Ysgol Awel y Môr

CONWY
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL

Strategic Equality Plan – CCBC

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Summer 2026		Summer 2028

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial policy creation - CCBC policy, cover added	Temporary Governing Body	Summer 2028
1.1					
1.2					
2.0					
2.1					

Introduction and Context

The new Equality Act 2010 harmonises and streamlines legislation that has come before it and refers to "Protected Characteristics" as follows:-

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under the terms of the Equality Act 2010 Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan by April 2012, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

Our plan needs to ensure that it reflects what has been agreed in the Conwy County Borough Council top level Strategic Equality Plan. Information relating to Conwy County Borough Councils Equality Objectives and Action Areas are outlined in Appendix 1. There is a whole objective around Education and the actions have already been identified and agreed with the Education Service (see Appendix 2). These are incorporated into our school plans, to ensure that Conwy achieves its overall objectives, specifically in Education around attainment and bullying. There are also actions in other parts of the Plan which are either directly the responsibility of Education/Schools or linked to joint actions between Education and other bodies, eg, Careers Wales. Our school plan reflects what actions we will take to achieve these overall objectives and actions, as well as identifying anything else we need to address because of what our school data tells us or through consultation with our parents, Governors and learners (through School Councils, etc).

In developing our SEP, we need to ensure that our plan reflects the principles of relevance and proportionality. In other words, the actions taken by our school should be proportionate to the equality issues within our school and are relevant to our school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for our school to take direction from authority-wide, regional or national research and engagement exercises as well as work which we can do ourselves. Equality objectives are linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, learner voice, wellbeing and learner support. Ysgol Awel y Môr will seek to build on our existing work from the two separate schools prior to amalgamationand to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in our plan will emanate from issues identified as a result of consultation undertaken with learners, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of our school's data will form the basis of the equality objectives within our SEP for the next four years.

- Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this decision.

- Headteachers, or any other staff member given responsibility for the preparation of this work, are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

- Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

Contents of our Strategic Equality Plan (SEP)

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App. 4 **School Access Plan (use your current plan for 2010-2013)**

App.5 **Process Chart for the development & review of Equality Policy**

App.6 **Equality Impact Assessment Guidance**

Annex 1 to App. 6 **WLGA Publication - Common Equality Risks in Education – Guidance for assessing impact in schools.**

1. Our Distinctive Character, priorities and aims

1.1 School values

At Ysgol Awel y Môr, we are committed to ensuring equality of education and opportunity for all learners, 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 learners will be monitored and we will use this data to support learners, 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 Ysgol Awel y Môr, 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

Ysgol Awel y Môr, is an English medium Community Primary School catering for children aged 3-11. It is situated in Kinmel Bay, on the outskirts of the seaside town of Rhyl. Our learners come from the communities of Kinmel Bay and Towyn, with some learners coming from outlying areas such as Rhyl, Pensarn and Belgrano. Our school is in a Communities First area. Around a third of our learners come from Communities First homes.

The school affords ample, well-equipped classrooms, an ICT suite, Nurture & Family Rooms and a stimulating outdoor environment. The school has a 12 place Resource Base Class provided by the Local Authority (LA) catering for learners with moderate learning difficulties. This is for 7 to 11 year olds.

- There are usually around 12 classes of statutory school age learners, depending on pupil numbers, plus two nursery classes
- Learners are taught in single or mixed age classes, depending on pupil numbers and needs of the school
- 97% of our learners are white British
- In the Infants site - 52% of our learners are girls and 48% are boys (not including new nursery for September). In the Junior site – 47% of our learners are girls and 53% are boys.
- 39 of our learners have an Individual Development Plan (IDP), 27 have a School IDPs and 12 have a Local Authority (LA) IDP. 75 of our learners have Individual Learning Plans with identified literacy or/and numeracy targets. 68 of our learners have been identified as More Able and Talented for literacy and numeracy.
- There are 5 Children Looked After in school, 2 are fostered and 3 are under Special Guardianship.
- The percentage of learners entitled to Free School Meals has risen to 43.81% in the Juniors and 26.2% (Reception to Year 2). This is significantly higher than the local and national averages.
- Attendance is 90.2%, the National average is 91.3%
- The school has a very transient population with 24 joining and 27 leaving during the 2025-26 academic year academic year. However, intuitive teaching and nurture strategies assist with any challenges posed and provide quality experiences for learners involved
- The Senior Leadership Team is made up of the Headteacher, two Deputy Headteacher/ALNCos, TLR2a Postholder – Curriculum and Assessment and TLR3 postholder – Independent Learning, including Feedback and Community Cohesion
- Staff numbers currently:
    - 14 teachers and 2 part-time Teacher; including the Headteacher, Deputy Headteacher/ALNCos and

