Contents

1. Introduction

2. Our School and Community
2.1 Vision
2.2 Aims
2.3 Profile
2.4 Mainstreaming Equality

3. Responsibilities

3.1 Governing Body
3.2 SMT
3.3 All staff

4. Information Gathering and Engagement

4.1 Information
4.2 Engagement

5. Equality Impact Assessment

6. Our Equality Objectives and Action Plan

7. Monitoring, Review and Publication

Appendices

Appendix 1 School Equality Objectives & Action Plan

Appendix 2 Flintshire County Council Equality Objectives

Appendix 3 Diversity and Equality Policy

Appendix 4 School Accessibility Policy, Strategy and Plan

Policy Written March 2018

Policy approved by the Governing Body on: ..... (Date)

Lead Governor:.....(Name)

Objectives will be reviewed annually in line with SIP

Policy will be reviewed by.....(Date)
(At least once every four years 2021)

1. Introduction

Ysgol Maes Hyfryd is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Maes Hyfyrd promotes respect for difference and diversity through the school's vision, ethos and values, it underpins all we do on a day to day basis. This policy applies to all pupils and staff at Ysgol Maes Hyfryd. We are committed to equality both as an employer and a service-provider.

At Ysgol Maes Hyfryd 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 try to;

- Ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our pupils' extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our School Council and external support agencies
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment their marital or civil partnership status; being pregnant or having recently had a baby.

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 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.

The Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all of the equality strands. It protects people from discrimination in employment and services on the basis of the following characteristics: -

- Age
- Race
- Disability

- Religion or belief
- Gender reassignment
- Sex
- Marriage and civil partnership
- Sexual orientation
- Pregnancy and maternity

2. Our School and Community

2.1 Our Vision

Our vision is

We ensure that every pupil reaches their full potential in the four aspects of our vision and in school life.

2.2 Aims

Ysgol Maes Hyfryd aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2.3 Profile

Ysgol Maes Hyfryd is based in Flintshire, North Wales It provides a high quality specialist provision catering for pupils with a wide range of severe and complex needs.

All pupils will be given the opportunity of learning in a caring, stimulating environment.

Staff and governors are committed to providing for all of our pupils an education of the highest possible quality whilst also catering for varied individual needs where we build on skills needed for their future place in society. In order to provide the pupils with these opportunities we invest a great deal of time and positive commitment into the curriculum development and training, pupil inspired specialist resources and raising standards.
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 will:

- Meet with relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

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. They seek 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.

Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.

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 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.
- monitor success in achieving the objectives and report back to governors

3.3 All Staff

All school staff are expected to have regard to this document and to work to achieve the set out objectives. 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".

Specifically for the SEP, we:-

- Involved members the Governing Body which included Parent Governors and have shared it with members of the School Council.

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.

At Ysgol Maes Hyfryd we undertake visual 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. Reduce incidents that might impact on the ability of students to maximise their individual potential.
4. Reduce Health Inequalities

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 Plan (SDP) 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 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 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 2020 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

APPENDIX 1

Ysgol Maes Hyfryd
Equality Objectives and Action Plan

Equality Objective: 1	**Reduce unequal outcomes in Education to maximise individual potential.** Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum. 'Narrowing any gaps' in achievement identified within school and comparison to local and national benchmarks -
Evidence /Research	Data on educational attainment of groups of students held by Ysgol Maes Hyfryd
Success Criteria	
1.	Decrease the gap in attainment between ability groups of students in key stage 4

Measures	Direction of Improvement	2016/17	2017/18	2018/19	2019/20
% of students achieving one or more accreditations at key stage 4	Higher	50%			

Action	Lead	Time frame
1. Developing therapies to support physical development for pupils within the sensory department.	EH	End of academic 2018
2. Improve current school collaboration with co-located Flint High School (FHS)	NF	End of academic 2018
3. Advance equality of opportunity by ensuring that teaching, learning And the curriculum promote equality, celebrate diversity and promote community cohesion Annual monitoring and analysis of educational attainment levels of different protected groups -gender, ethnic background, Free School Meal (FSM), Looked after Children (LAC)	NF	Ongoing

Baseline Data

Figures for academic year 2015-2016

% of students achieving accreditation at key stage 4

54% yr 10 and 33% Yr 11 achieved accreditation = 41 % Key stage 4 achieved accreditation

Equality Objective: 2	**Improving school attendance of pupils from particular groups.**
Evidence /Research	School attendance records indicate students with poor attendance
Success Criteria	
1.	Increased attendance at school by pupils from particular groups.

