

# Ysgol Dyffryn School



## Strategic Equality Plan

Review in July 2017

# **1. Our Distinctive Character, priorities and Aims**

## **1.1 School values**

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

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

## **1.2 Characteristics of our school**

Dyffryn is a split site secondary school situated in the industrial town of Port Talbot.

The Lower School houses pupils in Y7 and Y8, whilst the Upper school accommodates pupils from Y9 to Y11. There are currently 759 pupils on roll, 45% (344) girls and 55% (415) boys. The vast majority of pupils have recorded their ethnic background as White British.

7% (51) pupils are from a minority ethnic background – approximately 1% (9) of whom identify as traveller/gypsy Roma. The school has a traveller unit on its premises, where many of the traveller pupils are educated. 5% (41) pupils have EAL.

Approximately 31% (239) pupils are registered as being as being subject to SEN provision at School Action, School Action Plus or statemented levels. The percentage of pupils entitled to FSM currently stands at approximately 21% (159).

All teaching/non-teaching education staff (82) are White British. Of the teaching staff, 76% (37) are female and 24% (12) are male. Approximately 5% of staff is Welsh speaking.

All of these people, their faiths, cultures, communities and languages the school values equally.

## **1.3 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 discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', 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 Equality Act general 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; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not 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

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

- The regional equality objectives identified in **Appendix 1**;
- 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 v. girls; pupils eligible for FSM; and LAC.

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

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

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

## **2. 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 various 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 disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in 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 Senior 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 when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware that "equalities" is a whole school priority, rather than a function expected of one member of staff.
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## **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that 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 recording 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 encouraging them to intervene in a positive way against any discriminatory incidents
- supporting the work of HsoF to devise and deliver Schemes of Work that explicitly and implicitly embed principles of equality.

# **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. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

## **3.2 Types of information gathered**

The wide range of information gathered to support 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;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

Stakeholders have been consulted in the following ways:

Parents and staff (teaching and non-teaching) via questionnaires; pupils via school council focus groups as well as a questionnaire to all pupils; governors via INSET. Teaching staff have also completed a curriculum audit on Equality & Diversity.

Questionnaires have been distributed to parents on parents' evenings and, in an attempt to consult with "hard to reach" parents, SEN progress reviews.

Consultation has taken place with NPT College to review the equality objectives identified there. We also have links with outside agencies such as MEAS,

CAMHS, school doctors, health visitors, nurses, occupational therapy, physiotherapy, speech and language therapists and Traveller Education.

We have analysed core data sets to determine variation in pupil performance and attendance.

## 4. Equality Impact Assessment

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. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

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 chosen Equality Objectives are

1. To raise achievement by improving outcomes in the core indicator: improving the outcomes of eFSM pupils; raising boys' performance.
2. To raise awareness of Equality and Diversity issues.
3. To implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools.
4. To improve access to information and physical access to school for pupils, parents and staff.

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 Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

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

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

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage

The school 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 the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2017.

# Dyffryn School

## Strategic Equality Plan 2012 – 2017

### Appendices

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

## 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.

Dyffryn School  
Strategic Equality Plan 2014-2017  
Equality Objectives and Action Plan

**Equality Objective 1.**

*To raise achievement by reducing gaps in attainment between boys and girls and pupils on free school meals.*

**Our Research:**

**Underachievement of boys, particularly in English KS4 Level 2 (M 47% F 80% 2014); (BME pupils achieve in line with other pupils.)**

**Gap between FSM & NFSM students achieving Level 2: 10% English; 35% Maths (2014)**

**CSI 2014 NFSM 53.5; FSM 30% Gap: 23.5%**

**At KS3 the trend is that boys underperform in relation to girls. This was particularly the case at Level 6+ in English in 2014 (M36% F 65%), although boys did outperform girls at Level 5+ for that one year.**

**At KS3 Maths, boys outperformed girls slightly at Level 5+ (M 82% F79%), though girls' performance exceeded that of boys at Level 6+ (M48% F57%).**

**Gap between FSM & NFSM students achieving Level 5+: 20% English; 20% Maths.**

**Information from Engagement:**

Teachers and governors have acknowledged the need to improve the performance of boys and girls and narrow the gender gap, as well as improving the performance of pupils on free school meals.