Resource base Teacher
- 22 Teaching Assistants
- 2 Administrative Assistants
- 1 Caretaker/Cleaner
- 3 Cleaners
- 4 kitchen staff
- Most of our TAs assist with Lunch Time supervision

English is the predominant language for most learners. There are currently 10 learners identified as having English as an Additional Language. No learners have Welsh as a first language at home.

Our curriculum has a thematic approach. It is purposeful, creative and engaging. We use authentic contexts and immersion events to engage learners. We use a blend of teaching and learning approaches and are able to be flexible with planning for current affairs and learner voice is central to all Curriculum Planning.

Ysgol Maes Owen amalgamated with Ysgol Y Foryd (Infant School) as part of Local Authority's Strategic Outline Plan (SOP). Ysgol Awel y Môr opened on September 1st 2026, remains located on the sites of the two current schools and operates under one Board of Governors and one Management Structure, Mission Statement, School Values, Logos, Uniform, Policies, and Procedures.

At Ysgol Awel y Môr we work together to provide the children in our care with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

We do this by planning and providing for each child as an individual; ensuring support and challenge in all areas. We believe that this is only possible through working together and creating clear routes of communication. Confidence in a school comes from knowing and understanding what is happening within it. We aim to involve all parents, families, guardians and members of our local community. We sincerely believe that all adults involved in a child's life have a direct impact and by working together we can ensure success.

We currently have 340 full time learners on roll. Class sizes start the year below 30 where possible and always in the 3 to 7 age range. 39 of our leaners have an Individual Development Plan and 75 of our learners have been identified as needing additional Literacy and/or Numeracy support. Strategies to support learners include:

- An Individual Learning Plan
- Daily Diary sessions
- Literacy Support sessions – (reading, phonics, spelling strategies)
- Fine Motor skills sessions
- Speech and Language sessions
- Structured Reading sessions
- Tailored Maths/English groupings to support learner abilities
- ELSA/Nurture sessions
- Booster group sessions
- 1:1 Read Write Inc (RWI) interventions
- SAFMEDS

1.3 Mainstreaming equality into policy and practice

As outlined in our Equality Policy, we aim to;

- Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

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 learners 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 learners;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all learners when planning for future learning and setting challenging targets;
- ensure equality of access for all learners 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 learners to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our learners

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:

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:

- Conwy County Borough Council's SEP and 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 learner data, e.g. attainment data of boys v. girls and other groups;

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

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.13).** See also **Appendix 2 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 it will continue to do all it can to ensure that the school is fully inclusive to learners, 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 strive to make communications as inclusive as possible for parents, carers and learners;
- 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 of the SEP and are accountable to ensuring it's principles are adhered to

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 learners 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 against different protected groups, including racism, homophobia or prejudice targeted at disabled learners, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. 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 learners, 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 (respondents will be asked to complete an equality monitoring questionnaire so that we can analyse feedback appropriate to different protected groups);

- 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;
- learner 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.

- **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. At a full Governor's meeting and at a staff meeting in Spring 2025, we looked at the contents of the draft policy and considered objectives to develop our equality provision. The School Council has been consulted and they have provided a further insight with their views on equality and the importance of cohesion in our school community. Learner, parent and staff views were gathered by questionnaire and the results analysed.

We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- **Our learners**

All learner's views were initially received through questionnaire and then through discussions.

- **Our staff**

All staff views were sought through questionnaires and discussion.

- **Our school governors**

Governors openly discussed the subject of equality during a Full Governing Body meeting.

- **Parents/carers**

Parents were consulted by questionnaire and a paper copy was available for those who required it.

- **Minority, marginalised and potentially vulnerable groups**

Our school building caters for vulnerable groups to meet there in various ways. The DDA friendly, physical arrangement of our school,(including ramps) enables involvement. Involvement in school Parent Forum does not incur a cost to parents. Many events at school provide free child care to enable parents to participate, eg; PTFA meetings and parent's evenings).

