



# Contents of our Equality Plan (EP)

- 1. Our distinctive character, values, priorities and aims**
  - 1.1 School values
  - 1.2 Characteristics of our school
  - 1.3 Mainstreaming equality into policy and practice
  - 1.4 Setting our equality objectives (including pay objectives)
  
- 2. Responsibilities**
  - 2.1 Governing Body
  - 2.2 Senior Leadership Team
  - 2.3 Staff – teaching and support staff
  
- 3. Information gathering and Engagement**
  - 3.1 Purpose and process
  - 3.2 Types of information gathered
  - 3.3 Engagement
  
- 4. Equality Impact Assessment**
  
- 5. Objectives and Action Plans**
  
- 6. Publication and Reporting**
  
- 7. Monitoring and Review**

## Appendices

- |                   |                                                            |
|-------------------|------------------------------------------------------------|
| <b>Appendix 1</b> | <b>Protected Characteristics</b>                           |
| <b>Appendix 2</b> | <b>Local Authority Equality Objectives</b>                 |
| <b>Appendix 3</b> | <b>School Equality Objectives and Action Plan template</b> |
| <b>Appendix 4</b> | <b>School Accessibility Plan</b>                           |

# 1. Our Distinctive Character, Values, Priorities and Aims

## 1.1 School values

The mission of Welshpool High School is *'To raise achievement by raising expectations'*

We believe that:

- High expectations in attitude, behaviour and learning contribute to young people fulfilling their potential
- High expectations lead to the development of responsible and well educated people
- In meeting these central aims we seek to involve parents, students, staff and other stakeholders in a purposeful and productive partnership

In addition, we acknowledge the importance of our community and its support as a resource for learning of all kinds

At Welshpool High 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 Welshpool High 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

Welshpool High School is an English High School is an English-medium 11-18 mixed comprehensive community school. It is situated in the market town of Welshpool. It has 890 pupils including 141 in the sixth form. Pupils are drawn from the full range of socio-economic backgrounds and come from an area that includes Welshpool and the surrounding villages, including the second highest area of deprivation in Powys. Boys constitute 51.5% of the statutory school age cohort, and girls 48.5%. About 10% of pupils are eligible for free school meals. About 3% of pupils come from Welsh-speaking homes, or speak Welsh as a first language or to an equivalent standard. About 9% of all pupils (including 6<sup>th</sup> Form) come from ethnic groups other than White British. The school currently has four looked after children. The intake is fully comprehensive, and of average ability overall. Nearly 1% of pupils have statements of special educational needs. A further 11% of pupils of statutory school age are at School Action, and 4.6% at School Action plus. The school has a number of pupils (6.7%) who are learning English as an additional language.

## 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;
- 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;
- seek to involve all parents in supporting their child's education;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 1.4 Setting our equality objectives (including pay objectives)

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

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

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

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

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

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

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

Our school Equality Objectives are set out in **Section 5 and Appendix 3**.

## **2. Responsibilities**

### **2.1 Governing Body**

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

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in the school

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

## **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

## **2.3 Staff – Teaching and Support Staff**

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

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

# **3. Information Gathering and Engagement**

## **3.1 Purpose and process**

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people,

parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

## 3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff, and governors following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views are actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- 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.

The school has involved pupils, parents, staff and governors in the preparation of this plan. It has involved the Family Support coordinator liaising with The Stonewall organisation with regard to sexual orientation (LGBT) protected characteristic  
Language difficulties were overcome when seeking the views of stakeholders with EAL by using a member of staff as a translator.  
Difficulty in gaining views of LGBT stakeholders was addressed through liaison with the Stonewall organisation

## 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

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

## 5. Objectives and Action Plans

Our chosen Equality Objectives are:

- 1. To ensure the highest possible attainment at Key Stage 4 for those pupils entitled to Free School Meals, pupils with special educational needs, and boys, particularly those boys from white working class backgrounds.*
- 2. To enhance understanding and tackle discrimination among pupils focussing on the sexual orientation protected characteristic (LGBT)*
- 3. To ensure that all Part Time teachers (who are almost exclusively female) have equal access to training opportunities*

We have action plans covering all relevant protected characteristics (**Appendix 3**). These describe how we are taking action to fulfil both the general and specific duties.

