



Welshpool High School  
Ysgol Uwchradd Y Trallwng

*Raising Achievement By Raising Expectations*

*Codi Cyrhaeddiad Trwy Godi Disgwyliadau*

# Welshpool High School

## EQUALITY PLAN

Date Reviewed: March 2026

Date for Review: March 2030

Signed: .....  
Chair of Governing Body

Date: 19/03/2026

Signed: .....  
Headteacher

Date: 19/03/2026

## **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**

- Appendix 1 Protected Characteristics**
  
- Appendix 2 Local Authority Equality Objectives**
  
- Appendix 3 School Equality Objectives and Action Plan template**
  
- Appendix 4 School Accessibility Plan**

## **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 and 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-medium 11-18 mixed comprehensive community school. It is situated in the market town of Welshpool. It has 809 pupils including 107 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 54.01% of the statutory school age cohort, and girls 45.98%. There are 13.01% of pupils are eligible for free school meals. About 2% of pupils come from Welsh-speaking homes or speak Welsh as a first language or to an equivalent standard. About 9.42% of all pupils (including 6<sup>th</sup> Form) come from ethnic groups other than White British. The school currently has 4 looked after children. The intake is fully comprehensive, and of average ability overall. 32 pupils have a school IDP with 5 pupils having a LA IDP. A further 165 have ULP. The school has 76 pupils 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 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 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 Purposes 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 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 equality's duties. We consider 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 have newly arrived in this country.

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

The school has involved pupils, parents, staff and governors in the preparation of this plan. It has involved liaising with The Stonewall organisation about 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

Equality Objectives for 2026-2030 policy is:

1. Enhance Academic Attainment and Equity:
  - Implement targeted interventions and support mechanisms to systematically close the attainment gap between students with Additional Learning Needs (ALN) or from Free School Meal (FSM) backgrounds, and their peers.
  - Regularly monitor and analyse student performance data to identify and address disparities in academic outcomes.
2. Promote Intercultural Understanding and Inclusion:
  - Foster an inclusive school culture that celebrates diversity and tackles all forms of discrimination against students from different backgrounds and nationalities.
  - Deliver comprehensive training and awareness programs to enhance pupils' understanding and appreciation of diverse cultures and perspectives.
3. Ensure Equitable Professional Development for Part-Time Teachers:
  - Implement a transparent and accessible system to provide part-time teaching staff with equal access to relevant training opportunities and meeting information.
  - Regularly review and adjust professional development policies to address the specific needs and challenges faced by part-time educators.

These objectives demonstrate a commitment to closing achievement gaps, promoting inclusive practices, and ensuring equitable access to professional development, all of which align with best practices in educational equity and diversity

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 it 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 the end of March 2030.



# **Welshpool High School**

## **Equality Plan 2026-2030**

### **Appendices**

**Appendix 1**

**Protected Characteristics**

**Appendix 2**

**Local Authority Equality Objectives**

**Appendix 3**

**School Equality Objectives and Action Plan**

**Appendix 4**

**School Accessibility Plan**

### 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

Stronger, Fairer, Greener - Our Corporate Plan

**Our Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives we will focus on to help make our vision a reality.**

The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet our objectives.

Our ambition is that by 2027, we will be:

- **Stronger** - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- **Fairer** - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- **Greener** - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.

To achieve our ambition, we have set the three objectives below that are the core aims of this Corporate and Strategic Equality Plan:

1. We will improve people's awareness of services, and how to access them, so that they can make informed choices.
2. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
3. We will work to tackle poverty and inequality to support the well-being of the people of Powys.

## **Objective 1 - Enhance Academic Attainment and Equity**

### **1. Targeted Academic Interventions:**

- Implement evidence-based, personalised learning programs and small-group instruction to address the specific needs of ALN and FSM students.
- Provide targeted literacy and numeracy support, such as one-on-one tutoring or intensive skill-building sessions using the Pupil Deprivation Grant Funding.
- Offer extended learning opportunities, such as after-school programs, and bespoke mentoring to help these students catch up and stay on track.

### **2. Enhancing Teacher Capacity:**

- Deliver comprehensive professional development for teachers on differentiated instruction, inclusive teaching practices, and trauma-informed approaches.
- Encourage teachers to regularly review and analyse student performance data to identify and respond to the unique learning needs of ALN and FSM students.
- Foster a collaborative culture where teachers can share best practices and strategies for supporting these student populations.

### **3. Strengthening Home-School Partnerships:**

- Establish regular communication channels and engagement opportunities to involve parents/caregivers of ALN and FSM students in their child's education.
- Provide resources and workshops to help families support their child's learning at home, such as homework assistance, study skills, and educational technology.
- Collaborate with community organisations and social services to connect ALN and FSM students and their families with additional support and resources.

### **4. Monitoring and Accountability:**

- Regularly monitor and analyse disaggregated student performance data to track progress and identify areas for improvement.
- Establish clear, measurable targets and timelines for closing the attainment gap, and regularly review and adjust strategies as needed.

