

April 2014

# Annual Equality Report

## Llanishen High School



## **Annual Equality Report for Llanishen High School**

This report is to describe how well we have met the General Duties in the Equality Act over the last twelve months to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

It also contains information relating to the Specific Duties in the Equality Act particularly to those Duties relating to Training, Assessment of Impact, Collection and Use of Equality Data (including Employment Data and reporting of pay by Gender) and our Strategic Equality Plan.

The report is split into four sections and elements of both the General and Specific Duties appear throughout. The sections of the report are:

*Section One* – An introduction and background to the development of our Strategic Equality Plan. This section includes information relating how we have collected equality data and information or consulted to inform our plan. It also includes information about how we have attempted to improve our equality data collection to meet the requirement in the Equality Act 2010 where necessary.

*Section Two* – A description of how far we have progressed against the actions and objectives listed in our Strategic Equality Plan.

*Section Three* – Contains information that does not fit into the first two sections but that we feel also contributes to our work to support the General and Specific Duties.

*-Section Four (Appendix)* – information relating to the Specific Duty to report on employment data and how this information will inform other actions to inform the General Duties.

## Section 1 – Introduction

### Introduction and background

We used data that is available via PLASC and our enrolment/admissions data to help us identify inequalities between pupils from different protected characteristics.

We were able to identify that the highest achieving groups based on GCSE results were White British females followed by White British males. Likewise, the same pattern was seen with those achieving at Level 5 or above in Key Stage. However there is a general pattern of underachievement of white British boys from particular socio-economic backgrounds and a general underachievement of those pupils who have poor language acquisition and are new to the country supported by the EMTAS team.

We also identified that the groups statistically most likely to be excluded from school were boys from white British communities both from families in receipt and not in receipt of Free School Meals. There have been no exclusions involving LAC or gypsy/traveller pupils in this academic year.

As a result of this level of analysis of our equality data, we were able to develop actions specific to those particular groups (**see Section Two of this document or our Strategic Equality Plan – [hyperlink here](#)**). This information is also included in our School Improvement Plan along with other actions that relate to inclusion of children from other groups also showing evidence of underachievement but that are not necessarily relevant to the Equality Act such as pupils in receipt of Free School Meals and Looked After Children.

Other action that were developed for inclusion in the Strategic Equality Plan came from discussion with pupils and parents from across as wide a diverse group of communities as we were able in order to identify equality related issues that they considered were important. We discussed our proposed plan with our school council, in staff forums, the Governing Body, Parent Focus Group and termly with the reviewing group. Members of the Hearing Impaired Unit were involved in the group as they form a vital part of the school community. Pupils from a variety of ethnic and socio-economic backgrounds were consulted. Through this we were able to identify that our buildings are accessible to all pupils and adjustments are being made to ensure that disabled pupils can access all departments in the school and HI pupils' needs are adhered to in all building works. We also identified that pupils feel that different ethnicities are celebrated in the school – the new uniform policy and assembly themes celebrate such diversity.

Monitoring progress against the tasks we had set ourselves was overseen at the higher level by the Governors Subcommittee for Equality as part of the Resources and Finance

Committee with termly updates on activities undertaken. Two members of the Senior Leadership Team alongside a named Link Governor have taken responsibility for monitoring the Strategic Equality Plan following the long term absence of the Deputy Headteacher in charge of School Inclusion ensuring that the actions listed in the Strategic Equality Plan were being worked on.

We found that although our data was robust for some protected characteristics, we have very little data relating to other protected characteristics. For example, we have lots of data relating to

pupils from different socio-economic backgrounds and Gender. We rely on SEN data of pupils that includes those with disabilities including those with Hearing and Visual Impairments. From this data we were able to analyse attendance, achievement and exclusions. We also have data around racist incidents in school logging incidents following county policy on a termly basis.

However, although we have this equality information as it applies to pupils we found that we did not have any data on parents relating to these protected characteristics as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. We also found that we had no data at all for pupils or parents relating to sexual orientation or transgender and therefore were not able to identify if Lesbian, Gay, Bisexual or Transgender (LGBT) pupils were attending or achieving as well as their peers or the levels of homophobic incidents in schools. Additionally we have very little information relating to these characteristics as they apply to staff because equality monitoring of application forms has not historically collected this information.