Measures	Direction of Improvement	2016/17	2017/18	2018/19	2019/20
% children achieving 95% attendance	Higher	Total 52.5% Of that: FSM 33.9% M 66.1%			
% children achieving 85% attendance or below	Lower	Total 21% Of that: FSM 60% M 76%			

Action	Lead	Time frame
1. Daily monitoring of attendance of groups of students	CA	Ongoing
2. Work with students and parents to enhance their understanding of attendance and the steps to address any issues	CA	Ongoing
3. To ensure staff feel comfortable to promote attendance and to report issues of concern	HM	Ongoing

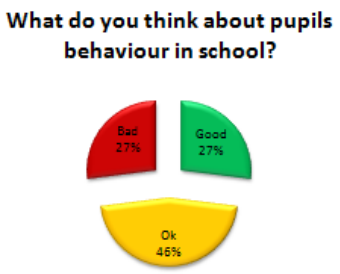
Baseline Data
Figures for academic year 2015-2016 were: 116 on role 59 students gained 95% or above 20 students achieved 85% or less Percentage of Students achieving 95% or above = 50.86 = 51% of that: FSM 37.3% M 76.3% Percentage of Students achieving 85% or less = 17.24 = 17% of that : FSM 65% M 80%

Equality Objective: 3	**Reduce incidents that might impact on the ability of students to maximise their individual potential. – Behaviour problems, increasing the participation of student groups in this area.**
Evidence /Research	Pupil survey
Success Criteria	
1.	An increased number of pupils will report that pupils behaviour in school is good

Measures	Direction of Improvement	2016/17	2017/18	2018/19	2019/20
Report behaviour As bad	Decrease	27%			
Report behaviour as good	Increase	27%			

Action	Lead	Time frame
1. Identify what pupils consider bad behaviour	NF	
2. Analyse the effectiveness of BSP and the interventions to support behaviour	MW	September 2018
3. Introduce pupil learning walks and act upon suitable pupil ideas	NF	Summer 2018

Baseline Data



Figures from the pupil survey January 2017

Equality Objective: 4	**Reduce Health Inequalities** Achieve Healthy Schools Status
Evidence /Research	Healthy Schools Qualifications
Success Criteria	
1.	School will achieve Healthy Schools Status

Measures	Direction of Improvement	2016/17	2017/18	2018/19	2019/20
Increase the number of areas achieved for Healthy schools status	Increase	4 areas achieved			

Action	Lead	Time frame
1. Whole school training as to the Healthy Schools action plan and ways forward	EK	Spring 2018
2. Complete 3 modules per academic year	EK	3x 2018 3x 2019 1x 2020
3. Complete a whole school audit and raise awareness of criteria	All staff	Spring 2018

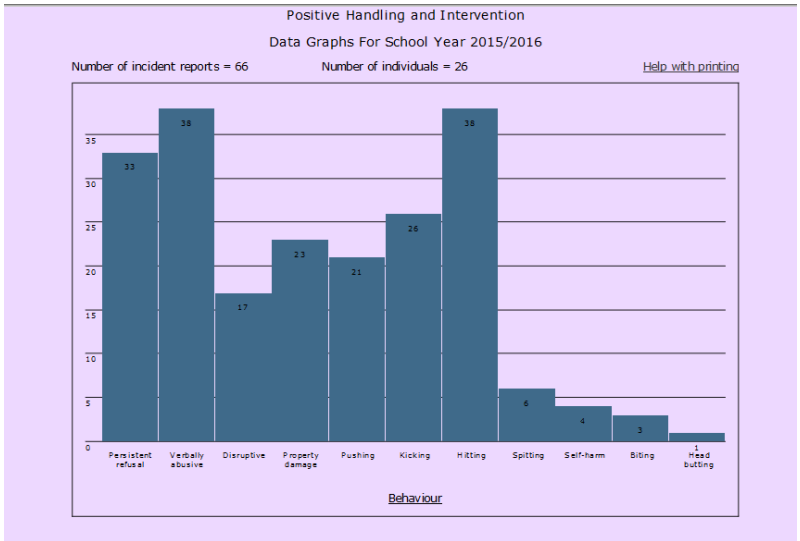
Baseline Data
2016 / 2017 – achieved 4 areas of Healthy Schools Three schools amalgamated to form Maes Hyfryd in Sept 2009. It was agreed Maes Hyfryd would begin on Phase 4 of the healthy schools scheme as one school.

