carer Consultation

- Questionnaires
- Home School Diary
- Student Annual Reviews
- Annual Parents Evening
- Direct telephone contact with individual parents/Carers
- Regular letters home

Staff

- Daily contact and discussion – head teacher open door policy
- Senior Leadership Management Team meetings
- Weekly full staff meetings
- Performance Management Meetings.

Governors

- Governing Body meeting
- Regular contact with school i.e. Visits to school, telephone and email contact
- Chair of Governors attends school council meetings

Outreach

- Regular discussions and feedback from schools supported through Outreach
- Questionnaire responses
- Regular meetings with Educational Psychologists etc.

Community

- Monthly report to village news magazine
- Attendance at school functions
- Birthday cards for pupils from local Mothers Union.
- Close links with Church – vicar is member of Governing Body

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school 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 the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1) *To reduce incidents of bullying, both verbal and physical between all students.*
- 2) Further reduce the gap in levels of attainment between pupils of Brynllwarch and the rest of Wales.
- 3) Reduce the gap in attendance levels between students from Brynllwarch and the rest of Wales

....

We have action plans covering all relevant protected characteristics (**Appendix 1**). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with *or link with* the School Development 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 its Equality Plan 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 Equality Plan and action plans 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 Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

All data collected will be used solely for the purpose of analysing trends by protected groups 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 identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

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

- revisiting and analysing the information and data used to identify priorities for the Equality Plan 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 groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan 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 evidence 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 Equality Plan by 30th April 2020.

Brynlllywarch Hall School

Equality Plan 2016--2020

Appendices

- Appendix 1**
- Appendix 2**
- Appendix 3**
- Appendix 4**

- Protected Characteristics**
- Local Authority Equality Objectives**
- School Equality Objectives and Action Plan**
- School Accessibility Plan**

Protected Characteristics under the Equality Act 2010

- **Age***
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Local Authority Equality Objectives

The Council has developed seven Equality Objectives, the first of which relates to education

Objective 1 - Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Powys County Council's engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

1. Close the attainment gap by raising standards of children receiving free school meals, children with special educational needs and Gypsy Traveller children

Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the LAC Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Monitor the performance of vulnerable groups, identifying any underperformance against benchmarked information and signpost to good practice

Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues
- Roll out the `Thrive` programme, particularly in secondary schools, to develop behaviour support in relation to improved attendance and attainment
- Develop phase 2 of the ERW sponsored `Attachment Aware Schools` programme to aid staff in schools to understand and develop alternative strategies to support emotionally damaged pupils to remain in school and achieve

Objective 1 will be judged successful if the following outcomes are met or exceeded

	Actuals		Targets	
	Academic Year 2014-15		Academic Year 2016-17	
	Powys	Wales	Powys	Powys
Foundation Phase	79.2%	75.1%	80.0%	81.0%
	Percentage of pupils in receipt of FSM attaining the FPh Indicator			
	50.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	
Key Stage 2	62.9%	57.8%	64.0%	65.0%
	Percentage of pupils at school action/ school action+ /Statement attaining the FPh Indicator			
	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	
Key Stage 3	74.5%	75.1%	77.0%	78.0%
	Percentage of pupils in receipt of FSM attaining the CSI			
	57.1%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	
Foundation Phase	65.5%	61.2%	67.0%	68.0%
	Percentage of pupils at school action/ school action+ /Statement attaining the CSI			
	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	
Key Stage 2	77.3%	65.9%	77.0%	78.0%
	Percentage of pupils in receipt of FSM attaining the CSI			
	77.8%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	
Key Stage 3	67.0%	55.2%	68.0%	69.0%
	Percentage of pupils at school action/ school action+ /Statement attaining the CSI			
	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets	

Key Stage 4	Percentage of pupils in receipt of FSM attaining Level 2 inclusive	35.6%	31.6%	38.0%	39.0%	40.0%
	Percentage of pupils in Local Authority care attaining Average Wider Points Score	368	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining Level 2 inclusive	30.0%	23.3%	23.0%	25.0%	26.0%
	Percentage of Gypsy Traveller pupils attaining Level 2 inclusive	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Permanent Exclusions	Number of pupils permanently excluded per 1,000 pupils in primary schools (pupils aged 5+)	0.1	n/a	0.0	0.0	0.0
	Number of pupils permanently excluded per 1,000 pupils in secondary schools (pupils aged 5-19)	1.2	n/a	0.3	0.3	0.3
Fixed Term Exclusions	Percentage of days lost for primary schools (pupils aged 5+)	0.013%	n/a	0.010%	0.010%	0.010%
	Percentage of days lost for secondary schools (pupils aged 5-15)	0.083%	n/a	0.082%	0.081%	0.080%
	Percentage of 15 year old pupils leaving full-time education without a recognised qualification	0.1%	n/a	0.2%	0.2%	0.1%
	Percentage of 15 year olds in Local Authority care leaving full-time education without a recognised qualification	0.0%	n/a	0.0%	0.0%	0.0%