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

The action plans show:

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

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

## 6. Publication and Reporting

The school makes the Equality Plan and action plans to meet its equality objectives available to parents/carers and others, mainly through publication on the school website.

The school prospectus includes a reference to the values underpinning the Equality Plan.

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

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

## **7. Monitoring and Review**

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

- revisiting and analysing the information and data used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

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

- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan by 30<sup>th</sup> April 2020.

# **Welshpool High School**

## **Equality Plan 2016–2020**

### **Appendices**

<b>Appendix 1</b>	<b>Protected Characteristics</b>
<b>Appendix 2</b>	<b>Local Authority Equality Objectives</b>
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## Protected Characteristics under the Equality Act 2010

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

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

### Local Authority Equality Objectives

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

#### Objective 1 - Close attainment gaps in education

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

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

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

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

##### Actions to fulfil this objective

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

## Actions to fulfil this objective

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

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

		Actuals		Targets			Academic Year 2018-19	Academic Year 2019-20	
		Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18			
		Powys	Wales	Powys	Powys	Powys			
Key Stage 3	Percentage of pupils in receipt of FSM attaining the CSI	77.3%	65.9%	77.0%	78.0%	79.0%			
	Percentage of pupils in Local Authority care attaining the CSI	77.8%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets					
	Percentage of pupils at school action/school action+/Statement attaining the CSI	67.0%	55.2%	68.0%	69.0%	70.0%			
	Percentage of Gypsy Traveller pupils attaining the CSI	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets					
Key Stage 4	Percentage of pupils in receipt of FSM attaining Level 2 inclusive	35.6%	31.6%	38.0%	39.0%	40.0%			
	Percentage of pupils in Local Authority care attaining Average Wider Points Score	368	n/a	Due to very low numbers it is not appropriate to set Local Authority targets					
	Percentage of pupils at school action/school action+/Statement attaining Level 2 inclusive	30.0%	23.3%	23.0%	25.0%	26.0%			
	Percentage of Gypsy Traveller pupils attaining Level 2 inclusive	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets					
Permanent Exclusions	Number of pupils permanently excluded per 1,000 pupils in primary schools (pupils aged 5+)	0.1	n/a	0.0	0.0	0.0			
	Number of pupils permanently excluded	1.2	n/a	0.3	0.3	0.3			

	per 1,000 pupils in secondary schools (pupils aged 5-19)							
Fixed Term Exclusions	Percentage of days lost for primary schools (pupils aged 5+)	0.013%	n/a	0.010%	0.010%	0.010%		
	Percentage of days lost for secondary schools (pupils aged 5-15)	0.083%	n/a	0.082%	0.081%	0.080%		
	Percentage of 15 year old pupils leaving full-time education without a recognised qualification	0.1%	n/a	0.2%	0.2%	0.1%		
	Percentage of 15 year olds in Local Authority care leaving full-time education without a recognised qualification	0.0%	n/a	0.0%	0.0%	0.0%		

# Welshpool High School

## Equality Plan 2016–2020

### Equality Objectives and Action Plans

<b>Equality Objective 1</b>						
To ensure the highest possible attainment at Key Stage 4 for those pupils entitled to Free School Meals, pupils with special educational needs, and boys.						
<b>Our Research:</b>						
Our data shows that while there is no significant underachievement by any of the identified groups, they still require focus in terms of maximising their potential outcomes at KS4. National research indicates that there is a significant gap between the attainment of FSM pupils and Non FSM pupils. While the gap in Welshpool High School at KS4 was less than the national gap, it has widened in 2017 and 2018. It therefore remains a priority to ensure FSM attainment is significantly better than the national average.						
<b>Information from Engagement:</b>						
A minority of staff said that the attainment of white working class boys should be a focus						
<b>Data Development:</b>						
Further use of FFT Aspire for tracking and evaluation						
<b>This objective will be judged to be successful if...</b>						
<ul style="list-style-type: none"> <li>• <i>The percentage of FSM learners achieving the Level 2 threshold, including English and Mathematics is consistently higher than the national averages.</i></li> <li>• <i>The trend for School Action and School Action+ pupil attainment and progress for Level 2 threshold, including English and Mathematics, and Capped points score to be positive using FFT Aspire data Value added.</i></li> </ul> <p><i>The trend for boys' attainment and progress to be positive using FFT Aspire data, and be above national and Local Authority averages for Level 2 threshold, including English and Mathematics, and Capped points score.</i></p>						
<b>Actions:</b>						
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>	<b>Evaluation (to 2018) G = Met in full Y = Met in</b>

