



STRATEGIC EQUALITY PLAN POLICY

The wellbeing of our school community is at the heart of all that we do and is linked to our Core Values of Community, Belief and Respect. These values help us to better understand and improve the wellbeing of our school community with this policy, and all others, being consistent in promoting those values.

Approved by:	Governing Body	Date: 9 December 2025
Last reviewed on:	Autumn 2025	
Next review due by:	Autumn 2029	

This Policy also

applies to

Jigsaw CIC. In

this Policy, any

references to:

Headteacher is the

Responsible

Person Governors

are the CIC

Directors

Pupils are children

Teachers/Teaching Assistants are Practitioners

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1. Introduction

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

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out our priorities for equality for 2019-2022 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

It is our vision to have a school that is free from all forms of discrimination. To promote equality for all in an open and trusted environment. To educate and enlighten our pupils to become responsible ethically informed citizens of the future.

2.2 Aims

St Ethelwold's VA School fully endorses the statement outlined below by Flintshire County Council.

Flintshire County Council is committed to promoting fairness and equality through all its activities; through the Council's roles as service provider and commissioner, employer and community leader. The Council supports the following definition from the national Equalities Review in 2007. "An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and can be."

The overall aim of the Diversity and Equality Policy is to -

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity and
- Promote good relations between diverse communities in the Council's delivery of services, goods, works and facilities, provision of grants, in engagement with partners and practices

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

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

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

The aims of the 'Equality of Opportunity policy statement at Sandycroft School 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 member of the diverse community

2.3 Profile

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

2.4 Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

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

3. Responsibilities

3.1 Governing Body:

The Governing Body has set out its commitment to equality and diversity in this policy 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 policy annually, as part of its Annual Report to parents.

3.2 Leadership Group

The Leadership Group promotes equality and eliminates discrimination by:

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

3.3 All Staff

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

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

4. Information Gathering and Engagement

4.1 Information

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

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

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

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

4.2 Engagement

We regularly involve stakeholders, including children and young people, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies and as required by the equalities duties. We use a wide range of mechanisms including:-

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

5. Equality Impact Assessment (EIA)

Equality Impact Assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Equality Impact Assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way. Please refer to **Appendix 5** for the EIA template used.

At St Ethelwold's VA School we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

6. Our Equality Objectives

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

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

Our chosen Equality Objectives are:

1. Reduce unequal outcomes of minority groups in Education to maximise individual potential
2. Improving school attendance of pupils from particular groups eg Travellers, FSM, EAL.

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

We developed our Equality Objectives through:

- Reviewing Flintshire County Council's Equality Objectives as identified in **Appendix 2**;
- Views expressed by stakeholders that have been involved in the development of the scheme;
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys compared with girls; up take of Free School Meals

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

7. Monitoring, Review and Publication

A copy of our Strategic Equality Plan (SEP) will be published in English on our website and will be made available in a range of formats on request. The SEP will be monitored on an annual basis by the Governing Body. 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 during the academic year 2022/23 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

St Ethelwold's VA School Equality Objectives

and Action Plan

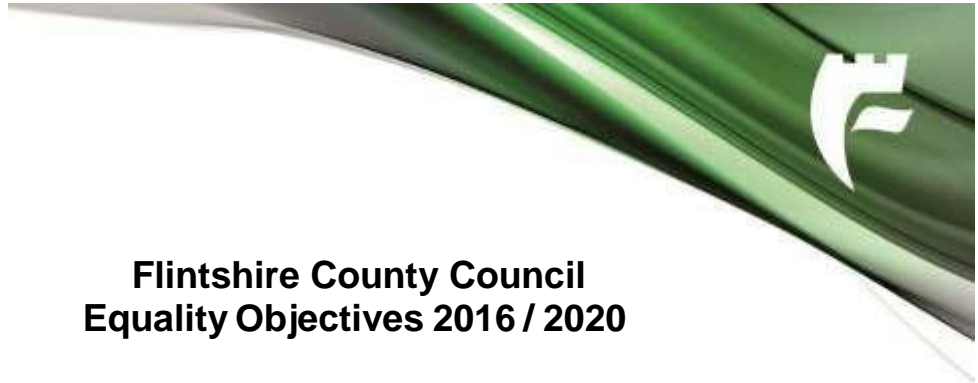
Reduce unequal outcomes in Education to maximise individual potential

- Reduce the gap in educational attainment levels between different groups at all key stages

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

- Ensure Pupils feel safe at school
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.
- Reducing prejudice-related bullying and the use of derogatory language.
- 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.

