

Ysgol Gynradd Herbert Thompson Herbert Thompson Primary School



Strategic Equalities Plan

May 2022-2026

PURPOSE OF THE PLAN

To ensure a fully inclusive environment for all, promote equality, embed fairness and eliminate discrimination.

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Priority One: Additional Learning Needs (ALN) Reform Implementation

Objective/s:

1. To fully implement and embed the principles and practices of the new Additional Learning Needs and Educational Tribunal Act (Wales) 2018 to ensure the successful inclusion of all pupils with additional learning needs (specifically with regard to the protective characteristics of age and disability).

The Additional Learning Needs Code for Wales 2021

<https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>

A disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools.

Success Criteria:

- *The legislative framework is used fully to support all children of compulsory school age or below with ALN.*
- *There is increased participation of children and their parents including their views, wishes and feelings in relation to ALN and Additional Learning Provision (ALP).*
- *There is an integrated and collaborative approach when planning and monitoring to fully meet learners needs and this facilitates early, timely and effective interventions.*
- *There is a fair and transparent system for providing information and advice and resolving concerns.*

Strategically Planned Tasks	Who?	Timescales	Monitoring & Evaluation
ALNCo trains all staff in relevant aspects of the new	ALNCo	September 2022 -	Feedback & Discussions

ALNET Act and ALN Code of Practice.		Ongoing Act came into force 1st January 2022	Scrutiny of ALN documentation
<p>Implementation of the ALN Act:</p> <p>The ALN system commenced for all children, up to Year 10.</p> <p>The ALN system will be commences for children up to and including Year 10 who have special education provision.</p> <p>Phased implementation:</p> <p>Children in mandated year groups - Nursery, Years 1 and 2, Year 3 and Year 5 will be moved from SEN systems to the new ALN system.</p> <p>Children with special education provision (SEP) via early years action/early year action plus or school action/school action plus who are not in Nursery, Y1 or 2, Year 3 or year 5. Children who have a statement of SEN or are involved in the SEN statement process.</p>	ALNCo SLT All Staff	<p>2021-2024</p> <p>From 1st September 2021</p> <p>From 1st January 2022</p> <p>2022-2023</p> <p>September 2022 onwards</p>	Stakeholders Responses/Discussions Liaison with LA and Specialist teams
ALNCo to continue to attend all relevant professional learning, workshops and network meetings, including cluster ALNCo meetings and ALNCo forums, to upskill all staff and keep abreast of policy and procedures (including any changes).	ALNCo	September 2021 - ongoing to 2026	Cluster meetings/LA forum minutes.
Development of Education Health Care Plans for pupils with disabilities that are not additional learning needs.	ALNCo	September 2021 - ongoing to 2026	Review of documentation and advice from specialist teams as needed.
<p>Ongoing improvement and development of accessibility within the school for pupils, staff and visitors with disabilities.</p> <p>Current Accessibility Plan: https://docs.google.com/document/d/1sf91y6xpwmprHttFi9tXOHJY2H7VmmCE/edit?usp=sharing&oid=113617160790942671235&rtpof=true&sd=true </p>	Headteacher SLT Estates Manager	September 2021 - ongoing to 2026	All stakeholders SOP LA
Review and amend the ALN self-evaluation practices and policies to ensure that we are fully identifying the best practice, progress and areas for further development or improvement.	ALNCo Headteacher SLT	September 2022 - Ongoing	Self Evaluation Programme 22-23 Self Evaluation Rolling (Ongoing)
To ensure pupils and their carers are fully involved in the ALN processes and ALP with opportunities to express their views, wishes and feelings through Person Centred Meetings (PCM).	ALNCo	Ongoing - 2026	Review of PCP minutes, IDPs and stakeholders responses.

Priority Two: Relationships and Sexuality Education (RSE).

Objective/s:

2. To ensure that Relationships and Sexuality Education (RSE) is effectively interwoven into the school led curriculum to meet the needs of all learners and to meet all statutory requirements (with due regard for the protective characteristics e.g.sex and sexual orientation).
- 3.

Legislation Information

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education>

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/>

Success Criteria:

- *The legislation is fully met and reviewed often in order to meet the needs of all learners.*
- *RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the **four purposes** as part of a **whole-school approach**.*
- *Learners are supported to form and maintain a range of relationships, all based on mutual trust and respect.*
- *As learners move through the school they begin to develop an understanding of sexuality with an emphasis on rights, health, equality and **equity** empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting **diversity** and promoting respect.*

Strategically Planned Tasks	Who?	Timescales	Monitoring & Evaluation
Curriculum leader to continue to build on previous research, enquiry and professional learning to continue to shape the RSE curriculum.	TLR Lead	From Autumn 21 - Ongoing	Whole staff and Teulu Team scrutiny.
Ensure the RSE curriculum is fully inclusive for all, and adequately promotes equality, embeds fairness and eliminates discrimination; particularly focussing on the protected characteristics: <ul style="list-style-type: none"> ● Age ● Disability ● Gender re-assignment ● Marriage and civil Partnership ● Pregnancy and maternity ● Race ● Religion or belief ● Sex ● Sexual orientation 	TLR Lead Teulu Teams H & W Lead	From Autumn 21 - Ongoing	Work scrutiny Stakeholder views, including questionnaires and listening to learners.
Consult all stakeholders in the process of developing the RSE element of the curriculum and ensure due regard for their views and feelings when shaping the curriculum.	TLR Lead	From Autumn 21 - Ongoing	Stakeholders views.
Ascertain staff members views on what is needed for the	TLR Lead	From Autumn 21.	Stakeholders views.