Equality Objective: 5	**Reduce incidents that might impact on the ability of students to maximise their individual potential. – Behaviour problems, increasing the participation of student groups in this area.**
Evidence /Research	PHIP Forms
Success Criteria	
1.	School will introduce sensory profiles (where required) and implement sensory interventions in line with updated one page profiles and BSP

Measures	Direction of Improvement	2016/17	2017/18	2018/19	2019/20
Decrease the number of incidents reported	Decrease	353 incidents 44 individuals			

Action	Lead	Time frame
1. Whole school training on sensory profiling	EK/ EH	Spring 2018
2. Introduction and implementation of sensory profiles	All staff	Summer 2018
3. Whole school training and support on BSP and implementation of plans	MW	Spring 2018

Baseline Data



NB: we expect to see an increase in the number of incidents reported before a decrease as

training raises awareness and the importance of recording

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

APPENDIX 3

Diversity and Equality Policy

Policy adopted by Governing Body on: March 2018

To be reviewed by :

Description of School and its Community

Ysgol Maes Hyfryd is a mixed English-medium specialist school in Flint, Flintshire. Currently there are 116 pupils on roll. 37 % of pupils are eligible for free school meals compared with the national average of 17.4%.

Ethnic and religious mix of school and its community;

Ethnicity	Number of students
Romania	2
Turkish/Turkish Cypriot	1
Polish	1
White - British	111
White European Other	
White and Asian	
White and Chinese	1
White and any other ethnic group	
{None}	
Total	116

Demographics of the catchment area;

The school has 1 feeder primary schools from Flint and surrounding areas, but receives pupils from primary schools across North Wales.

Gender balance;

The school learner population (Boy:Girl) is 72 boys :42 girls 1.7:1

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

There have been 0 reported instances of racial or homophobic incidents in school during the academic year 2015-16.

Religions in the school;

Religion	No. of students
Buddhist	1
Christian	50
Hindu	
Jewish	
Muslim	1
No Religion	37
Other Religion	8
Refused	1
{None}	16
Total	114

The majority of the school community are from Anglican, catholic and non-conformist religious heritage. In addition, there are Muslim and Buddhist in the school community.

Languages spoken by pupils;

Nearly all pupils speak English as their first language and come from a white, British background. However, one student speaks Polish, two Romanian, one Turkish and one -other first language.

Details of additional learning need within school and its community;

Ysgol Maes Hyfryd is a specialist school with all pupils having a statement of special educational needs.

Description of Policy Formation and Consultation Process

This policy has been developed and reviewed by the following individuals:

Leadership Group
Healthy Schools Coordinator
Governors
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

Ysgol Maes Hyfryd 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 is 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 Ysgol Maes Hyfryd, 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 Maes Hyfryd 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

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 Maes Hyfryd. 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 Maes Hyfryd 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 Maes Hyfryd 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).

APPENDIX 4

Accessibility Policy / Plan 2018- 2022

Policy adopted by Governing Body on: March 2018

To be reviewed by March 2022

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 **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 Maes Hyfryd 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. This policy helps to ensure that Ysgol Maes Hyfryd 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. .
- Not to treat any student or staff member less favourably because of their disability.
- To treat some students and staff more favourably in order to achieve equal access for all.
- To make all reasonable adjustments to ensure that all students and members of staff are not placed at a disadvantage.
- To do our best to anticipate the needs of any disabled student or member of staff before they join the school.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

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 polices: 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 other 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 schools 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.

In the event that equipment has been provided for a pupil, and that equipment is no longer needed for that pupil, the school is required to inform the Disability Access Officer on 01352 702131.

Curriculum and Support for Students

In line with the National Curriculum we offer a broad and balanced curriculum that is accessible to all students. Every teacher will address the individual needs of each student.

Because of the nature of Ysgol Maes Hyfryd most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

The Governing Body acknowledges its duties under the Disability Discrimination Act (1995) as amended by SENDA (2001) "not to discriminate against disabled pupils in their admissions and exclusions, education and associated services".

Ysgol Maes Hyfryd 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, the school deliverers its curriculum through routes for learning (sensory department) up to National Curriculum Level. Ysgol Maes Hyfryd looks to provide integration opportunities into Flint High and other schools as necessary when appropriate to support the needs of our pupils.The curriculum is monitored and reviewed annually.

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 students are able to improve their understanding through activities such as learning to use Makaton. 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.

There is a duty to ensure that full access to a broad and balanced curriculum is provided through teaching and learning strategies, school and classroom organisation, deployment and training of staff, timetabling and the selection of any options.

Ysgol Maes Hyfryd is organised to provide access to a broad, balanced and relevant curriculum to all its pupils. This is achieved through specially adapted schemes of work, specialist teaching and learning methodologies, accreditation at a level matched to the individual, a substantial commitment to professional development for staff at all levels and careful deployment of staff to meet the individual needs of pupils.