						part R = Not met		
1.1	To use PDG allocation effectively through robust annual planning to maximise outcomes for FSM learners at KS4.	JL	PDG grant allocation	April 2016, 2017, 2018, 2019	October 2017, 2018, 2019, 2020			
1.2	To ensure that mentoring and intervention programme supports and challenges the outcomes for boys at KS4, ensuring their good progress, especially those targeted as at risk of underachievement.	JT	EIG supports learning coach provision	April 2016, 2017, 2018, 2019	October 2017, 2018, 2019, 2020			
1.3	To ensure that the provision/setting, examination entry and monitoring/review of SEN pupils enables all SEN pupils to make good progress in relation to ability.	CE	SEN funding and DLS/ALNCO capitation	April 2016, 2017, 2018, 2019	October 2017, 2018, 2019, 2020			

**Additional comments:**

Further improvement is required in relation to outcomes for FSM pupils in KS4  
Boys' performance in KS4 has been strong and sustained over time  
The progress of ALN pupils in KS4 remains an area of ongoing focus

**Equality Objective 2**

To enhance understanding and tackle discrimination among pupils focussing on the sexual orientation protected characteristic (LGBT)

**Our Research:**

Staff training undertaken with Stonewall organisation highlighted need to revisit equality in relation to sexual orientation protected characteristic

**Information from Engagement:**

Survey of pupils indicated that:

- pupils use language with negative connotations in relation to LGBT, such as 'gay' meaning not very good.
- pupils in school find it difficult to express their sexual orientation

**Data Development:**

NA

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

Increase in awareness indicated in survey

**Actions:**

	Description	Lead Responsibility	Resource Implications	Start date	Review date	Evaluation		
						Green	Yellow	Red
1.1	Integrate LGBT education more effectively into PSHE	NF		December 2016	July 2017	Green		
1.2	Highlight discrimination against LGBT in school assemblies	NF/JL		December 2016	July 2017	Green		
1.3	Ensure Stonewall Training cascaded to all staff	MH		June 2016	July 2017	Green		

**Additional comments:**

Further evaluation of PSHE is planned to enhance this plan

**Equality Objective 3**

To ensure that all Part Time teachers (who are almost exclusively female) have equal access to training opportunities

**Our Research:**

NA

**Information from Engagement:**

Staff survey indicated that a minority of part time teachers believed that they did not have access to CPD opportunities afforded full time teachers.

**Data Development:**

NA

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

All Part time teachers believe they have equal access to training

**Actions:**

	Description	Lead	Resource	Start date	Review date	Evaluation
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		<b>Responsibility</b>	<b>Implications</b>					
1.1	Review training requirements for PT teachers	JK		September 2016	July 2017			
1.2	Plan and implement revised system affording equality of access to training for all PT teachers	JK	Additional cost of funding PD day attendance by PT teachers	September 2017	July 2018			
<p><b>Additional comments:</b> All PD planning for part time staff now complete</p>								

# School Accessibility Plan

**This plan covers our:**

**Disability Equality Scheme and our Accessibility Plan**

***3-year period covered by the plan:***

2016-2019 Welshpool High School

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- ❑ Ensuring that distribution of information for disabled pupils is accessible and understandable to all.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## Starting points

### **1A: The purpose and direction of the school's plan: vision and values**

Through partnerships with local communities, Welshpool High School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled with a positive self-esteem.
- Equip all of our pupils with the essential life-skills.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para 1.1). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

**1B: Information from pupil data and school audit**

CATEGORY	CHARACTERISTICS
FSM	Year 7-11 10%
SEN	6 Statements , 97 School Action , 40 School Action Plus
EAL	42 Students
ATTENDANCE	93.7% in 2017- 2018
SCHOOL DEPRIVATION INDICATOR	Information from Welsh Index of Multiple Deprivation % of NOR (7-11) in 30% most deprived areas in Wales Powys 7.5% WHS 10%
EXCLUSIONS	2017-18 Permanent Exclusions = 3 2017-18 Fixed term Exclusions = 34 pupils (192 days)

1C: Views of those consulted during the development of the plan

Consultation with pupils / staff / parents and governors

Issues raised:

Pupils and governors highlighted that the area outside the canteen was a hazard particularly for disabled students and inaccessible to wheelchair users due to uneven paving caused by tree roots. The work for this has now been completed.

