

# Danygraig Primary School

Ysgol Gynradd Danygraig



## Strategic Equality Plan and Accessibility Plan

2022 – 2025

# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

Danygraig Primary School is at the heart of our community. The school and community work together to ensure everyone is safe and happy. Wellbeing is our priority, so we can grow to be confident individuals who are able to make healthy choices. In our learning community, we work together to be ambitious, capable learners. We provide a range of creative learning experiences in a stimulating and nurturing environment, where everyone's contribution is valued. We are ethically informed citizens who are respectful to everyone, and we celebrate diversity.



At Danygraig Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to continue the development of a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

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

Diversity is valued as a rich resource that supports the learning, employment and involvement of all. In this school, inclusion recognises the child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to his/her individual abilities, talents and personal qualities. Inclusion also ensures rich and positive experiences for employees and others involved in the school community. Every possible effort will be made to ensure that the needs of children, employees and visitors with impairments, or families of different ethnic backgrounds, are considered at admissions meetings, staff recruitment and during all other school activities and events. In all activities, this school will endeavour to make every adjustment possible to remove barriers (physical and attitudinal) so that impairment does not necessarily lead to disability.

The achievement of pupils (of all groups) will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. Recruitment and employment procedures will also be monitored and evaluated very carefully. The opinions of all stakeholders will be sought regularly in order to identify needs for improvement. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Danygraig Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

## 1.2 Characteristics of our School

### Contextual Statement

Danygraig Primary School is on the Eastside of Swansea in the Swansea Council Local Authority, and is part of the Cefn Hengoed Comprehensive School cluster. There are 250 pupils on roll (at 1st March 2023), including 24 pupils who attend the Nursery on a part-time basis.

The school's attendance for the period from 6<sup>th</sup> September 2021 to 22<sup>nd</sup> July 2022 is 91% including the STF classes, and 91.3% disaggregating the STF classes. Pre-covid, the school's attendance for 2018-2019 was 93.7%, which is an increase of 1% when compared with 92.7% in 2017-2018. After 3 years of relatively stable pupil mobility around 15%, mobility (unplanned admissions and leavers) rose to 20%, increasing the 3 year average to 18%, ranked 7<sup>th</sup> highest in Swansea.

41.7% of children (86 out of 206 full time children) claim free school meals (FSM). This is similar the previous year. The 3 year average claiming FSM is 44.3% This is well above the local average of around 22% and the national average of around 19%. 3 year groups, Year 5, currently have around 60% of children claiming FSM. 70.4% of the school's pupils reside in areas of deprivation (Deciles 1-3 of WIMD 2020-21), compared with 68.1% in the previous year. The majority of children in each year group are in Decile 2.

The school has 122 learners, around 48% at Stages of English Acquisition A-E, with 72 learners 35% at stages A-C. Around 60% of pupils are of white British ethnicity, with a minority, around 40% from other ethnic backgrounds. There are approximately 22 first languages other than English.

13.6% of the school have an Additional Learning Need (6% when STF children are disaggregated). There are two specialist teaching facility (STF) classes at the school for pupils in the Foundation Phase (7 children) and in Key Stage 2 (11 children). The STF classes are for pupils with moderate to severe learning difficulties. Many of the pupils in the STF classes come from outside the school's local catchment area. 13 mainstream children have, or will have an Individual Development Plan (IDP). 18 STF children will also have an IDP that is maintained by the Local Authority. There are 2 LAC children in the school.

The Headteacher took up post on 31<sup>st</sup> October 2016, after a period of transition for the school. The previous Headteacher led the school from 1997, and through the Estyn Inspection in 2015, and retired in May 2016.

## 1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

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

## 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

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

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Public Sector Equality Duty to:

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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our performance data, e.g. attainment and achievement data of all learners, and groups of learners; (See School Development Plan Priorities)

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards and improve outcomes;
- narrow the attainment gap in outcomes for children and young people;
- promote community cohesion

## 2. Key Responsibilities

### 2.1 Governing Body

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

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with specific needs, including a range of disabilities, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil, staff member or visitor is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

### 2.2 Headteacher / Strategic Management and Leadership Team (SLT)

The SLT 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 and Inclusion when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment, prejudice or discrimination in accordance to the Authority's and school's policies

### 2.3 Staff – teaching and non-teaching

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

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

## 3. Information gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting us in:

- deciding what actions to take to improve equality and eliminate discrimination within the school community
- reviewing our performance.
- undertaking Equality Impact Assessments

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

### 3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- 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; a template is available for this work
- pupil attainment and progress data relating to different groups (See School **SER** and Data analyses)
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

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

The children at Danygraig Primary School are involved in issues of equality through the work of Pupil Voice Groups, as well as through the curriculum based work and Restorative Practice strategies. Children and staff use RP and this strategy is used to address all incidents of bullying including those involving equality issues. The Positive Behaviour and Anti-bullying Policies are regularly revisited and are available for perusal by parents. Parents, staff and governors are invited to comment or add their thoughts to this draft Strategic Equality Plan.