We have attempted to improve our data held on parents across all protected characteristics and as we update our new data management system further we will continue to request further information. We will continue to request such information from parents through consultation evenings and via the Pupil Support Team. We will be sending out an equality monitoring survey to all parents. We will assess the effectiveness of this approach at the end of the next academic year.

In terms of homophobic incidents in school, we have now adopted the Education Service's new system for recording and reporting identity based incidents which includes monitoring of racist, homophobic, disability and other forms of incidents and bullying in schools and data will be better in this area going forward. A termly anti-bullying survey completed by all year groups requires pupils to list the incidents of bullying experienced or seen at the school. Pupils are also asked to offer suggestions on how we could support them further with incidents of bullying as a school and these suggestions are shared and acted upon where necessary. For example, breaktime and lunchtime duty areas have been adapted to consider the suggestions of pupils and Year Team Leaders monitor those areas of the school accessed mainly by their year groups during the school day. These surveys are analysed, findings are

shared with each Year Team Leader; the Senior Leadership Team and pupils through assemblies and form time.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. Therefore in this report we are unable to report on unsuccessful applicants however we understand that a new process around data storage is being developed at Education Service level for the whole city and once that is rolled out we will be able to do this. While we wait for this new system to roll out we will stop shredding equality monitoring forms and develop a way of storing this information anonymously for the purpose of future reporting.

## **Section 2 – Progress of Our Objectives**

## Equality Action Plan – Action Grid 2012-13 – Number 1

**Priority One :** Reduce the gap in attainment and attendance between pupils from protected groups as compared to other pupils.

**Equality Objectives:** Valuing equally all members of the school community; giving all pupils equal access to quality services.

**General Duties:** Advance equality of Opportunity.

**Specific Duties:** Assessment of Impact; Equality Information

**Protected Characteristics:** Gender, Race, Pregnancy/Maternity, sexual orientation, Disability.

**Source:** (research/data/engagement)

School Improvement Plan

School and Department Self Evaluations

Estyn Report 'Closing the Gap Between boys and girls attainment'

Schools data (FFT D, CATs, Family of Schools, ESS, local and National results)

### Targets:

- To use our own, other local and national data and research to build a full picture of differences in outcomes between pupils with protected characteristics and the generality of pupils
- To use this data to identify strategies to offset and address any inequalities in attainment and attendance that are already known or those that have yet to be identified.

### Success Criteria:

- Reduction in the identified attainment gaps between boys and girls at key stages three and four
- Analysis of data to determine whether there are attainment gaps for groups of pupils who share other protected characteristics
- Improvement of the attendance of Ethnic minority and Gypsy/Traveller pupils to the levels of attendance expected of all pupils.

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> <li>▪ Review teaching strategies in line with Estyns report on closing the gap and the initiatives being put forward by the UA/WG</li> </ul>	√	DHTL/SLT	July 2013
<ul style="list-style-type: none"> <li>▪ Strengthening Families Initiative to continue working to improve the attendance and performance of targeted students</li> </ul>	√	SLJ/AHSI	Termly
<ul style="list-style-type: none"> <li>▪ Sharing of good practice in “boy-friendly” teaching to improve the performance of boys</li> </ul>	√	CLs/DHTL/SLT	Half-termly
<ul style="list-style-type: none"> <li>▪ Consistent monitoring of pupil progress and the implementation of intervention strategies where a need is identified</li> </ul>	√	CLs/SLT	Ongoing
<ul style="list-style-type: none"> <li>▪ Specific literacy/numeracy support as laid out in the SIP</li> </ul>	√	AHSI/CLs	

**Monitoring Commentary**

Staff training incorporated Bridging the Gap as part of the INSET day January 2014.

The Attendance of protected characteristic groups of learners e.g. FSM, EMTAS,LAC, Gypsy /Traveller remain part of the SIP.

**Evaluation Commentary**

Literacy / Numeracy support provided for pupils in KS3 based on prior data as well as results from LNF testing May 2013 to help inform.

