



BASIC SKILLS
AGENCY'S QUALITY
MARK AWARD
2003
2006
200

Cwm Glâs Primary School

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Cwm Glâs Primary School

Strategic Equality Plan

2012 – 2016

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 Headteacher
 19th April 2012

Councillor J.B. Hague
 Chair of Governors
 19th April 2012

This Strategic Equality Plan was agreed by Governors at their termly meeting of 22nd May 2012.

The Plan will be reviewed in the Summer Term 2013.

The plan was reviewed 29NOV16. It will next be reviewed in the Autumn Term 2019.

<i>BECTA IT Quality Mark 2007</i>	<i>BT Citizenship Award 2004</i>	<i>Eco Schools Award 2006, 2008 & 2009</i>	<i>Healthy Schools Award 2006, 2007, 2008 & 2010</i>	<i>Swansea Gold Recycling Award 2008</i>	<i>Eco-Flag 2010</i>	<i>Active Marc Cymru 2011</i>	<i>Investor in People 2010</i>

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1. Our Distinctive Character, priorities and Aims

1.1 School values

School Mission Statement

In partnership, we encourage all children to achieve personal excellence through working towards their full potential, so that they can make a positive contribution to the school and wider community.

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

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

Our vision at Cwm Glâs Primary School is to provide a school where the children, parents, staff, governors and community work together to offer a welcoming, caring, stimulating and safe environment in order to stimulate effective learning and instil a sense of pride in oneself, the school, the community and the country.

We endeavour to celebrate our achievements together, as a school community, with each person being valued and respected. The children, their education and welfare are central to all decision-making at Cwm Glâs Primary School. Our vision is to provide a rich, varied, balanced and well-resourced curriculum which will stimulate the natural curiosity and enquiring mind of every child, regardless of ability, race or gender. We want each and every child to achieve his or her true potential.

Our aim is that the lives of all who leave Cwm Glâs Primary School will have been enhanced by their experience with us, and that each child will leave equipped with the ability and eagerness to learn more and be ready to meet the challenges of adolescent and adult life.

1.2 Characteristics of our school

Cwm Glâs Primary School is located within a large housing estate on the eastern side of the city of Swansea. It is a local authority maintained school. The school building dates from 1960. Originally the buildings housed separate infant and junior schools under the same roof, with little physical separation between them. The school is now an amalgamated primary school. The accommodation consists of a very large main complex, built on two levels. The Infant wing includes a Nursery area, an S.T.F. (Specialist Teaching Facility) Unit, an Infant library, a food technology room, four infant classrooms, various additional rooms and an Infant Hall. The Junior wing includes a staffroom, a Headteacher's room, an administration office, a Junior library, six classrooms, an I.T. suite, a Junior Hall, a dining area and various additional rooms. Although modern, light, spacious and airy, and well-maintained by the Site Manager, the physical state of the building is in need of general updating. In the LA's Building Conditions Survey (2008), the building was categorised as 'C' (in a range of A-D). In recent years the Governing Body has invested considerable sums of money in general refurbishment and redecoration. The area is one in which litter, vandalism and graffiti are commonplace, but - thankfully – the school remains relatively untouched by these elements. The school occupies an extensive 5-and-a-half acre site that is adjacent to Cefn Hengoed Comprehensive School and benefits from large playing fields and yard areas.

The school's catchment area includes the surrounding housing estates, although some pupils attending the Specialist Teaching Facility unit come from further areas within Swansea. The school's catchment is mixed. A significant proportion of pupils are preferred placements (19% November 2011). Housing in the area consists of a range of rented local authority and private landlord homes (approximately 70%) and owner-occupied detached and semi-detached houses. Around 41%^{*2} of pupils are entitled to free school meals (the FSM figure has varied between 34% and 41% over the last five years). The vast majority of pupils come from homes where English is the first language; a very small proportion of pupils come from ethnic minority backgrounds with, generally, dual language background (3% of children have less than competent English acquisition, January 2012). The school is a designated asylum-seeker school, with fluctuating admission and transfer rates for these pupils. Additional language support is provided in a wide range of languages. Most pupils participate in pre-school provision prior to admission. The majority of pupils transfer to the local Cefn Hengoed Comprehensive School. Pupils attending the STF Unit transfer to secondary schools with STF facilities, or to designated Special Schools. Pupil mobility rates (in-year transfers in and out of school) are high – 6.3% November 2011. The rate has varied between 4.1% and 15.9% in the last five years). Total S.E.N. rates are around 32.5%^{*1} (children on SEN register). Due to the national and county-wide emphasis on reducing the numbers of statemented children, only eleven pupils (3.5%) currently have a statement of educational need (including STF Unit pupils).