- **Our partners in the community**

We have Governors who serve on the town council who have linked the school with the local library and community centre. We have developed links with local nursing homes to promote intergenerational links and develop respect for our older generation. We have developed links with local businesses leading to successful community events. We partner with the local church to provide donations for foodbanks and clothes for the local clothes share.

- **Ongoing:**

Dialogue will be kept open through Governor's meetings involving key Governors who are actively developing links for our children to participate in the community.

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 or this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans (including budgetary decisions) 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.

N.B Please refer to Appendix 6 for Guidance on assessing impact in schools.

5. Objectives and Action Plans

In addition to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately (see Appendix 1 and 2), our chosen Equality Objectives are:

1. Ensure that an inclusive ethos is continued and maintained
2. *The educational achievement gap between different groups reduces (FSM and non-FSM)*

We have action plans covering all relevant protected characteristics (see Appendix 2 and 3). 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 prospectus includes a reference to the SEP and the values underpinning it.

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 analysing 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 in Autumn 2028 *(Conwy County Borough Council's SEP is to be reviewed in 2028 in line with the next review of the Corporate Plan and One Conwy and the National Plans to amalgamate key strategic documents – however, all SEPs must be reviewed and republished at least every 4 years).*

Appendices

Appendix 1
Conwy County Borough Council Equality Objectives

Appendix 2
Conwy County Borough Council Equality Objective Action Areas incorporating Education Services High Level Priorities.

Appendix 3
Additional School Equality Objectives and Action Plan

Appendix 4
School Access Plan

Appendix 5
Equality Impact Assessment Guidance

Annex 1 to Appendix 5
WLGA Publication "Common Equality Risks in Education – Guidance for assessing impact in schools"

The following seven long term Equality Objectives have been adopted for Conwy (2024-2028). These long term objectives have been developed through engagement with communities and will aim to prevent inequality through working collaboratively with our North Wales partners:

- **Objective 1: Outcomes in Education attainment and Wellbeing in Schools are improved**. This objective will concentrate on the protected characteristics of Age, Race, Religion/Belief, Disability, Sex, Sexual Orientation and pregnancy/maternity (secondary schools only).

- **Objective 2: We will take action to ensure we are an equal opportunities employer and reduce pay gaps.** This objective will concentrate on the protected characteristics of Gender, Race, Disability, Maternity/Paternity and Gender Reassignment.

- **Objective 3: We will take action to improve the Living Standards of people disadvantaged by their protected characteristics.** This objective will concentrate on the protected characteristics of Disability and Age.

- **Objective 4: We will improve Health, Wellbeing and Social Care outcomes.** This objective will concentrate on the protected characteristics of Race, Gender, Age and Disability.

- **Objective 5: We will improve Personal Security and Access to Justice.** This objective will concentrate on the protected characteristics of Race/Religion, Gender, Disability, Sexual Orientation and Age.