Pupils with very high levels of disability may follow individual adapted timetabling but care is taken to ensure that this is a response to individual needs rather than organisational expediency.

Improving the delivery of information to pupils with disabilities

The school liaises 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.
Ysgol Maes Hyfryd operates within a total communication context. Every effort is made through the use of signs and symbols to ensure that all pupils understand what is required of them and can understand the curriculum as it is presented.

Most classes use symbol timetables as a matter of course and present worksheets and other materials using symbols. Full use is made of augmentative communication strategies as appropriate to individual pupils. General notices to pupils and displays are presented using symbols.

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

Ysgol Maes Hyfryd will report to the governing body each year on the implementation of their Accessibility Plans and Strategic Equality Plan. 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

Flintshire County Council (2016)
Education & Youth Accessibility Strategy

Equality
As an employer and provider of services Ysgol Maes Hyfryd will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Welsh Language Impact

Wherever possible, use the Welsh language as a natural part of all aspects discussed in this policy document.

Targets	Strategies	Outcome
1. Make written materials available in alternative formats for disabled parents/carers.	The school uses the expertise of LEA Advisory teachers for sensory impairments, RNIB, SEN Learning Support Service and SEN IT Adviser, for creating and converting texts in alternative formats. The school publishes a statement in its Prospectus which outlines the service available. The home school Liason officer identifies any additional needs for parents and supports in filling in forms, translating etc. Translators and minutes are available in different formats upon request	If needed or requested the school can provide written information in alternative formats for disabled parents/carers.
2. Improve physical access arrangements to the school building	Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.	Physical access to the school building is improved. The Governing Body are committed to ensure that any renovations funded centrally or through the delegated budget take into account the needs of those with learning, physical and sensory disabilities. Consultants are instructed to this effect when planning any work. Staff working with specific groups of children or with particular expertise are consulted at the design stage of any renovations.

3. Increase access to the curriculum for pupils with a disability	A wide range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist switches, touch screens, augmentative communication aids, hoists and other personal care equipment, supported seating, rise and fall computer tables. Low vision aids and equipment to support pupils with visual and/or auditory impairment are readily available through the specialist teaching services. Where a need is identified by the physiotherapy or speech and language therapy service related to a specific individual then application is made to the LA for additional support.. Wheelchairs and specialist equipment for home are provided through the NHS or Social Services.	If needed or requested the school can provide supportive equipment to enable pupils to access all areas of the curriculum.
4. Plan to train staff in disability equality issues.	Staff to have equality training on their induction programme	All new staff have increased knowledge of equality expectations and are more able to meet the needs of disabled pupils and parents/carers in terms of disability equality issues. Change in ethos and culture in terms of disability equality

5. In refurbishment programmes, plan to increase the school's stock of: **(a) large computer screens.**	(a) buy large computer screens as part of refurbishment and renewal processes.	(a) access to the curriculum via large computer screens is improved. increase in access to the National Curriculum

Ysgol Maes Hyfryd are committed to continuous monitoring of the maintenance and access to the physical environment and will make any necessary adjustments as required

APPENDIX 5

Equality and Welsh Language Impact Assessment

Summary

1. Name of Proposal/policy: Equality and Welsh Language at Ysgol Maes Hyfryd

2. Directorate/Section:

3. Lead Teacher: Aled Morgan

4. Main Aims/purposes/outcomes of the policy: To formalise and promote the use of Welsh language across the school

5. Have employees/ service users/public been engaged/consulted on proposed changes: YES

6. What is being done to limit any negative impact or promote positive impact on Welsh language and/or protected groups:

Welsh language use is promoted throughout the school through use of bilingual signage and use of incidental Welsh by staff. Words of the week are displayed in assemblies and in DACW time, with each word having a Welsh translation as well as Makaton signs. A structured plan has been put in place for Key Stage 3 and 4 with plans to extend to the 6th Form and Sensory departments. Key Welsh phrases and accompanying vocabulary have been set for each term to encourage the use of Welsh phrases as part of everyday teaching and learning.

7. How will the proposals help promote equality, eliminate discrimination and promote good relations:

The aim of the proposals is to increase the amount of Welsh being spoken around the school so that all students will be aware of Welsh culture, this will further be promoted by an increased emphasis on Welsh cultural events such as St. David's Day and the Eisteddfod. Use of Welsh in school is rewarded and encouraged.

8. Is there an action plan in place? YES

Name: Aled Morgan

Signature:

Job Title: Welsh Subject Coordinator – Ysgol Maes Hyfryd