KS4 - specific support provided to targeted pupils who are C/D border in English and / or Maths. Intervention is reviewed every half term by CL English and Maths . Attendance of these targeted groups is reviewed rigorously between the SAO and YTL on a fortnightly basis and further support/ intervention is implemented through the VAP group with agency support as well as through the Attendance Committee every half term.

## Equality Action Plan - Action Grid 2012-13 No 2

<p><b>Priority Two</b> : Reduce identity based incidents and bullying in school; and celebrate diversity.</p> <p><b>Equality objectives:</b> eliminating discrimination and harassment; promoting social cohesion and preparing pupils to live in a diverse world.</p> <p><b>General Duties:</b> Foster good relationships; Eliminate discrimination, harassment and victimization.</p> <p><b>Specific Duties:</b> Assessment of impact; Equality Information; Engagement.</p> <p><b>Protected Characteristics:</b> Gender, Race, Sexual Orientation, Religion or Belief, Disability, Pregnancy/Maternity</p>	<p><b>Source:</b> (research/data/engagement)</p> <p>All Wales Survey (Bullying in Schools) Figures disclosed show that 7% of year 7 pupils had been bullied in some way due to learning difficulties and 3% of year 10 pupils had been bullied in some way due to race or ethnic origin</p> <p>“Safe to Learn” – Anti Homophobia (DSCF)</p> <p>Stonewall research</p> <p>Working Towards Inclusive Practice</p> <p>School Survey results</p>
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Expand monitoring of incidents to record and report a wider range of types of bullying including racist, anti-disabled, homophobic and transphobic incidents; sexist behaviour; and bullying based on religion or belief.</li> <li>• Improved understanding in the school community of the need to educate pupils about equality issues and anti-discrimination action.</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ A termly return to the LA (as for Racist events pre 2012) covering the full range of identity-based incidents of bullying.</li> <li>▪ Schemes of work, PSE/Welsh Bacc lessons and Assembly schedule educate and engage pupils leading to a clear reduction in the prevalence of discriminatory language and behaviour in school, improved understanding of equality issues and celebration of diversity.</li> <li>▪ Staff aware of and supportive of the need to teach equality and anti-discrimination issues covering all protected characteristics.</li> </ul>	

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> <li>▪ Update anti-bullying policy and practices in light of Welsh Government guidance “Embedding anti-bullying work in schools in Wales”</li> </ul>	√	DHTL	December 2012
<ul style="list-style-type: none"> <li>▪ Continue to consult all stakeholders on equality/anti bullying issues through questionnaires</li> </ul>	√	DHSI	Termly
<ul style="list-style-type: none"> <li>▪ Liaise with LA Equalities Officer to identify opportunities for discussion of and inclusion of LGBT issues across the curriculum</li> </ul>		DHSI	October 2012
<ul style="list-style-type: none"> <li>▪ Continue to develop links with Stonewall by becoming Stonewall Champions</li> </ul>			September 2014
<ul style="list-style-type: none"> <li>▪ Investigate the setting up of a LGBT group drawing on good practice in Cardiff High School</li> </ul>		RL/SET	Summer Term 2014
<ul style="list-style-type: none"> <li>▪ Ensure that assemblies cover aspects of the protected characteristics using speakers from outside (including LA equalities officer) and using these as an opportunity to celebrate diversity</li> </ul>	√	SET	Termly
<ul style="list-style-type: none"> <li>▪ Participate in the annual Inspire awards organised by Cardiff Against Bullying</li> </ul>	√		
<ul style="list-style-type: none"> <li>▪ Continue to develop the role of the School Buddies and extend their training</li> </ul>	√	SET	Ongoing / April 2012 -13 April 2013-14
<ul style="list-style-type: none"> <li>▪ Work with the North Cardiff Health Practice to further raise awareness within groups of pupils having protected characteristics, of health issues relevant to them.</li> </ul>		CL PSE	September 2013
<ul style="list-style-type: none"> <li>▪ Review PSE programme of study and develop Welsh Bacc intermediate/advanced programmes to ensure that topics related to equality take full account of the Equalities Act 2010</li> </ul>	√	CL:PSE & WBQ co-ordinators	December 2012/July 2013  Te