There are currently 308/283.5 f.t.e. pupils on roll, which include 46 part-time Nursery children. This is around 40 pupils more than at the time of the last inspection when there were 260/240 f.t.e. pupils on roll. The school is organised into single-age classes and mixed-age classes (one of which is the KS2 STF Unit), as well as two part-time Nursery classes. They are taught by a mixture of full-time and four part-time teachers.

According to the Welsh Index of Multiple Deprivation (WIMD, Welsh Assembly 2014), of 1896 Lower Level Super Output Areas (LSOAs) in Wales, the Bonymaen 1 ward in which the school is situated is 102nd (i.e. within the top 3%) in the Rank Index of Multiple Deprivation and 200th in Education domain (with 1st being most disadvantaged and 1896th most advantaged). Of the 42 wards in Swansea, Bonymaen is positioned 12th in the Rank Index of Multiple

Deprivation. Around 73% of the School Roll is situated in the most deprived 30% of areas in Swansea, compared with a Swansea average of 40%. Local information suggests that the Bonymaen ward has high levels of unemployment and income support claimants. We are a designated 'Communities First' area.

Baseline Assessment (2010) indicates low levels of skills on entry to school, with many children requiring input from Speech and Language Therapy.

Statement Group %	Personal & Social	Language	Numeric	Overall Score
Cwm Glâs	85	70	56	68
Swansea	89	77	66	75

No children have been excluded from the school during the twelve months before the inspection.

Ward: Bonymaen 1 (1896 LSOAs)	Position in Swansea	Position in Wales	Quartile
Rank Index of Overall Deprivation	12 th	102 nd	4
Rank Index of Education	22 nd	200 th	4
Rank Index of Income	14 th	116 th	4
Rank Index of Employment	13 th	98 th	4
Rank Index of Health	13 th	72 nd	4
Rank Index of Housing	45 th	653 rd	3
Rank Index of Community Safety	14 th	163 rd	4
Rank Index of Physical Environment	57 th	873 rd	3

Source: Welsh Index of Multiple Deprivation – 2008 (revised) edition, National Assembly for Wales

Ward: Bonymaen (42 wards)	
Highest % income support claimants (1999)	6 th
Unemployment (2001)	6 th

Source: Safer Swansea: A Crime and Disorder Audit (2009)

*1 Results from SEN Reading Survey, October 2011 and children with IEPs - mainstream children YR – Y6

*2 January 2012 PLASC return

*3 Welsh Index of Multiple Deprivation 2008 (revised)

*4 Welsh Index of Deprivation 2014

1.3 Mainstreaming equality into policy and practice

Cwm Glâs Primary School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Cwm Glâs Primary School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils. Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Swansea LA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

Children of both genders have equal opportunity within, and equal access to, all areas of the School Curriculum. This includes the Foundation Phase Framework for the National Curriculum subjects, other subject areas currently outside the National Curriculum and extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning materials and in our teaching styles.
- Materials are selected carefully for all areas of the Curriculum to avoid sexual stereotypes and gender bias.
- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together.
- Opportunities are given for children to work with male and female teaching and non-teaching staff.

Teaching and other groupings, such as dinner queues, Assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race; for example, by age, ability or friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children.

- Discipline – notably rewards and sanctions – are the same for all children.
- Our school uniform policy embodies the same standards for all children.

- Separate toilets and separate changing facilities for PE and swimming are provided.
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children. Equal Opportunities are included in all school policies.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and Governing Body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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

2. Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil 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 Headteacher / Senior Management Team (SMT)

The SMT 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 any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, 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;
- reviewing our performance;
- undertaking Equality Impact Assessments.

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. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff and governors following the distribution of a questionnaire to determine equality issues;
- pupil attainment and progress data relating to different groups;
- school council's views 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 protected characteristic.

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

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

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on any policies and proposals that we believe may be impacted by equality concerns.