**Data Development:**

We need to continue to gather data on the attainment of boys and girls, including pupils on FSM so that we can see if we are closing the gap for these pupils.

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

- **There is a reduction in the gap between boys and girls performance at KS3 and KS4, whilst improving attainment**
- **There is a reduction in the gap in attainment between pupils on FSM and those not on FSM.**

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Analyse data to identify groups of pupils who are underachieving	HsoF/GO	Sept (annually)	
1.2	Identify a group of boys in Y9 on FSM to work with	KB & GO		
1.3	Identify a group of boys in Y8 on FSM to work with		November 2014	November 2014
1.4	Analyse each pupil's literacy needs	KB & English staff	November 2014	Dec 2014
1.5	<ul style="list-style-type: none"> <li>• Design interventions appropriate to each pupil:</li> <li>• Y8 – Premier League Reading Stars</li> <li>• Y9 – Trinity St. David's University students to work with pupils on a project based on the pupils' own interests.</li> </ul>	KB & English staff & GO	November 2014	July 2015
1.6	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the interventions</li> </ul>		September 2015	
1.7	<ul style="list-style-type: none"> <li>• Revise the interventions</li> </ul>		January 2016	September 2017

<b>Equality Objective 2.</b>				
<i>To raise awareness of Equality and Diversity issues</i>				
<b>Our Research</b>				
<ul style="list-style-type: none"> <li>• <b>Audit of curriculum areas.</b></li> <li>• <b>Questionnaire to staff, pupils, governors and parents</b></li> </ul>				
<b>Information from Engagement:</b>				
<ul style="list-style-type: none"> <li>• <b>Audit of curriculum areas shows Equality and Diversity issues are being addressed in each department.</b></li> <li>• <b>Questionnaire distributed to staff, governors, parents and pupils</b></li> </ul>				
<b>Staff responses July 2012:</b>				
<i>Majority of staff: know who to speak to for advice on equality issues (73%); think that the school approach to equalities is comprehensive and effective (59%); feel the concept of equality has been recognised at this school (65%); are confident/quite confident they are able to meet the diverse needs of all pupils (88%);</i>				
<b>Pupil responses May 2013</b>				
<i>Overwhelming majority feel the school welcomes them (88% completely; 8% partly); are confident they can talk to someone about being included and treated fairly (approx 85%);</i>				
<b>Data Development:</b>				
<i>Repeat the questionnaire to staff, pupils, governors and parents in 2016, to inform the revision of the SEP in 2017.</i>				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• <b>Staff and pupils are more aware of Equality and Diversity issues</b></li> </ul>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Repeat audit of the school curriculum for Equality & Diversity issues	GO	July 2016	July 2017
1.2	Repeat questionnaire to all staff, governors, pupils & parents	SMT/GO	September 2016	July 2017
1.3	Repeat Equality Act INSET for all staff	GO/PB	September 2017	September 2017
1.4	Repeat Equality Act INSET for governors	SMT	September 2017	September 2017
1.5	Issues of Equality & Diversity addressed in assemblies ESDGC pupil group to deliver assemblies on Global Citizenship	KLW/GO	July 2011	Ongoing
1.6	Diversity Days organised for Y7 and Y10	GO	July 2012	Ongoing

**Equality Objective 3.***To implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools.***Our Research**

- **SWAMWAC Questionnaire to all pupils, staff, governors and parents.**
- **School Council focus group**

**Information from Engagement:**

Most staff feel school bullying procedures are effective (67%).