Staff indicated the need for a ramp into a Maths classroom to enable wheelchair access. The work for this has now been completed.

Staff indicated the need for new table in D&T for wheelchair users.

One member of staff highlighted the need for ramps on the top floor of the Science block to enable wheelchair access

One member of staff suggested a lift in the English block if resources allowed

The school has set the following priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through biannual review meetings (IEPs, statements, school action+)

- Consultation with outside agencies in view of medical issues / disabilities (diabetic nurse, HI and VI and speech specialists)
- Continuing consideration of how to make the consultation accessible to all participants.

## 2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work are scrutinised to ensure that activities are accessible to all pupils and that reasonable adjustments are made. Curriculum in this context is more than the “taught” curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all continues as a priority in the school improvement plan. Raising the quality of teaching for all pupils regardless of any disability is part of this aim. The ALNCO is a dedicated role within the school and, as part of this role, she monitors the work done by Learning Support in the classrooms (LSAs and LSPs).

The ALNCO uses data to evaluate the progress made by disabled pupils across the curriculum.

The following priorities have been identified:

- **Continue to refine curriculum and strategies to increase access for pupils working substantially below expected levels, with particular focus on spelling, reading and writing (touch-typing).**
- **Adapt the curriculum, including working with outside agencies, to provide suitable programmes of study and access to appropriate qualifications (e.g. ASDAN) for pupils in transition from KS3 to KS4.**

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Welshpool High School is situated on a large site with 4 separate buildings varying from single storey to two storeys. Where the site is on the same level all buildings are accessible to wheelchair users. There are two lifts in operation in the New Wing and in the Science Block. The only two storey building not accessible by wheelchairs is the English and Art block.

However, it is possible to accommodate pupils' disabilities through changes in timetabling to these areas or changes to classrooms used. Additionally, adaptations to the building have been made to accommodate disabled pupils including new toilet facilities in DLS, doors adapted for easier wheelchair use, new ramp outside gym, new ramp outside DLS, and new lift outside canteen.

The Local Authority is part of the 21<sup>st</sup> Century School Modernisation Programme. All requests for major adaptations will be made in that context.

Priorities identified:

- **Amend the fire evacuation procedure in light of changes to security at front of school to include the safe removal of pupils or staff with mobility issues from first floor areas. This has been done.**
- **Level the area between the canteen and the Science block to enable wheelchair movement across that area. This has been done.**
- **Further adaption of access to the mathematics rooms for wheelchair users. This has been done.**
- **Adaptation of working table in Technology (Food) to improve accessibility for wheelchair users.**
- **Bid for capital investment from LA for ramps in Upper Science block**
- **Bid for capital funding from LA for a lift to be installed in the English block**

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information provided to pupils in writing should be appropriate to their needs for example:

- Homework: LSA and peer support to record homework.
- Timetables: Need to be adapted to eliminate physical barriers.
- Worksheets: Take notice of font size, pictorial representation, spacing.
- Tests and examinations: Different environment and support relevant to pupils' needs.

**Diabetes training**

**Epilepsy training**

**Attachment disorder training**

**Restorative Justice training**

**Degree in Inclusive studies for CSAs**

**Manhandling training – Lifting awareness course for disabled pupils**

**1 page profile training**

**Autism training**

3: Making it happen

*3A: Management, coordination and implementation*

The Head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school.

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- **Suitably differentiated and adapted curriculum for disabled pupils, with appropriate support and intervention in place.**
- **Outcomes for disabled pupils achieved based on individual progress targets.**
- **Accessibility for wheelchair pupils in Maths, Technology and outside area between canteen and science improved.**
- **New fire evacuation plan in place**
- **Continuation of effective liaison with various outside agencies working to support children with medical needs,**

### *3B: Getting hold of the school's plan*

The plan will be made available in the following ways :

- Published on school website
- Hard copy to parents on request
- On request in various formats e.g.
  - On different coloured paper
  - Extra large print

A copy of the plan will be kept in with the head teacher's PA, the Business manager, and the ALNCO.