APPENDIX 2



Flintshire County Council Equality Objectives 2016 / 2020

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

Diversity and Equality Policy

Description of School and its Community

Our current free school meal uptake represents about 27% of our pupil population. The county are looking into methods to assess entitlement as opposed to uptake, which is how neighbouring counties calculate their free school meals.

Ethnic and religious mix of school and its community;

Ethnic and religious mix: 68% of the school population is white British. The remaining 32% come from a range of other ethnic backgrounds including travellers and Eastern European countries. The county has 96% as white British and 4% from other ethnic backgrounds.

Demographics of the catchment area;

Demographics of our catchment: the majority of our pupils come from relatively disadvantaged backgrounds. However, our catchment also contains some housing that is neither prosperous nor disadvantaged.

Gender balance;

The school children population is 57% female to 43% male. The staff population is 73% female to 27% male.

The Governor population is 33% female to 67% male.

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

Racist, homophobic or hate crime incidents recorded in the school in the last 3 years are one.

Religions in the school;

Christian:	20 pupils
No Religion:	4 pupils
Other Religion:	1 pupils
Refused:	61 pupils

Languages spoken by pupils;

The majority of our pupils' first language is English (86pupils). Other languages spoken are Bulgarian, Hungarian, Latvian, Lithuanian, Malayalam, Polish, Portuguese and Romanian. All of our children learn Welsh as a second language. There are no families that have Welsh as their first language.

Details of additional learning need within school and its community;

Additional Learning Needs:

Approximately 20% of the school pupil population are on our special needs register.

DESCRIPTION OF POLICY FORMATION & CONSULTATION

The Headteacher is the Equal Opportunities Coordinator.

This Policy has been developed using the LA model policy and in consultation with working policies from staff, parents, Governors, pupils and LA Officers.

Description of Policy Formation and Consultation Process

This policy has been developed and reviewed by the following individuals: Leadership Group
Healthy Schools Coordinator
Parent Governor
School Council

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

School Council Leadership
Group Governors

Responsibilities

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

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

All staff are expected to:

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

Aims and Purpose of a Diversity and Equality Policy Statement

St Ethelwold's VA School fully endorses the following statement by:

Flintshire County Council is committed to promoting fairness and equality through all its activities; through the Council's roles as service provider and commissioner, employer and community leader. The Council supports the following definition from the national Equalities Review in 2007: *"An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and can be."*

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

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

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

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

- age

- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race,
- religion or belief
- sex
- sexual orientation

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

The County Strategic Equality Objectives for 2016-2020 are:

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

At St Ethelwold's VA School, the Aims of the Diversity and Equality policy statement are to:

- Ensure that an inclusive ethos is established and maintained;
- Ensure that the school is a place where everyone, irrespective of their age, disability, race, religion and belief, gender, gender identity, sexual orientation, family background and/or language feels welcomed and valued;
- Ensure that all pupils and staff are encouraged to reach their full potential;
- Protect the human rights of all pupils and staff, parents, governors and visitors to the school;
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society;
- Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other;
- Foster and encourage positive attitudes and behaviour towards all members of the diverse community.

Environment and Ethos of the School

We, at **St Ethelwold's VA School** ensure that the aims listed above apply to the full range of our policies and practices including those that are concerned with:

For example:

- Equality projects and courses; teaching of the national curriculum, PSE and RE; strategies which use interactive and experiential approaches;
- Student progress, attainment and assessment, behaviour, discipline and exclusions; admissions and attendance;

- Encouragement of students to take responsibility for their own learning and the assessment of their development.
- Valuing pupils and promoting positive relationships and self-esteem;
- Staff selection, recruitment and induction; and effective coordination and staff training and support;
- Partnership with parents and the community;
- Opportunities in school for pupils to participate in decision making; such as school councils, and the wide range of extra-curricular experiences and clubs that are provided for them,
- Ensuring that the physical environment of the school is conducive to health and well-being
- Other as appropriate

Addressing Sexism, Racism, Xenophobia and Homophobia

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

Religious Observance

The community at **St Ethelwold's VA School** will respect the religious beliefs and practices of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Monitoring, Evaluation and Review of this Policy

The **St Ethelwold's VA School** will collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

Appendix 4

Summary of Aims

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided by the school
- To improve the delivery to disabled pupils of information which is already provided in writing to pupils who are not disabled

At present (June 2024) St Ethelwold's does not have any disabled pupils and as such there is not a planning group. However should we admit a disabled pupil, a group would immediately be formed and consist of a teacher, a governor and the Headteacher.