## 4. Equality Impact Assessment

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

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

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

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## 5. Objectives and Action Plans

Our Equality Objectives are:-

1. Racial Equality
2. Disability Equality

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

## 6. Publication and reporting

We will publish our **SEP on our school website** and make it available from the school office. The Plan will be available in a range of formats on request. SEP will be referenced in the School's SER (Self Evaluation Report), School Prospectus, and in the 'Governors' Annual Report to Parents.'

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## 7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

We will undertake a full review every 3 years

# Danygraig Primary School

## Strategic Equality Plan 2022 – 2025

### Appendices

- App. 1 Regional Equality Objectives
- App. 2 School Equality Objectives and Action Plan
- App. 3 Current school Access Plan

## Appendix 1

### Regional Equality Objectives

#### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

#### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

#### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

#### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

#### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

#### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

## Appendix 2

Strand	Objective / Action	Monitoring	Who	Timescale	Success Criteria
Protected Characteristics	To promote positive role models across all protected characteristics. To increase participation and achievement within these groups. Publish and promote Equality Policy through school website, newsletters, Adds sessions/Inset	Parents may respond through annual questionnaires and virtual suggestion slips via Microsoft Teams	SLT GB	Annually	All staff are familiar with principles of the policy and use them when planning lessons, creating classroom displays. Parents are aware of policy and have communicated interest / amendments
Protected Characteristics	Monitor and analyse pupil attainment and achievement by protected characteristics. Identify and act on trends and patterns in the data that require additional support or intervention.	Data tracking and sorting analysed by each protected characteristic	SLT GB	Annually using Assessment data,	Analysis of teacher assessments/annual data indicates the gap is narrowing for equality groups.
Protected Characteristics	The school's pupil influenced curriculum promotes role models that young people positively identify with, which reflect the school's diversity	Increased pupil participation, confidence and achievement levels.	All staff	Ongoing	Increase in participation and confidence of all groups
Protected Characteristics	Ensure that displays in classrooms and corridors celebrate and reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through H&WB AoLE	SLT H&WB Leader	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. e.g. through involvement in our Pupil Voice Groups	Consideration that all Pupil Groups reflect representation by race, gender, disability in order for all groups to experience Equality.	SLT	On-going	All Pupil Voice Groups, Teams, Clubs, etc reflect our diversity in order for all pupils to feel confidence and representation.

Sexual Orientation	Raise awareness of LGBTQ+. Continue to support children, staff and families. Raise awareness of homophobic, sexist and other identity based discrimination.	Analysis of MyVoice and MySelfie data	HT SLT H&WB Leader GB	Ongoing	All stakeholders are comfortable to identify as they wish.
Racial Equality	Engage with anti Racism charities and support ethnic minority support agencies Ethnic Minorities and Youth Support Team (EYST) and Show Racism the Red Card (SRTRD) to promote positive relationships Ensure racial incidents are reported, monitored and acted upon effectively.	The HT and GB will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes?	HT SLT GB	Reporting in termly report to governors	All staff aware of and respond to racist incidents.  Consistent nil reporting is challenged by Governing Body  Pupils and Parents feel secure and trust the school to deal with incidents swiftly, with productive outcomes moving forward.
Gender Equality	To continue to encourage girls to participate in sport outside of school and extra-curricular activities in school to ensure participation rates reflect the school population.	Increased participation of girls in sports clubs and extra-curricular activities	HT SLT H&WB Leader Sports Leader	Ongoing	More girls take up after school sport.
Racial	Celebrate cultural events throughout the year in assemblies to increase pupil and community involvement and inclusion of different ethnic groups.	Survey of participant and stakeholder	HT SLT H&WB Leader GB	Ongoing	Increased awareness of different communities, beliefs and ethnicity.
Disability Equality	Promote staff and Governor vacancies in accessible formats and specifically welcoming applications from disabled candidates. Ensure access is available to all areas of the school.	Monitoring of applications by disability to see if material was effective.	SLT GB	Ongoing	Increased number of applications from disabled candidates. Increased number of disabled GB members. All areas of the school are accessible to all stakeholders.