<ul style="list-style-type: none"> <li>▪ Through lesson observations ensure that subjects where appropriate are providing opportunities to celebrate diversity and challenge stereotypes and discrimination.</li> <li>▪ School policy on uniform applied so as to respect religious/ethnic considerations.</li> <li>▪ SNAG group to ensure that the planning for school meals also reflects the diversity of our community</li> </ul>	   	   	   
	√	<b>DHTL/SLT/CLs</b>	<b>Termly</b>
	√	<b>DHSI</b>	<b>October 2012</b>
	√	<b>CL:PSE</b>	<b>Ongoing</b>

### **Monitoring Commentary**

An audit with SL PSE and WBQ KS4 and 5 identifies diversity and equality being delivered as part of the subject. Discussions on discrimination, equality and homophobia have been observed during the School Review cycle 2012-13 and during 2013-4. The Assembly Rota incorporates the opportunity to think about discrimination.

Whole-school anti-bullying survey conducted with pupils Dec 2013 - over 80% pupil participation in each year group. Findings have been shared with staff and pupils, through YTL assemblies and strategies to be used to address issues to be presented in YTL meeting Spring 2014.

Termly returns to the LA are given to the School Data team summarising the previous term's incidences of reported bullying including racist, homophobic, sexist, identity - based bullying reported by a pupil/ parent or staff. Further details are summarised where the incident has been confirmed.

60 pupils (approx) working as Buddies in KS4, mainly in Year 10. A further 40 pupils have applied to become Buddies in Year 9.

### **Evaluation Commentary**

The new Uniform policy clearly highlights consideration for religious and ethnicity reasons. Revised policy has been shared with pupils through form periods and assemblies and is accessible via the school website.

The SNAG group continue to review and plan school meals which consider the dietary needs of the diverse school community. SL Food and Catering provides the opportunity for pupils to choose a variety of menus/ recipes with the flexibility to adapt them according to personal choice.

Further discussions to be sought with LA Equalities Officer to consider providing training for staff during INSET day in June /Sept 2014.

The Anti-Bullying policy was reviewed and updated following WG Guidelines. The Policy was reviewed by pupils, the Parent Focus Group, link governor and staff.

The number of racist incidences reported in Spring 2013 - 1 (6.5% of reported incidences); Summer 2013- 3 (13% of reported incidences ) and Autumn 2013 - 5 (27% of reported incidences). Assembly themes and raising awareness through displays and form activities will reinforce our diverse community and the right to equality.

Gender- based incidences in Spring 2013- 0 ; Summer 2013 - 1 (4% of reported incidences) and a Autumn Term 2013 1 (5.5% of reported incidences).

Buddies continue to support and shadow vulnerable pupils and visit all feeder primary schools during the Spring Term as well as supporting the Year 6 pupils on transition days. Buddies support Year 7 pupils during registration 1 morning a week. A new cohort to be trained April 2014.

**Priority Three** : Develop the quality and use of our Equality Monitoring and Data collection

**Equality objectives:** This priority underpins all the objectives

**General Duties:** Foster Good Relations; Equality of Opportunity

**Specific Duties:** Assessment of impact; Equality objectives; Equality information; Engagement; Accessibility of information

**Protected Characteristics:** Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability, Pregnancy and Maternity

**Source:** (research/data/engagement)

Equality Act 2010

School based surveys/consultations

**Targets:**

1. To develop a better understanding of the diversity of our school community.
2. To ensure that information is shared with pupils, parents, staff and Governors
3. To use the available data to review school policies in relation to the full range of protected characteristics
4. In developing new policies or revising existing policies, to ensure they reflect the school’s equalities objectives.

**Success Criteria:**

- Full data available on recorded incidents relating to the protected characteristics
- Impact assessments for all policies and programmes are recorded and reported to all interested parties
- Data is analysed and the findings shared regularly with all interested parties
- The School Improvement Plan takes account of data on equality issues and incorporates relevant targets and tasks