Brynllwarch Hall School

Strategic Equality Plan 2016 – 2020 Equality Objectives and Action Plan

Equality Objective 1.				
<i>To reduce incidents of bullying, both verbal and physical between all students.</i>				
Our Research: 32% of students in Wales said that bullying was a problem in their school. Students from lower social, economic groups were more likely to report experiencing higher levels of bullying. (Source: How Fair is Britain? EHRC 2010)				
Information from Engagement: Data obtained from questionnaires will be analysed and inform subsequent actions, including improvements suggested by stakeholders.				
Data Development: Analysis of Sleuth to measure progress. Further pupil questionnaires to gauge opinion.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • <i>There is a reduction in the number of incidents of bullying recorded on Sleuth.</i> • <i>There is evidence from student questionnaires that incidents of bullying are decreasing.</i> • <i>There is evidence that students feel that bullying is dealt with appropriately</i> • <i>Mr Randell regularly asks students during assembly time if Bullying is dealt with effectively. He makes reference to the strategic equality plan. Responses are very positive.)</i> • <i>There has been a decrease in incidents of bullying by 34.7% from 2015-16 to 2016-17</i> 				
Actions:				
	Description	Responsibility	Start date	End date
1.2	Zero tolerance approach to all forms of bullying. All stakeholders to be informed through assemblies and tutor groups.	All staff SLT	March 2016 In Place	
1.3	Review Policy on bullying.	SLT		Annually

Equality Objective 2.

Further reduce the gap in levels of attainment between pupils of Brynllwarch and the rest of Wales.

Our Research:

Learners who achieve success in school tend to gain better economically in later life.
TES(2016) education endowment foundation

Information from Engagement:

Learners achieve better when the qualifications are matched to their interests.

Data Development:

End of year and end of key stage targets set for all students. Monitoring of student progress towards targets. Analysis of progress and attainment of students at Key Stages 2, 3 and 4. Completion of intervention sheets.

This objective will be judged to be successful if...

- *There is an increase in the average points score for each student at the end of key stage 4.*
- *There is evidence to demonstrate improvement in closing the gap towards students at Brynllwarch achieving level 2 qualifications.*
- *We continue to have high levels of retention or successful destinations to employment and or education*

Actions:

	Description	Responsibility	Start date	End date
1.1	Monitor and maintain the quality of the level 1 and 2 BTEC qualifications	JL	September 2016	
1.2	Explore curriculum options for the introduction of further GCSE's	Subject leaders MW	September 2016	
1.3	Assess pupil needs to ensure additional needs do not disadvantage them from obtaining qualifications	NJ	September 2016	

Equality Objective 3.

Reduce the gap in attendance levels between students from Brynllwarch and the rest of Wales

Our Research:

Attendance data from previous years and national data.

Information from Engagement:

Analyse data and information from stakeholders.

Data Development:

Regularly monitor attendance percentages from electronic registers held on Teacher centre

This objective will be judged to be successful if...

- *There is a reduction in the overall % of absence.*
- *There is a reduction in the % of un-authorized absence.*
- *Individual non attenders start attending*

Actions:

	Description	Responsibility	Start date	End date
1.1	Attendance rewards. EWO involvement Partnership with parents Home visits/support	MW MW Tutors Various	In Place In Place In Place In Place	On going
1.2	Maintain Breakfast club	TW/TC	In Place	On going
1.3	Creative curriculum to engage pupils	MW JL	In Place	On going

Appendix 4

School Accessibility Plan

Brynlywarch Hall School School Accessibility Plan 2016-2019

Definition of Disability

A person is a disabled person if they have a physical and/or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Purpose of the Plan

The purpose of this plan is to show how the school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school visits, after-school clubs or leisure and cultural activities. It also covers the provision of **special aids and equipment** which may assist pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in the preferred format within a reasonable time.

Where are we now?

Brynlywarch Hall School School has a number of advantages which allow it to address many of the requirements of the Equality Act 2010.

The headteacher carried out an additional survey of the school premises with representatives of Powys. The main findings of these audits are as follows:

Physical Environment

- Wheelchair access/egress at main entrances
- Route from main gate to main entrance is signed
- Appropriate glass panels in new doors.