5. Objectives and Action Plans

Our Equality Objectives are

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy through school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies, etc;
- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations;

- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- Teachers work collaboratively with outside agencies and advise support staff accordingly;
- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- Clear signage in all areas of the school;
- Visual support in place in all areas of the school;
- User-friendly language in place for all communication;
- Communication translated into main community languages.

Further information on how we will achieve these objectives is contained in Appendix 1.

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

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

7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives;
- undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2016.

Cwm Glâs Primary School

Strategic Equality Plan 2012 – 2016

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current School Accessibility Plan

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (ERW)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been ‘bullied in a homophobic way’; 7% of year 7 pupils had been ‘bullied in some way due to learning difficulties’ and 3% of year 10 pupils had been ‘bullied in some way due to race or ethnic origin’.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors.

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Strategic Equality Plan 2012 – 2016

Equality Objectives and Action Plan

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	Progress to date (31 st January 2013)
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings	Specific question regarding equality to be added to parent survey (October 2012). Invitation for parents to respond to published document	HT, GB	By March 2012 Annually thereafter	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments	<ul style="list-style-type: none"> ▪ Question not added to survey ▪ No parent responded to web forum
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Annually from NFER data, FFT data and All Wales Core Data Sets	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups	<ul style="list-style-type: none"> ▪ Achievement data analysed for relevant groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased pupil participation, confidence and achievement levels	All staff	Sept 2011 – Sept 2013	Increase in participation and confidence of targeted group	<ul style="list-style-type: none"> ▪ Achieved where possible (e.g. Adam Bendle, Paralympic athlete & Olympic torch bearer)

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Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing	HT, SMT	On-going	More diversity reflected in school displays across all year groups	<ul style="list-style-type: none"> ▪ Achieved where possible (e.g. outdoor learning mural)
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies etc.	School Council representation monitored by race, gender, disability	HT	On-going	More diversity in school council membership	<ul style="list-style-type: none"> ▪ All children encouraged to stand for School Council

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Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes?	HT, Governing Body	Reporting in termly report to governors	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by Governing Body	<ul style="list-style-type: none"> ▪ No racist incidents reported
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	PE Coordinator	April 2012 – April 2013	More girls take up after school sport	<ul style="list-style-type: none"> ▪ All pupils regardless of gender are encouraged to attend after-school activities
Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	Governing Body	Nov. 2012	Increased number of applications from disabled candidates. Increased number of disabled GB members	<ul style="list-style-type: none"> ▪ No applicants from disabled candidates
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations	Survey of participant and stakeholder	H.S.A., Governing Body, SMT	Sept 2012 – July 2013	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis	<ul style="list-style-type: none"> ▪ Global Citizenship Week planned for & celebrated in school

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ACCESSIBILITY PLAN						
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings	SENCO, HT	On going	Pupils make progress from starting points	<ul style="list-style-type: none"> ▪ All pupils make expected , and sometimes better, progress (see Data Summary Appendix)
	Teachers to differentiate work in the light of reports above	School's monitoring policy	SMT	On going	Pupils make progress from starting points	<ul style="list-style-type: none"> ▪ Teachers plan differentiated tasks
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	SENCO, HT	On going	Pupils make progress from starting points	<ul style="list-style-type: none"> ▪ Teachers work with outside agencies (e.g. Gareth Pope & Karen Hooper, Visual Impairment Support)
Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment.	Plans and accommodation include adaptations	Local Authority, GB, HT, Site Manager	April 2012 – April 2016	Easy access to physical environment	<ul style="list-style-type: none"> ▪ E.g. Infant Hall adaptations include disabled-access doors; refurbished staff toilets made access-friendly
	Clear signage in all areas of the school	Termly check	H &Safety team,	On going	Easy access to physical environment	<ul style="list-style-type: none"> ▪ As applicable
Access to written environment	Visual support in place in all areas of the school	Termly Learning Walk	SENCO, HT, DHT	On going	Clear and accessible written/pictorial information for all learners	<ul style="list-style-type: none"> ▪ As applicable
	User-friendly language in place for all communication	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all	<ul style="list-style-type: none"> ▪ As applicable

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					learners	
	Communication translated into main community languages	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all	▪ Not required at the moment

See current School Accessibility Plan