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> <li>Refine the method of recording the equality data held across the protected characteristics</li> </ul>		DHSI/Pupil support	July – October 2014
<ul style="list-style-type: none"> <li>Developing analysis of attainment and attendance data by reference to gender, ethnicity, disability and pregnancy/maternity of pupils</li> </ul>	√	DHSI/AA/YTLs/CLs	Termly
<ul style="list-style-type: none"> <li>Make clear to staff in meetings the importance of recording events using appropriate terminology</li> </ul>	√	DHSI	September 2012
<ul style="list-style-type: none"> <li>Establish further training and guidance for staff in recording events</li> </ul>	√	DHSI	September 2012
<ul style="list-style-type: none"> <li>To work alongside Governors when policies are under review or being developed to take into account the equality objectives and conclusions from data analysis</li> </ul>	√	SLT	Ongoing
<ul style="list-style-type: none"> <li>Arrange for UA Equalities Officer to organise training for key staff, Governors and interested parents</li> </ul>	√	DHSI	October 2012
<ul style="list-style-type: none"> <li>Continue to liaise with link advisor/EMTAS staff in recording and reporting information relating to groups of pupils who share protected characteristics</li> </ul>	√	DHSI/Pupil support	October 2013
	√		September 2013

**Monitoring Commentary**

Attendance data focusing on gender/ ethnicity/disability and pregnancy/ maternity of pupils are reviewed with SAO/ EWS/ AHSI as part of the VAP committee.

EMTAS staff report information regularly to staff to update on provision given to EMTAS pupils and further details are shared regarding their language acquisition to inform teaching.

**Evaluation Commentary**

Attendance Policy reviewed Summer 2013 refers to the monitoring of attendance of specific groups of learners in particular those with protected characteristics.

Some training given in 2012-13 but more current and thorough training is required on the differentiation of work for EMTAS students as a follow up to the previous INSET. An opportunity needs to be provided to raise staff awareness of the cultural differences and varied attitudes to learning amongst some ethnic minorities of the school community.

Further research and training required to assist in the recording of equality data held across the protected characteristics on the new data management system.

**Priority Four** : Raise awareness of equality and diversity issues among Pupils, Staff, Parents and Governors

**Equality objectives:** recognising the educational and social benefits of a community which is diverse and celebrates its diversity; promoting social cohesion and preparing pupils to live in a diverse world; challenging stereotype thinking based on ignorance; giving staff equal access to development and career progression opportunities.

**General Duties:** Foster good relations; Equality of Opportunity; Eliminate discrimination, harassment and victimisation

**Specific Duties:** Training

**Protected Characteristics:** Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender reassignment

**Source:** (research/data/engagement)

Equality Act 2010

Staff needs assessment

Stonewall Action Plan

School Council

Statutory Code of Practice

**Targets:**

1. To ensure that all members of the school community are committed to fulfilling the Equalities Duty

**Success Criteria:**

- Further consultation with staff demonstrates greater awareness of and confidence in addressing equality issues
- Main target groups are briefed on progress and findings of raising awareness
- An improvement in monitoring racist, homophobic, sexist and other identity related discrimination and harassment
- Evidence of better recognition and recording of events
- A downward trend in the number of incidents reported
- Surveys/discussions and minutes of meetings evidence an improved understanding of diversity and equality issues in school

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> <li>• Liaise with LA Equality Officer to develop a training plan for staff</li> </ul>		DHSI	June 2014 As above
<ul style="list-style-type: none"> <li>• Liaise with LA Equality Officer to identify resources for teaching and learning</li> </ul>		DHSI	Termly
<ul style="list-style-type: none"> <li>• For assemblies to be scheduled addressing the protected characteristics with the assistance of LA Equalities Officer</li> </ul>		DHSI	September – December 2012
<ul style="list-style-type: none"> <li>• Liaise with EMTAS staff to further build resources, train staff and improve transition/admission procedures</li> </ul>	√	DHSI/VN/EMTAS staff	Termly on assembly rota
<ul style="list-style-type: none"> <li>• Engage fully with annual events such as LGBT History Month, Black History Month, Transgender Day of Remembrance, International Day of Disabled People, Aids remembrance Day and similar events for all protected characteristics</li> </ul>	√	DHSI/SLT/CLs/YTLs	Summer Term 2014
<ul style="list-style-type: none"> <li>• Celebrate and share best practice with partner schools and family of schools</li> </ul>		SLT	Termly
<ul style="list-style-type: none"> <li>• Ensure that the link Governor is aware of all the strategies in place and establish a pattern of regular reports to the Finance and Resources Governors sub- committee</li> </ul>	√	DHSI/Link Governor	Ongoing
<ul style="list-style-type: none"> <li>• Ensure that through INSET staff become more knowledgeable as to the content of the Act and more confident in applying these duties</li> </ul>	√	DHSI	Ongoing
<ul style="list-style-type: none"> <li>• Establish an equalities group meeting termly and involving the link governor, teaching and non-teaching staff, parents and pupils – tasked with keeping the Strategic Equalities Plan under review and reporting on it annually to the GB.</li> </ul>	√	DHSI/DHTL/Link Governor	Established October 2013