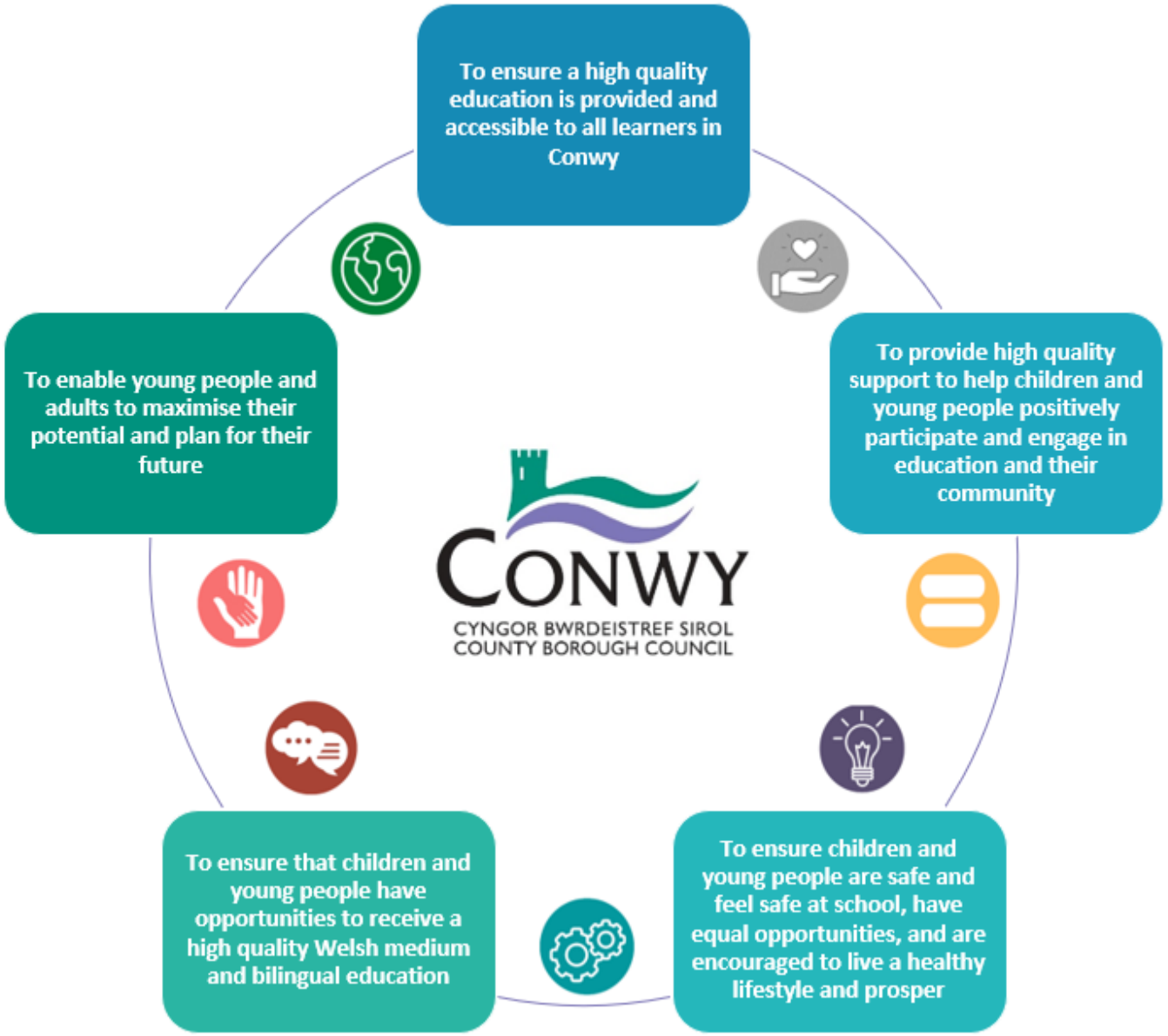
- **Objective 6: Increase Access to Participation and improve diversity of decision making.** This objective will concentrate on the protected characteristics of Race and Disability.

- **Objective 7: Tackle socio-economic disadvantage by offering inclusive services to minimise inequalities of outcome .** This objective is likely to be relevant to all the protected groups.

Please note that whilst each Objective above relates to specific protected characteristics, other protected groups will also benefit from the actions identified under each Objective.

Objective 1: Outcomes in Education attainment and Wellbeing in Schools are Improved

Conwy Education Service Plan 2024-26



Ysgol Awel y Môr
Equality Objectives and Action Plan

Equality Aim 1
To actively promote Equality and Diversity within the school community by creating and embedding and whole-school Vision and ethos that fosters an inclusive culture that enhances learners' understanding of diversity, equality, and respect for all.

Our Research
Standards - Quantitative (data) Audit of parents', learners 'and staff understanding of Equality and Diversity via survey.
Whole school audit- understanding and awareness of equality and diversity. CPD Training Programme for SLT and staff.
Staff to teach and plan a diverse curriculum providing learners with appropriate literature. Learners to see themselves and their experiences in what they are taught reflects equality diversity and culture locally and the wider world.
Links with other areas of curriculum learning and experiences.

Information from Engagement:
As we are a coastal school, our learners do not have the same knowledge and experience of diversity that learners from large cities may have.
Feedback from learners is that they recognise diversity in the world around them but have minimal real-life experiences to draw from.

Data Development:

Curriculum planning, conversational, questionnaires and feedback

This objective will be adjudged successful if…

Children report a raised understanding of diversity and equality in not only the world but in their local area also.