Function of the Accessibility Planning Group

- To audit existing provision and achievements
- To set goals and targets
- To consult on the plan
- To publicise the plan
- To implement the plan
- To evaluate and ensure the future of the plan

Consideration will be given to :

- Preparation for entry into the school
- The curriculum- teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks and lunchtimes- including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- Exclusion procedures
- School trips, clubs and activities
- Arrangements for working with outside agencies e.g. occupational therapy
- Preparation of pupils for the next phase of education- transfer to secondary school

1. Audit of existing achievements and provision

1.1 Curriculum

- Data obtained on future pupils to facilitate advanced planning- includes pupils entering the Foundation Phase and those transferring from other schools
- Established procedures for the identification and support of pupils with Additional Educational Needs
- Detailed pupil information given to all relevant staff
- Regular home/ school liaison
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Learning support assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy.
- Strong links with outside support agencies e.g. educational psychologist, speech and language therapy, school nurse
- Consideration of children's preferred learning styles

1.2 Physical Environment

- Wheelchair access
- Programme of maintenance to improve acoustics and lighting for possible sign language
- All corridor areas painted in light colours to provide good contrast for signs/labels

1.3 Information

- Provision of information to pupils with a disability- this is currently provided by offering one-to one explanation to pupils and their parents. If necessary, information could be made available in a range of formats
- The school makes full use of the skills of support teachers. If necessary, meetings can be arranged to ensure that they have access to information to enable the pupils to participate fully in the life of the school.

2. Consultation on the Plan

Issue draft plan for all staff and governors to comment

3. Publicise the plan

Ensure the full plan is available on request in a variety of formats.

4. Implementation

Implement the plan by allocating adequate resources in financial planning.

5. Evaluation of the Plan

Consider:

- Audit on the main curriculum areas
- Observable changes in staff confidence in teaching and supporting pupils with a disability/ range of needs

- Evidence of the greater involvement of disabled pupils in the life of the school
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats

6. **Ensure the future of the Accessibility Plan**

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology and support services
- Staff training and associated services
- Become an integral part of the school development plan

St Ethelwold's VA School Accessibility Plan

Priority	Action Required	Resources	Monitoring lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not "missed out".	Data	ALNCo	All staff have a clear understanding of current definitions of disability.	Ongoing

Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability through "Pupil Voice"	Data is collected on participation	ALNCo	<ul style="list-style-type: none"> Pupils with a disability are represented through "Pupil Voice" and are supported in articulating needs of all disabled pupils. 	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers they face in participating in the school community.	Set up formal process of consultation	ALNCo	<ul style="list-style-type: none"> A formal process exists for consultation with all stakeholders <ul style="list-style-type: none"> Consultation feedback identifies targets for plan. Prompt action is taken to remove barriers. 	As needed
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities and identify any barriers	External Specialist Agencies. Data is collected on participation	ALNCo	<p>Records of participation are kept and monitored.</p> <ul style="list-style-type: none"> Immediate action is taken to make "reasonable adjustments" for each pupil to remove any exclusion. 	Ongoing
	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Policy Written school statement	Governing Body HT	People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome.	Ongoing
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as	LA Specialist agencies schools	ALNCo	<ul style="list-style-type: none"> School is regularly consulting external agencies for advice and information to have the necessary knowledge and 	Ongoing

	well as promoting good practice			expertise to meet the needs of pupils with disabilities	
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff	ALNCo	<ul style="list-style-type: none"> All staff are showing confidence and competence in dealing with emergencies and unforeseen developments 	As needed
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are ALN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction.	ODA Equality Act 2010 Data	ALNCo	<ul style="list-style-type: none"> Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process. 	Ongoing

Priority	Action Required	Resources	Monitoring lead	Success Criteria	Timescale
All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	All subject leaders together with the Curriculum and Welfare & Inclusion Leaders monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles	Training	SLT	<ul style="list-style-type: none"> All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination. Teaching staff show competence and confidence in using different teaching and learning styles. 	Ongoing
All school policies	All policies must be "live", constantly	All staff	Governing Body	<ul style="list-style-type: none"> All policies are constantly updated 	Ongoing

actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	updated and are the basis of good practice to meet changing needs, as required. All new staff to be aware of plan through induction.	Staff/team meetings Pupil Voice Parents/Carer	HT	in response to changing needs. <ul style="list-style-type: none"> Cohesive and robust policies promote a framework of current good practice. 	
Ensure all staff and stakeholders are aware of School Disability Equality Scheme Action Plan & Access Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings, All new staff to be aware of plan through induction.	All staff and stakeholders	HT	<ul style="list-style-type: none"> All staff and stakeholders are implementing plan. 	Ongoing
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware of plan through induction.	Allocated time Systems in place Monitoring time	HT, ALNCo All staff Pupil Voice Parents/carers	Incidents of discrimination and harassment are zero.	Ongoing
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness and Learning Disability Week. Review EPR curriculum. Promote outside visits from disability groups.	Curriculum time Promotion of events	HT ALNCo All staff	<ul style="list-style-type: none"> Pupils are demonstrating that they understand and have a positive attitude towards disability. 	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	Allocated time	All staff Pupil Voice	<ul style="list-style-type: none"> The school has an effective system of peer mentoring and support in line with mission statement. 	Ongoing
Ensure appropriate information and	Ensure different communication formats are available in school and	Allocated time	ALNCo Office staff	<ul style="list-style-type: none"> The school is enabling pupils to learn and communicate through 	Ongoing

communication formats meet the individual needs of pupils and others with disabilities	are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions	Planning		varied formats that are matching individual needs. <ul style="list-style-type: none"> The school monitors all communication formats to ensure all stakeholders are able to receive information. 	
Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	HT, ICT Leader ALNCo All staff	<ul style="list-style-type: none"> School has an ICT policy and plan to benefit all pupils with disabilities Teaching staff are competent and confident in using resources 	Ongoing
All Staff and Governors undertake training	Ensure adequate opportunity to enable all staff and governors to carry out current legislation and meet action plan.	Training	HT All staff	<ul style="list-style-type: none"> Staff and governors are being trained to support the diverse needs of pupils with disabilities. 	Ongoing

St Ethelwold's VA School Accessibility Plan

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
All staff make classrooms accessible	Circulate a "Reasonable Adjustments" classroom checklist to all staff. Ensure all classrooms are organised in accordance with	Allocated time Planning use of space	HT ALNCo All staff	<ul style="list-style-type: none"> Effective learning environments for pupils with disabilities have been maximised through: <ul style="list-style-type: none"> Planning use/changing space Lesson observation 	As needed

	pupil need. Ongoing training in disability awareness.			<ul style="list-style-type: none"> Sampling lesson planning Feedback from Pupil Voice 	
Consult with pupils with disabilities and other stakeholders about improving access to school building environment	Formal consultation process half yearly. Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.	budget	HT Governors	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make "reasonable adjustments". Prompt action is taken to remove barriers Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety 	Every 6 months
Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities.	budget	Governors HT	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make reasonable adjustments". Prompt action is taken to remove barriers Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety 	Ongoing
Meet the requirements of current legislation in relation to access	The FGP committee complete an annual access audit and undertake	budget	Governors' FGP Committee	<ul style="list-style-type: none"> "Reasonable adjustments" made within agreed timescale to improve access and space. 	Ongoing

	"reasonable adjustments" to improve access and space				
Disabled parking and toilets	Keep under review the need for disabled parking. Continue audit disabled toilets.	budget	Governors HT Office staff	<ul style="list-style-type: none"> • Parking and toilets are clear and accessible to all • Signage has improved information and awareness ▪ Office checks with visitors before arrival if they have particular needs 	
Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments		<ul style="list-style-type: none"> • All relevant staff has been trained in risk assessment including extracurricular activities and trips and fire & emergency evacuation. ▪ Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire & emergency trips evacuation of people with disabilities from premises • Physical environment is improved through constant monitoring 	Ongoing

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 characteristicsii) 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 impac t 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 Reassignm ent (GR)						
	+ive impac t	-ive impact	No impact	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*

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

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

	+ive impac t	-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*
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	Y/N					
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>)						

<p>If no action is taken to remove or mitigate/negative./adverse impact please justify why</p>	
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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.</p>	
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You will need to think about:

- tendering and specifications
- awards process
- contract clauses
- performance measures, and monitoring and performance measures.

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	Responsible Officer	By When	Progress

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

7– Sign-Off

The final stage of the E & WLIA is to formally sign off the document as being a complete, rigorous and robust assessment The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed. (Once you have completed the E & WLIA sign the below and forward to the Equalities representative)

Members of the assessment Team

Name	Job Title	Organisation

Quality check: Document has been checked by:

Name:
Job title:
Service:
Date:
Signature:

Chief Officer level (sign-off)

Name:
Job title:
Portfolio:
Date:
Signature:

Please forward completed documentation to Steph Aldridge, Policy and Performance, County Hall, Mold. stephanie.aldridge@flintshire.gov.uk