<ul style="list-style-type: none"> <li>Procedures for recruitment, retention and progression of staff to give equal access to all staff including those with protected characteristics.</li> </ul>	√	DHSI/HT	As needed
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**Monitoring Commentary**

Attendance data in gender/ ethnicity, disability and pregnancy/maternity of pupils are reviewed with SAO /EWS and AHSI as part of the VAP Committee. EMTAS staff report regularly on updated/ amended information to update staff on EMTAS pupils' needs, the provision provided and further details regarding their language acquisition to inform teaching. Interpreters are provided where possible for parents who request such provision. Events of bullying incidences are recognised and consistently recorded on county log sheets held in Pupil Support. A summary is sent to county on a termly basis. YTLs follow up on such incidents through assemblies; restorative work etc.

**Evaluation Commentary**

Attendance Policy reviewed Summer 2013 - the policy refers to the monitoring of attendance of specific groups of learners in particular those with protected characteristics.

Training provided for staff by EMTAS in 2012-13 on understanding EMTAS pupils needs/ language acquisition. Further training is required 2013-4 as a follow up for this initial training to help support staff with the increasing number of EMTAS pupils at the school.

LA Equalities Officer to be invited in to train all teaching and non-teaching staff / interested governors on an INSET day. Training to be offered for Parents as part of Parent Focus Group in 2014.

Element	Comment/Action	Review
<p><b>Areas of School allowing full access to all Pupils:</b></p> <p>Science Block</p> <p>Port-a-Kabins</p>	<p>Full disabled access to all floors. Disabled Toilet facilities in place.</p> <p>Full disabled access into buildings although access to it from main building poor. Construct ramp from West Wing and New Block.</p>	<p>Annually</p> <p>Part of SOP Works Completion 2014</p>
<p><b>Areas of School allowing limited access to Wheelchairs:</b></p> <p>East Wing</p> <p>West Wing</p> <p>Canteen / Assembly Halls</p> <p>Girls / Boys Gym</p>	<p>New ramp allows access from playground. New disabled toilet facilities constructed 2009</p> <p>Access via Main Reception entrance. Small step needs replacing with ramp.</p> <p>Access externally via Fire Escapes only.</p> <p>Access externally via Fire Escapes only.</p>	<p>New DDA Compliant ramp 2014</p> <p>Part of SOP Works Completion 2014</p> <p>New DDA Compliant ramp 2014</p> <p>East Wing Ramps installed 2012</p>
<p><b>Areas of School with very restricted access to Wheelchairs:</b></p> <p>Main School Building</p> <p>Upper floors to Main Building</p>	<p>General layout and construction of Main School buildings restrict wheelchair access due to multiple steps both internally and externally. Most corridors have several changes of level using steps. Corridors are not long or wide enough to allow ramp construction.</p> <p>Construct Ramps externally where possible to allow access. Ensure all new buildings have disabled access.</p> <p>No Access currently available.</p>	<p>SOP works to address some of these issues. Completion 2014</p> <p>Annually Constant</p>