Actions:

	Description	Responsibility	Start date	End date
1.1	Whole-school Curriculum Planning to include a clear focus on happiness, Wellbeing, building relationships and settling into school life	GT	Autumn 2026	Ongoing
1.2	Whole-school Curriculum Planning to include a clear focus on creating a whole-school Vision and Vision Statement/Motto	GT	Autumn 2026	Ongoing
1.3	Ensure that the wider school community all have an input into the creation of a whole-school Vision and Vision Statement/Motto	CF (HW & MOC)	Autumn 2026	Ongoing
1.4	Link in with the Community Cohesion Leader to ensure all members of the school Community are happy, engaged and working together	NW (SLT)	Autumn 2026	Ongoing
1.5	Carry out Stakeholder Questionnaires to gain a baseline and then 12 months later	CF/HW/ MOC	Autumn 2026	Ongoing

Appendix 4 – Ysgol Awel y Môr Access Plan

Definition of Disability

Disability is defined by the Equality Act (2010):

1. A person (P) has a disability if—
   a) P has a physical or mental impairment, and
   b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Key Objective

- To reduce and eliminate barriers to access to the curriculum.
- To ensure full participation in the school community for learners, prospective learners and our adult users with a disability.

Principles

This plan is drawn up in accordance with the three planning duties* in the Equality Act 2010 (Schedule 10). It draws on the guidance set out in "Planning to increase access to schools for disabled learners", issued by WG in March 2018. (Improving access to the curriculum; improving the physical environment; improving communications).

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's ALN policy;

The school recognises its duty under the Equality Act 2010 to:

- Not discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services
- not treat disabled learners less favourably
- take reasonable steps to avoid putting disabled learners at a substantial disadvantage
- publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Additional Learning Needs Code for Wales 2021

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all learners with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual learners by:

- setting suitable learning challenges
- responding to learners' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of learners.
- endorsing the key principles in the Curriculum for Wales, which underpins the development of a more

Ysgol Awel y Môr has identified the following points, in order to achieve the key objective:

Delivery of the curriculum

- School staff receive training in making the curriculum accessible to all learners, and are aware of its importance.
- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and ALN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Provision of information in other formats

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. The plan is also available on request to the Head teacher in the following formats: - email, enlarged print, other formats are available by arrangement.

Intersectionality
It is recognised that learners, parents and staff have several protected characteristics which can create multiple factors of advantage and disadvantage, e.g. gender, sex, race/ ethnicity, sexuality, religion, disability, physical appearance, etc. These intersecting and overlapping social identities will be considered in education provision, employment and training.

This plan will be reviewed in 2028 or after any building or site changes.

Appendix 5 – Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on groups to determine whether it may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our learners and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of considering the impact on different protected groups at a time when policies or practices are being created or reviewed as part of the policy review cycle. EQIAs should be undertaken to identify any equality issues that need to be addressed for all new policies, practices and specific projects and major decisions, e.g. use of the school playground.

It is not about more paperwork. It is a practical and thoughtful approach to thinking about what effect policies and actions will have on; race, sex, gender reassignment, disability, sexual orientation, religion or belief, age, marriage and civil partnership and pregnancy and maternity – and can also be used in relation to assess impacts on the Welsh language and in relation to the Socio-economic Duty.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, the EqIA requires us to consider what solutions can we come up with to overcome this situation?

Key considerations/questions:

- What are the aims of the policy or practice?
- Outline the main aims and objectives of the policy or practice
- Consider existing data, information and consultation outcomes
- Consider any procurement and partnership issues
- Assess the likely impact
- Consider any adverse or unlawful impact
- Consider what you can do to improve your policy or practice
- Decide how to proceed
- Formulate an action plan
- Make arrangements for monitoring and reviewing the policy or practice
- Publish assessment results
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice? (e.g. all staff/learners?)
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural

background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how?
- Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

If you think there may be a negative effect or impact on certain individuals or groups, it is important to draw together relevant, reliable data and information, and to consider how these can be effectively mitigated.

Involvement and Consultation

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

Involving the children, young people, school councils, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.

Monitoring and Reviewing

Once you have undertaken the EqIA and finalised your policy or practice, you should ensure you have arrangements in place to enable you to monitor and review your process to check that the intended outcomes are borne out and if not, allow flexibility to respond to new information