- Adequate lighting in all areas. Matt finish on corridor walls.
- Carpet in most areas to reduce noise
- Classroom furniture at appropriate height
- All play areas (apart from steeper gradients of grass slope) accessible to wheelchair users

Curriculum

- All school visit sites are evaluated for possible visit by disabled pupils
- Teaching and non-teaching staff have been informed of the school's duties under the Equality Act 2010 and informed of wider criteria for inclusion under the terms of Equality Act.
- Whole-school audit has been carried out, identifying children that are termed as disabled under Equality Act 2010 (in conjunction with Ysgol Powys family)
- Differentiated work is provided for those with learning difficulties
- Members of staff are experienced in dealing with a range of disabilities, including medical and "hidden" disabilities.
- Members of staff are experienced in dealing with autistic, epileptic and diabetic (some staff only) children, and with children with severe allergies
- TAs have access to quiet areas for low distraction work
- Medicines are administered to disabled pupils e.g. ADHD medication

Written Information

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents will regard the school staff as being approachable with any concerns regarding disabilities.
- When curriculum policies are reviewed access issues are considered
- There are close links with outside agencies that can provide support and expertise e.g. Health Services, Specialist Advisory Teachers, SALT, Occupational Therapists, Physiotherapists.

Addressing Needs

The school is not complacent with regard to its responsibilities under the Equality Act 2010 and, following consultation with pupils, parents, governors, partner schools and representatives of disabled groups in the community the following plan has been drawn up to cover the period 2016-19. The plan will be reviewed annually. It will be available, on request, to all those listed above and an annual update will be included in the Governors' Annual Report to Parents.

Improving access to the curriculum

	Targets	Strategies	Outcomes/Goals	Timeframe
Short term	Survey all stakeholders regarding access to the curriculum	Staff identify which students need improved access to learning.	Students are identified and a range of strategies investigated to improve access to the curriculum for these students	April 2018
	Ensure issue of access is addressed within IEPs	Students identify needs during tutor periods	Student input into own learning via IEPs	termly
		To review the SEN Policy	New revised policy.	annually
Medium	To identify and	To ensure all new	School policy and practice	December

term	implement improvements and adaptations to the curriculum and extra-curricular activities. Identify resources needed to improve access for some students	developments comply with latest legislation	in line with Welsh Government legislation and guidance	2018
		Continue INSET to develop staff skills with strategies in place for students with physical disability, visual and hearing impairment, ASD and EBSD. Staff to audit schemes of work. SLT evaluate resources identified	Staff skills enhanced and appropriate strategies in place and embedded in schemes of work. Differentiation planned with access to the curriculum for all students. Identified resources purchased	Staff training ongoing, all schemes of work reviewed in line with guidance.
Long term	To review short and medium term targets in the light of new opportunities and legislation.	To evaluate the effectiveness of the plan by student and staff survey and by looking at pupil progress	Improved progress of students identified as requiring improved access to the curriculum	Sept 2018 onward

Physical access to the environment

	Targets	Strategies	Outcomes/Goals	Timeframe
Short term	To ensure that the majority of areas of the school are fully accessible to pupils with as wide a range of disabilities as possible	To discuss any plans with LA officers and other agencies with reference to H&S requirements	All aspects of the school fully compliant with DDA. New developments are fully accessible to pupils with as wide a range of disabilities as possible	ongoing
	To have Personal Emergency Evacuation Plans in	Personal Emergency Evacuation Plans	Personal Emergency Evacuation Plans in place for all disabled staff and	April 2018

	place for any disabled staff and students. To have an evacuation plan for any disabled visitors	to be drawn up, and all staff to be made aware of these. Office staff to have copies of the evacuation plans and make note of any disabled visitors	students. Raised awareness of these plans by all staff and students. Plan for emergency evacuation of disabled visitors in place	
Medium term	To look at ways of modifying the existing buildings and school site for greater access for school and community groups	To take advice from LA officers and other agencies with reference to alterations and costings. To seek the views of all stakeholders	Existing buildings adapted where appropriate	July 2019
Long term	Review outcomes of short and medium term plans, evaluate effectiveness and plan for new targets	SLT in conjunction with all stakeholders to review PEEPs and site access for disabled persons, and update as necessary	Effective and up to date PEEPs in place. Accessibility improved across the school site	July 2020

Improving provision of information

	Targets	Strategies	Outcomes	Timeframe
Short term	To improve access to information for pupils.	New more user friendly website in progress. New updated School Prospectus being developed, ensure all sections are user friendly for target group. Large print version can be made available on demand Facebook, Twitter.	Increased number of visits to website. New pupils more informed about Brynlllywarch and its facilities. Appropriate delivery of information to pupils who have additional needs	July 2018
Medium term	To improve access to information for parents/carers.	Consult with Disability Information Service about the best way to make information available to users. To increase levels of awareness amongst staff responsible for information. PIP meetings and outreach provision	Information about the school is available both on the website and through the School Brochure in a format that is accessible. Information for individuals with specific requirements can be made available by contacting the school. Parents more easily able to work with school to improve outcomes for students	Dec 2018
Long term	To review and evaluate progress made in short term and medium term targets	To plan for the next stage. Continue to develop website to be interactive and accessible. Evaluate effectiveness of School prospectus and pupil information	Wider understanding of issues involved. Improved delivery of information to pupils and parents/carers with additional needs	Ongoing