Element	Comment/Action	Review
<b>Areas of School accessible to pupils with limited mobility:</b> All School Buildings	All parts of the School Buildings have had additional or updated handrails . Continue to access DDA funds to improve facilities  Flooring had been replaced extensively throughout the school to reduce trip hazards. Continue with replacement using DDA and School funds. Liaise with SENCO to identify issues with new Pupils	April 2015  April 2015
<b>Are pathways around the site and parking:</b> Safe, Logical and Well Signed?	Designated disabled parking close to Main Entrance clearly marked. Pathways in good repair but with limited disabled access.  General Car Park in poor condition, Asset Dept aware. During SOP work access to be reviewed depending on final plans.	New entrance path constructed 2013  April 2015  Ongoing
<b>Do Emergency and Evacuation procedures take account of:</b> SEN, VI, HI, Physical Disability?	Fire drills carried out regularly. HI unit have additional visible fire alarms. Pupils with limited mobility have LSA staff at all times and are aware of Evacuation Procedures. No wheelchair user currently in School. Constantly liaise with SENCO to re-assess if necessary. No VI specific Procedures currently in place.	Constant April 2015  New DT Block has visual alarms
<b>Are non-visual guides used to assist people?</b>	Not at present. Review to be carried out to determine if necessary.	April 2015 All signs in DT have Braille

Element	Comment/Action	Review
Could any of the décor be confusing or disorienting for disabled pupils with VI, autism or epilepsy?	Currently not. Reviewed annually and before any decorating work.	All doorways are DDA Compliant with contrasting colours
Could any signage around the School be confusing or inadequate?	Currently not. Reviewed annually. Signage not always automatically replaced after decorating work. Review procedures for contractors and ensure work is done.	April 2015  Constant
Are all pupil access areas well lit?	All entrances lit. Improvement to exterior lighting currently under review with Asset Dept.	April 2015  Current
Is furniture and equipment selected, adjusted and located appropriately in all areas of the School?	Yes. Specialist furniture purchased where necessary with liaison with SENCO. Continue with regular meetings to determine needs.	April 2015  Constant

Element	Comment/Action	Review
Are lessons accessible to all Pupils?	Currently Yes. If a more Physically Impaired Pupil were to attend the School then a complete review would be required. Constant liaison with SENCO on admissions.	Sept. 2013  Constant

**Access to Curriculum and to Information**

Element	Comment/Action	Review
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in: particular activities? PE/Games ? Aspects of Technology ? Art, Music and ICT ?	Reasonable adaptations / adjustments made in P.E. and Art, Technology, ICT, Music.	Annual
Do pupils have disability-appropriate access to computer technology?	Yes. VI Pupils access is currently being reviewed	Annual Oct 2012
Are school visits made available to all pupils?	Yes	Annual

**Reasonable Adjustments To Be  
Made**

Element	Comment/Action	Review
Size and layout of areas allow for all pupils	Where appropriate, teaching rooms to be available at ground level, with ramp access to all buildings and appropriate toilet facilities	SOP,DDA Works Completion 2014

### **Section 3 – Other Relevant Information**

Although they are not listed as objectives in our Strategic Equality Plan, we have carried out Equality Impact Assessment (EIA) of our

- Anti Bullying Policy
- Behaviour Management Policy
- Attendance Policy

In each of these policies we found evidence of potential differential impact for people from different protected characteristics. Of particular interest were elements of our Anti Bullying Policy. For we recognised that the policy describes how we would respond to bullying incidents and that we are through reviewing the policy looking at actions around being proactive to reduce or eradicate bullying.

In order for the policy to come into effect, it requires pupils to report incidents (for the school to then react). However analysis of the Welsh Government study of bullying in Wales found that boys were less likely than girls to report when they are being bullied therefore the policy as it stood was less likely to protect boys as well as girls. We also recognised from the research that homophobic bullying was overwhelming appearing as the majority factor in bullying in schools and although this currently isn't the pattern at Llanishen High School, such bullying is included as a protected characteristic. We have made amendments to the new updated policy in light of this Equality Impact Assessment.

Our Behaviour Management policy has been reviewed and pupils with protected characteristics have been identified in the review. We recognise that some Disabled pupils might react or act aggressively or have poor anger management due to their impairment or condition and that this needed to be reflected in the policy so as not to lead to unfair punishments of disabled pupils. Our reflections on our anti bullying policy were also considered in this policy as we were now aware that pupils from minority communities (e.g. disabled pupils, LGBT pupils etc) were more likely to experience harassment in school and this harassment may continue for years. We considered that pupils reacting to years of abuse and harassment might react differently to pupils and have reviewed the procedures in place to support such pupils in school.

### **Section 4 – Employment Information**

To follow : This information will be received from HR after 1st April 2014 and will be updated accordingly.