## **Appendix 3**

### **Policy for Accessibility and Plan**

#### **Accessibility:**

It is a main aim of the school to ensure that no prejudice is borne in respect of disability, and that no disadvantage manifests as a result of disability.

Every effort will be made to ensure accessibility – to premises, facilities, procedures and information – for all members of the school and wider community.

- The school operates under a fully Inclusive ethos and believes that systems and procedures can be manipulated to ensure the inclusion of the individual.

#### **Accessibility and Accessibility Plan**

The school will always give careful consideration to accessibility issues, and will make every effort to ensure equality of opportunities in terms of physical accessibility to the premises and activities, together with accessibility for all to procedures and information. Impairment of any kind should not act as a barrier to prevent access.

The school will also strive to ensure equal opportunities to learners with general or specific difficulties. Great consideration will be given to ensure that language barriers are overcome so that opportunities are not missed.

Consideration will be given to ensure appropriate and adequate means of communication are offered to (eg: translations; coloured paper for helping with dyslexia, and to those who might be restricted by emotional or phobic difficulties).

It is the aim of the school to ensure equal opportunities for all members of the school community, and to ensure that no barriers exist to prevent members of the school or wider community accessing premises, procedures, information or opportunities. The school will also aim to ensure ongoing awareness raising, consultation and review of needs, changes and progress.

# Danygraig is an Inclusive School

## Duties of the School

It is the duty of the school to:-

- constantly review needs to ensure equal opportunities for all;
- ensure accessibility for people with disability and/or impairments of any kind;
- constantly strive to improve the physical environment of the school premises;
- ensure any new premises projects fully consider accessibility and disability needs;
- constantly strive to improve and review accessibility of procedures and information;
- to be clear in the view that any form of prejudice or harassment is totally unacceptable.

## Participation in the Curriculum

In the terms of the guidance in Circular No. 15/2004, the curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum will include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

The school will:

- continue to provide a broad and balanced curriculum for all pupils;
- continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities;
- identify all pupils and known prospective pupils who face barriers to learning and full participation;
- consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate;
- review and celebrate patterns of achievement and participation by disabled pupils in different areas of the curriculum;
- consider the approaches used when planning and delivering the curriculum;
- consider staff training needs in relation to increasing participation in the curriculum;
- consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum;
- consider pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips;
- seek to develop and share good practice in this area and access the opportunities provided by the LEA and other schools to facilitate this process.

## **The School will strive to improve the premises for disabled pupils, staff and visitors**

The school will:

- seek to include minor building works or developments to improve accessibility identified by the school, into the school development plan;
- continue to provide specialist aids/equipment to individual pupils, as necessary;
- ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement;
- continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future;
- consider how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

## **The school will make every effort to improve the delivery of information to disabled pupils, parents/guardians and members of the school community**

The school will:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required;
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- consider the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

## ACCESSIBILITY PLAN 2022 - 2025

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
<b>SHORT TERM</b>	1. To ensure safe and appropriate access for all children.	(a) Create a ramp for access to the top yard for children, staff and visitors, and vehicles. (b) Consider access to the site so all service users can access without the use of steps.	Safer entrance and egress to and from school.	July 2022	Temporary wooden access ramp fitted for internal access.  Permanent tarmac ramp installed for vehicular access
	2. Update policy for Admin. of Medicines / safeguarding	Up-date policy following staff discussion in a staff meeting	Revised policy in place.	January 2022	Staff know correct procedures for meeting the medical needs of children. Staff aware of health plans.
	3. To update all Health Plans and ensure all staff are aware of them.	Up-date plans, share with staff and display appropriately.	Health care plans in place.	Annually	
	4. To ensure all pupils have equal access to curriculum and learning resources	Provide appropriate and sufficient support during test the school day to ensure all learners have appropriate resources to remove barriers to learning.	Procedures for support in place.	December 2022	All pupils complete testing with appropriate support.

<b>MEDIUM TERM</b>	To review site security and risk assessments, conduct a Health and Safety Audit .	Contact LA for advice.  Training from LA	Update relevant sections of SDP.  Update policies and procedures	Ongoing  July 2023	Begin to action recommendations.
<b>LONG TERM</b>	To ensure that revised curriculum policies and plans address accessibility issues.	Advice from SIA and School to School working	All curriculum policies address accessibility issues.	July 2023	All children have equal access to all areas of the curriculum.
	Consider access to STF provision to ensure all learners needs are met in a fully inclusive environment that meets their needs.	Swansea LA STF Review  ALN Team	Provision is suitable for children's needs	July 2024	All children with moderate to severe learning difficulties make progress from their starting points