School council focus group: bullying not really a problem in Dyffryn; those who are likely to be bullied: mostly homophobia, sometimes race, sometimes learning difficulties.

Analysis of whole school Equality & Diversity questionnaire shows majority of pupils feel school bullying is dealt with effectively (approx 70%).

**Data Development:**

SWAMWAC Questionnaire

*Redistribute questionnaires to all pupils, staff, governors and parents.*

*Continue to record and monitor events to identify whether incidents are motivated by identity based prejudices.*

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

A good level of response is received from all questionnaires.

Systems are in place to recognise, report and deal with identity based bullying

There is evidence that the work to educate and engage with pupils has reduced the incidence of bullying incidents.

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Review anti-bullying policy and practices	DP	Sept 2016	July 2017
1.2	INSET on anti-bullying policy	DP	Sept 2017	Sept 2017
1.3	Analyse responses from the repeat SWAMWAC questionnaires	GO	Sept 2016	July 2017
1.4	Raise pupil awareness of identity based bullying	DP	Ongoing	
1.5	Continue to monitor and analyse all bullying incidents	DP	Ongoing	

**Equality Objective 4.**

*To improve access to information and physical access to the school for pupils, parents and staff.*

**Our Research**

*Headteacher 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. The school already has Disability Access Plans in place. However, schools and local authorities through the public sector equalities duties need to cater for the needs of all protected groups so the scope is wider than the Disability Plans.*

*Information from Dyffryn and engagement: need to repair lift for wheelchair access to Upper school.*

**Data Development:**

*Continued cycle of feedback from/to parents of children in protected groups.*

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

*We can demonstrate that improvements have been made to the access of information and the physical environment of the school.*

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Review the current School Access Plan and reset targets with governors	GO/SR	September 2014	September 2017
1.2	Investigate improvements based on plan review	SR	September 2014	September 2017
1.3	Develop a rolling programme of improving the physical environment of the school	SR	September 2014	September 2017
1.4	Undertake an audit of pupils requiring additional support in accessing information and secure developments to ensure that suitable support is provided – see Dyffryn Cluster SEN/ALN policy.	GT	Ongoing	

# DYFFRYN SCHOOL ACCESSIBILITY ACTION PLAN

## Short Term: 2014-2015

Objective	Barriers	Action	Timescale	Outcome
<u>Policies/procedures and practices.</u>  Consultation process Ensure there is consultation with stakeholders and sharing relevant information to promote accessibility – accessibility planning group.	Updated policies and procedures not adopted or implemented by relevant parties.  Interested parties not being involved in the consultation process.	Annual review of school policy and procedures as an agendered item in Governors meetings. Use ICT links to effectively correspond with all interested parties.	Annual review of policy and procedures.	Policy and procedures are reviewed regularly and information is shared with all interested parties. All parties fully informed of school procedures.
Peer Mentoring / Anti bullying Scheme to be utilised as a support system for all pupils.	Pupils feel isolated, lacking peer support in school.	Continue to identify suitable students to act as mentors to younger pupils requiring an element of support within the school. (This may or may not be connected to an accessibility issue). Designated staff to oversee the organisation of the scheme.	Peer support offered lunchtimes each school day.	Develop mentees and mentors confidence and sense of belonging to the school community.
School trips/ wider school activities and risk assessment procedures.	Potential barriers to individual pupils accessing activities. (Physical/ behavioural barriers)	The school will utilise health and safety guidelines, undertake the necessary risk assessment and make relevant judgements on each individual situation. As much as is deemed practicable Dyffryn will make reasonable adjustment to ensure all pupils have equal access to educational experiences. Corporate guidance and procedures will be adopted where appropriate.	Procedures reviewed annually and as new guidance is issued from relevant corporate bodies (Health and Safety).	Improved access for all pupils to educational experiences with the necessary reasonable adjustments to maintain safe working practices.
<u>The Curriculum Provision / Participation</u> Learning and teaching / Option choices.	National Curriculum requirements and 14-19 courses provide potential obstacles to pupils with specific needs. Pupils with needs failing to access certain subjects.	Dyffryn will inform all staff of the specific needs of identified pupils. The ANCO will keep teaching staff informed with regular updates on individual pupil needs that potentially impact on learning. Option choices will be reviewed in line with the needs of each cohort and relevant information provided to pupils to make informed choices. Dyffryn will work in partnership with other agencies to enhance the educational experiences and options available to pupils. IEP's / SEN register is	Option choices, January –May  Specific learner needs reviewed throughout the year by SEN department.	All learners needs are identified and strategies put in place to meet their needs.  Greater integration of all pupils.  Increased range of choice and opportunity for all pupils.