RSE curriculum and liaison with cluster colleagues and RSE Leads.		Cluster Collaboration: May 2022 Continue over time.	
Ongoing professional learning, coaching and support for all staff in relation to the requirements of the RSE curriculum, particularly in relationship to elements of the protective characteristics.	TLR Lead	Ongoing over time.	Work scrutiny Stakeholder views, including questionnaires. Analysis of planning.
Create resources and model lesson plans to support the teaching of RSE.	TLR Lead H & W Lead	Spring/Summer 2022. Add to this as needed - ongoing.	Scrutiny of resources. Discussion with staff.
Ensure governors are kept abreast of changes and plans for RSE, including reviews of the progress made and any potential improvements needed.	TLR Lead Governors Headteacher	April 2022 July 2022 Ongoing as necessary	Governor minutes. Link Governor minutes.
Create a policy for RSE and take to governors for approval ahead of the roll out for September 2022.	TLR Lead Governors	July 2022 Review as per policy review schedule	Governor minutes. Link Governor minutes.
Based on research and in order to ensure mandatory elements are fully addressed, ensure the RSE curriculum is based on healthy relationships based on mutual trust and respect. It should link very closely to the value topics that make up the school led curriculum, which includes: <ul style="list-style-type: none"> ● Respect ● Diversity ● Care ● Security ● Achievement ● Determination 	TLR Lead All Staff	Ongoing	Work scrutiny Stakeholder views, including questionnaires. Analysis of planning.
Taking into consideration the development levels of learners: Ensure the curriculum is always under review and provides opportunities for learners to develop an understanding of sexuality with an emphasis on rights, health, equality and equity and empowers learners to understand themselves, take responsibility for their own decisions and behaviours, reflecting diversity and promoting respect.	TLR Lead SLT H & W Lead	Ongoing	Work scrutiny Stakeholder views, including questionnaires. Analysis of planning.
Effective communication for parents prior to the roll out of the RSE element of the curriculum and throughout as needed, e.g. through videos explaining each or the strands/themes that will be taught and that there is no right to withdraw.	TLR Lead	Summer 2022 Ongoing as needed	Stakeholders views Discussion

Optional meetings will be provided for parents/carers to discuss the requirements and content of the RSE curriculum.			
--	--	--	--

Priority Three: Religion, Values and Ethics (RVE).

Objective/s:

3. To ensure the Religion, Values and Ethics curriculum teaches about a wide range of religions and beliefs, including non religious and philosophical beliefs (with due regard for the protective characteristics, e.g. religion or belief).

Guidance:

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Success Criteria

- *The statutory and mandatory requirements of the Curriculum for Wales Religion, values and ethics (RVE) will be fully realised.*
- *RVE is fully embedded in the Humanities AoLE.*
- *The disciplines within Humanities share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills ensuring a fully inclusive curriculum.*

Strategically Planned Tasks	Who?	Timescales	Monitoring & Evaluation
Ensure that a lead teacher is established for Religion, Values & Ethics to work as part of the Humanities AoLE Team.	Headteacher	June 2022	Discussions
RVE lead teacher to read and undertake professional learning on new locally-agreed syllabus (when published).	RVE Lead	To be determined by release of LA agreed syllabus	Discussions
RVE lead teacher to link with cluster colleagues to share practice and co-construct elements of the RVE curriculum.	RVE Lead Cluster Leads Cluster Convenor	To begin Summer Term 2022 - 2026 as necessary	Minutes Stakeholder Views
RVE lead teacher to train staff and provide regular professional learning sessions on expectations and practice of RVE and to work within Teulu Teams to embed elements of this within the school led curriculum. Focus on the protective characteristics and how these influence RVE.	RVE Lead All Staff	Ongoing - 2026	Minutes Stakeholder Views SLT Quality Assurance
Curriculum design in line with statutory requirements of CfW and with due regard to the school context with regards to beliefs and religions (including non-religious and philosophical beliefs).	RVE Lead All Staff	Ongoing - 2026	Work scrutiny All Stakeholder Views SLT Quality Assurance

<p>It should link very closely to the value topics that make up the school led curriculum, which include:</p> <ul style="list-style-type: none"> ● Respect ● Diversity ● Care ● Security ● Achievement ● Determination <p>Ensure that the curriculum is under review throughout to fully meet the needs of all learners.</p>			
<p>Based on research and in order to ensure mandatory elements are fully addressed, ensure the RVE curriculum is based on values, ethics, diversity and inclusivity.</p>	<p>RVE Lead All Staff</p>	<p>Ongoing</p>	<p>Work scrutiny Stakeholder views, including questionnaires. Analysis of planning.</p>
<p>Ensure governors are kept abreast of changes and plans for RVE, including reviews of the progress made and any potential improvements needed.</p>	<p>RVE Lead Governors Headteacher</p>	<p>April 2022 July 2022 Ongoing as necessary</p>	<p>Governor minutes. Link Governor minutes.</p>
<p>Create a policy for RVE and take to governors for approval.</p>	<p>RVE Lead Governors</p>	<p>Autumn/Spring 2022 Review as per policy review schedule</p>	<p>Governor minutes. Link Governor minutes.</p>
<p>Taking into consideration the development levels of learners:</p> <p>Ensure the curriculum is always under review and provides opportunities for learners to develop an understanding of equity and empowers learners to understand themselves and others and explore their own religious beliefs or non- religious/philosophical beliefs, promoting respect for themselves and others.</p>	<p>RVE Lead SLT Humanities Lead</p>	<p>Ongoing</p>	<p>Work scrutiny Stakeholder views, including questionnaires. Analysis of planning.</p>

Policy Review:

Headteacher:	<i>S Marsh</i>	Date:	<i>July 22</i>
Chair of Governors:	S Harris	Date	July 22
Review Date:	May 2026 or in the light of any legislation changes.		