- Ensure robust systems for reporting, evaluating, and holding the school accountable for the academic outcomes of ALN and FSM students.

By implementing a comprehensive, evidence-based approach, schools can work to systematically address the barriers and challenges faced by ALN and FSM students and ultimately close the achievement gap.

## **Objective 2 - Promote Intercultural Understanding and Inclusion**

### 1. Multicultural Curriculum and Representation:

- Incorporate diverse perspectives, histories, and cultural narratives across the curriculum, ensuring that the content reflects the backgrounds and experiences of all students.
- Curate a diverse library and resource collection that celebrates different cultures, ethnicities, and identities.
- Display artwork, artifacts, and visual representations that showcase the cultural diversity of your school community.

### 2. Cultural Awareness and Sensitivity Training:

- Provide comprehensive professional development for all staff on topics such as cultural competence, implicit bias, and inclusive teaching practices.
- Facilitate workshops and discussions that encourage students to explore their own cultural identities, recognise biases, and develop empathy and understanding for others.
- Invite guest speakers, community leaders, or cultural experts to share their perspectives and experiences with students and staff.

### 3. Inclusive School Events and Celebrations:

- Organise school-wide events and celebrations that honour and showcase the diverse cultural traditions and holidays represented in your community.
- Encourage student-led initiatives, such as cultural clubs or diversity committees, to plan and lead these events.
- Ensure that all school communications, materials, and signage are accessible and inclusive, reflecting the languages and cultural backgrounds of your students and families.

#### 4. Fostering Intercultural Dialogue and Connections:

- Create structured opportunities for students to engage in meaningful, facilitated discussions about diversity, equity, and inclusion.
- Implement peer-to-peer mentoring or buddy programs that pair students from different backgrounds to build cross-cultural relationships.
- Collaborate with community organizations, religious groups, or local businesses to facilitate cultural exchange and learning experiences.

#### 5. Addressing Discrimination:

- Develop and consistently enforce clear policies and procedures for addressing and responding to incidents of discrimination, bullying, or harassment.
- Empower students to become active allies and advocates for marginalized groups, providing them with the tools and resources to challenge biases and promote inclusion.
- Celebrate and recognize individuals and groups who demonstrate exemplary efforts in promoting diversity, equity, and inclusion within the school community.

By implementing a comprehensive, multi-faceted approach, you can foster a school culture that values and celebrates diversity, promotes mutual understanding, and equips students with the knowledge and skills to thrive in an increasingly interconnected world.

### **Objective 3 - To ensure that all Part Time teachers have equal access to appropriate training opportunities and meeting information.**

- Flexible Scheduling and Formats - Offer professional development sessions at varied times (e.g., online, recorded, or after-school options) so part-time staff can join regardless of working hours
- Consistent Communication Channels - Use shared online platforms or mailing lists to post all meeting notes, announcements, and training details so part-time teachers receive the same information as full-time staff.
- Inclusive Planning and Support - Involve part-time teachers in planning processes and assign a staff liaison or mentor to ensure they're kept informed and encouraged to participate in training opportunities.

## Welshpool High School Equality Plan 2026-2030 Equality Objectives and Action Plans

<b>Equality Objective 1</b> Enhance Academic Attainment and Equality						
<b>Our Research:</b> Our data shows that, on average, disadvantaged pupils' attainment is not as high as non-disadvantaged pupils. Disadvantaged pupils make less progress towards their target grades compared to non-disadvantaged pupils; accelerated progress is required by this group to close the attainment gap. Even although we are six years since the start of the Covid Pandemic, we are still facing challenges because of long periods of lockdown and remote learning, especially for those digitally disadvantaged pupils. This trend is reflected nationally.						
<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 SMID to track and monitor pupil progress, including the impact of interventions.						
<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 key outcome benchmarks, including English and Mathematics, is consistently higher than the national averages.</i></li> <li><i>A positive progress residual for FSM pupils at KS4 and KS5, compared to aspirational targets (positive value-added score)</i></li> </ul>						
<b>Actions:</b>						
	Description	Lead Responsibility	Resource Implications	Start date	Review date	<b>Evaluation</b> <b>G = Met in full</b> <b>Y = Met in part</b> <b>R = Not met</b>
1.1	To use PDG allocation effectively through robust annual planning to maximise outcomes for FSM learners at KS4.	JK/JL	PDG grant allocation	Start of financial years	August results releases	
1.2	To ensure that mentoring and intervention programme supports and challenges the outcomes for FSM pupils and ALN pupils	JK/AW	EIG grant allocation	Start of financial years	August results releases	

	ensuring their good progress, especially those targeted as at risk of underachievement.							
1.3	To ensure that the provision/setting, examination entry and monitoring/review of FSM and ALN pupils enables them to make good progress in relation to ability.	NF/HoD	Dept capitation, WG grants to support pupil progress (e.g., learning mentor)	Start of financial years	Data capture points according to ARR calendars			
<b>Additional comments:</b> Further improvement is required in relation to outcomes for FSM pupils in KS4								