Increased partnership working to benefit pupils with identified needs	Need for improved links with wider community agencies to benefit pupils with needs	shared with all teaching staff. Teaching support will be provided in lessons where pupils require additional support. Lesson withdrawal and additional catch up lessons will be used to support pupils with numeracy and literacy needs.		Improved pupil outcomes. The needs of all pupils at KS4 are considered prior to the construction of the GCSE options and timetable.
Timetabling	The constraints of the school timetable prevent pupils from accessing elements of school life.	To build strong partnership links and share resources with relevant agencies to provide increased provision for pupils.  Individual pupil needs are considered prior to GCSE option choices. All pupils have an interview with the Deputy Headteacher, Head of Year and Subject Teachers to review option choices and pupils aptitude for subjects. Data collected is considered in the timetabling process.	Reviewed annually  Procedures reviewed annually.	Improved pupil provision.  Pupils fully engaged in learning. Improved pupil performance on headline indicator data for all learner groups. Improved pupil attendance.
Administering of medicines	Pupils requiring daily medication or the uncontrolled entry of medicines on to the school site could present potential harm to other pupils if misused.	The school has a clear policy for the administering of treatment and medicines. Formal meetings are held with parents and pupils and detailed health care plans agreed to ensure pupils health needs are met and normal school procedures adapted to the individual pupils needs. Prescribed medicines are logged and kept in the main school office. Medical needs of pupils shared with teaching staff.	Health care plans reviewed when deemed appropriate to the individual child.  Ongoing throughout the year.	Individual medical needs met. Improved school attendance.
<u>Pupil Outcomes</u> Exams Accredited learning End of Key Stage 3 outcomes End of Key Stage 4 outcomes Achievements in extra-curricular activities.	Pupils failing to access GCSE courses or elements of the Key Stage 3 curriculum due to accessibility issues. Pupils failing to gain accreditation commensurate with their level of ability	Review the courses available to pupils at Key Stage 4. Provision of learning mentors to work with individual pupils. Intervention strategies at both key stages targeting pupils requiring additional support (catch up lessons, revision classes, after school clubs). Additional parent / school meetings to provide additional support for specific pupils.	Throughout the year.	All interested parties are well informed and the school environment adapted to meet the learning needs of pupils.