<b>Equality Objective 2 Promote Intercultural Understanding and Inclusion</b>								
<b>Our Research:</b> Training undertaken highlighted the need to revisit equality in relation to promoting different cultures and making everyone feel included.								
<b>Information from Engagement:</b> Survey of pupils indicated that: <ul style="list-style-type: none"> <li>• Students feel that they don't always understand cultures different from their own</li> <li>• That they sometimes don't feel confident interacting with people from different cultural backgrounds</li> <li>• Some students stated that they witness or experience stereotypes, jokes, or discrimination</li> </ul>								
<b>Data Development:</b> N/A								
<b>This objective will be judged to be successful if...</b> <ul style="list-style-type: none"> <li>• Increase in awareness indicated through pupil surveys and pupil voice activities (including the student council)</li> <li>• A reduction in bullying and verbally abusive comments made by pupils</li> <li>• Staff awareness is increased and strategies to support pupils from different backgrounds and cultures are implemented</li> </ul>								
<b>Actions:</b>								
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>	<b>Evaluation</b>		
1.1	Provide training and resources to help staff incorporate diverse perspectives, narratives, and teaching strategies into their lesson plans and classroom practices	JL/JH	Time for planning	September 2026	July 2027,28,29			

1.2	Engage with external support agencies- invite guest speakers from different cultures.	HoY	Time For meetings	September 2026	July 2027, 28, 29			
1.3	Engage with pupils to co-construct an action plan to enhance provision and pupil perceptions	ELT	Time for meetings and planning. MEGRT grant spend	January 2027	July 2027, 28, 29			
<b>Additional comments:</b> Learning from best practice at other institutions can play a key role in the action plan.								

<b>Equality Objective 3</b> To ensure that all Part Time teachers have equal access to appropriate training opportunities and meeting information.								
<b>Our Research:</b> Staff CPD is logged via BlueSky. BlueSky logs shown a lack of engagement from some part-time staff in face-to-face CPD and/or meetings.								
<b>Information from Engagement:</b> Staff survey indicated that a minority of part time teachers believed that they did not have access to CPD opportunities afforded full time teachers.								
<b>Data Development:</b> N/A								
<b>This objective will be judged to be successful if...</b> Part time teachers felt they were afforded the same opportunities as full time teachers. All Part time teachers believe they have equal access to training and meeting information.								
<b>Actions:</b>								
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Resource Implications</b>	<b>Start date</b>	<b>Review date</b>	<b>Evaluation</b>		
1.1	Ensure that systems for recording and reporting important meeting information and outcomes enables easy access for all staff	JK	N/A	September 2026	March 2026, 27, 28, 29			
1.2	Review line management structures to provide clear line management processes for cascading information	JK	N/A	September 2026	March 2026, 27, 28, 29			
1.3	Engage with Powys networks and externally available CPD, as well as in-house CPD	NF	Cost of cover	September 2026	March 2026, 27, 2, 29			
<b>Additional comments:</b>								

### School Accessibility Plan

#### **This plan covers our: Disability Equality Scheme and our Accessibility Plan**

*4-year period covered by the plan:* 2026-2030 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 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 7-13 13.01% 99 students
SEN	32 ALN 30 School IDP & 2 LA IDP.
EAL	76 Students
ATTENDANCE	91%
SCHOOL DEPRIVATION INDICATOR	Information from Welsh Index of Multiple Deprivation % Of NOR (711) in 17% most deprived areas in Wales Powys 7.5% WHS 10%
EXCLUSIONS	2025-26 Permanent Exclusions = 0 2025-26 Fixed term Exclusions = 13 pupils (26 days)

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

Consultation with pupils/staff /parents/carers and governors

Issues raised:

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

- Consultation with pupils and parents will be focused through annual reviews and IDP review meetings as and when necessary, as set out in the new ALNET (Wales) Act (2018).
- 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 storeys 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 Calon, new access area in the downstairs science area, new access into the girl's gym, new access into the boy's gym and new ramps in the front and rear of the ALN department.

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:

- **Investigate the potential for capital investment from LA for ramps in Upper Science block**
- **Investigate the potential 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.
- Increased use of assistive technology to ensure full inclusion (Immersive reader/dictate functions/RNIB Bookshare etc).

**Diabetes training**

**Epilepsy training**

**Attachment disorder training**

**Restorative Justice training**

**Manual handling training - Lifting awareness course for disabled pupils**

**1 page profile training (TYFU)**

**Autism training**

### **3. Making it happen**

#### ***3A: Management, coordination and implementation***

The Headteacher 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 physical, social, medical and emotional 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 Headteacher's PA, the Business Manager, and the ALNCO.