<p><u>Presentation of information to Disabled parties</u> Sharing information effectively Handouts/notices/ worksheets</p>	<p>Key information not accessed by interested parties preventing pupils becoming fully involved in the school community.</p>	<p>ANCO liaises with teaching staff to inform about the adjustments required to worksheets and resources to meet the needs of specific pupils. Interim reports issued to pupils and parents each half term to keep all parties updated on relevant developments. School signage up to date and maintained annually. Lighting checked annually Quality of worksheets reviewed as part of the review cycle and subject book monitoring. Newsletter issued each half term. Letters are sent out to parents throughout the year to inform them about key dates. The pupil planner is used where appropriate for further information sharing. School website has essential information on it, enabling the font size to be increased. All school documentation to include an offer to provide the information in another format.</p>	<p>Ongoing</p> <p>Termly</p>	<p>All interested parties are well informed and educational experiences adapted to meet the needs of all learners.</p> <p>Quality of the premises maintained.</p>
<p><u>CPD needs</u></p>	<p>Limited time available to provide training for a range of educational priorities.</p>	<p>As part of Dyffryn's CPD programme training will incorporate ALN / SEN provision and new developments. Key staff will share their understanding as part of whole school INSET.</p>	<p>Directed time.</p>	<p>Staff are kept up to date regarding key educational developments.</p>
<p><u>Improved physical environment at Dyffryn</u> Signage Lighting Lift for wheelchair access to Upper School Colour contrast Flooring Changing/ toileting facilities Common areas / Yards ICT developments Displays</p>	<p>Regular review of fabric of the building as part of the budget plan which considers refurbishment priorities</p>	<p>Undertake a review of premises in line with Health and safety premises review and identify areas requiring attention. Prioritise areas for improvement.</p>	<p>Health and Safety committee meeting each half term.</p>	

Medium Term: 2015-17

Objective	Barriers	Action	Timescale	Outcome
<p><u>Policies/procedures and practices.</u></p> <ul style="list-style-type: none"> <li>• Consultation process</li> </ul> <p>Ensure there is consultation with stakeholders and sharing relevant information to promote accessibility.</p>	<p>Policies and procedures become dormant and fail to be regarded as ideas acted upon by the school.</p>	<p>Integrate Accessibility plan in to school development planning and self-evaluation procedures.</p>	<p>1-2 years</p>	<p>Accessibility planning embedded in the annual review of school progress.</p>
<p><u>The Curriculum Provision / Participation</u></p> <ul style="list-style-type: none"> <li>• Teaching and learning / Option choices.</li> <li>• Increased partnership working to benefit pupils with identified needs.</li> </ul>	<p>Review of 14-19 framework and development of new initiatives could impact on access to education.</p>	<p>Ensure strategic planning considers national initiatives and their impact on accessibility and pupils with needs.</p>	<p>2 years continued monitoring of national and local developments.</p>	<p>Accessibility planning is proactive in relation to new initiatives and therefore ensure provision for pupils with additional needs are maintained.</p>
<p><u>Presentation of information to Disabled parties</u></p> <p>Sharing information effectively</p> <p><u>CPD needs</u></p>	<p>Maintain provision of information in a suitable format.</p>	<p>Revisit key strategies during INSET and directed time ensuring staff are aware of the necessary skills and resources that allow pupils with needs to access their education fully.</p> <p>Sharing strategies and good practice developing strong working partnerships.</p>	<p>CPD training.</p> <p>Training annually in directed time and INSET.</p>	<p>All stakeholders fully informed of additional support required and support available.</p>
<p><u>Improved physical environment at Dyffryn</u></p>	<p>Pupils with additional needs may require more access to ICT.</p>	<p>Ensure all ALN pupils who need to access computer hardware and software are able to do so.</p>	<p>2/3 years.</p>	<p>Upgraded hardware and software allows all users to develop their skills ICT skills.</p>

Long Term: 2017+

Objective	Barriers	Action	Timescale	Outcome
<u>Policies/procedures and practices.</u> <u>The Curriculum Provision / Participation</u> <u>Presentation of information to Disabled parties</u> <u>CPD needs</u>	Possible disjointed strategic plan for accessibility as the SIP project gathers momentum.	Work with partnership schools to develop consistent working practices and procedures relating to accessibility that are coherent and benefit all parties.	2017onwards	Coherent working practices relating to accessibility after September 2017.
<u>Improved physical environment at Dyffryn</u>	Delays in the SIP	Maintain good working practices and procedures and apply to the new school development.	2017 onwards	

Making our plan available

We will make our plan available to anyone on request.

We will publish the plan on the schools' website. We will readily offer the plan in other formats should anyone so request it.

In striving to make our plan accessible we have tried to use plain language that is jargon free.