

West Monmouth School



Strategic Equality Plan – 2025 - 2028

Equality Objectives and Action Plan

CoG Signature:

Foreword

At West Monmouth School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics. We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2024 – 2028 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates.

As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do. The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Emma Jordan
Headteacher

Jan Bond
Chair of Governors

Introduction

At West Monmouth School we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission is aligned with the principles of the Equality Act (2010). We value the contribution of each individual and endeavour to be a community asset which offers a wide range of high-quality experiences, to ensure our pupils reach their full potential and are well equipped to confront today's challenges and to prepare for tomorrow's continuing journey of life-long learning and changing career opportunities, ensuring that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity. We believe that every learner should believe, achieve and succeed.

West Monmouth School ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission.

School Context

West Monmouth School is an English-medium secondary (11-16) school maintained by Torfaen Local Authority. There are 1,165 learners on roll. In total, around 252 of learners are eligible for free school meals, which equates to 21.7% of the school community. Approximately 7.6% of learners have an additional learning need. The school has a diverse population, and approximately 1% of learners speak English as an additional language. As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

Requirements of the Equality Act (2010) and Public Sector Equality Duties

The Equality Act 2010 brought together and replaced previous antidiscrimination laws into a single Act and introduced a new general duty on the Council when making decisions and delivering services to have due regard how to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To fulfil the three aims of the general duty outlined in the Act, schools have three sets of specific duties:

- to collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act;
- to decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives; and when undertaking the first two sets of specific duties:
- to engage with people who have a legitimate interest – including all staff, all parents/carers and learners, and local groups, organisations and individuals as appropriate.

The Public Sector Equality Duty came in to force in April 2011 (s.149 of the Equality Act 2010) and requires schools to act to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The ultimate aim of the Act is to ensure that public bodies and schools consider how they can positively contribute to a fairer society through advancing equality and good relations in their day to day activities. In essence, it aims to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensures that appropriate actions are taken to overcome any barriers, particularly if participation in aspects of public or school life is disproportionately low. It also aims to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between

individuals who share a protected characteristic and those who do not. Meeting the duty may involve treating some people more favourably than others, as long as that does not contravene other provisions within the Act.

Integrating Equality into Other Statutory and Non-Statutory Policies

The commitment to equality should underpin all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there should be significant alignment with the Strategic Equality Policy and Plan. These include the: Ready to Learn/Anti-Bullying Policy; ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy to name just a few. All governing bodies and school leaders must pay due regard to statutory guidance issued by Welsh Government to governing bodies in maintained schools on Rights, Respect, Equality. There is also a requirement for all schools to record.

Aims of the Strategic Equality Plan

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met. The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

Equality Act (2010) and Public Sector Equality Duties in Wales

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to act to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

Roles and Responsibilities

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of 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; and
- ensures that no individual is discriminated against whilst in our school. In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- implementing the school's Strategic Equality Plan, 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 Strategic Equality Plan and Equality Objectives;
- ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
- ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility. 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 Strategic Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the local authority and school's policies, e.g., reporting of racial incidents; and
- supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Engagement

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- an analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- learner voice activities and school council feedback;
- an analysis of school complaints;

- feedback provided from parental consultation events and workshops;
- feedback from annual review processes; and
- outcomes from community cohesion events and activities.

Data Analysis and Evaluation

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- pupil attainment and progress data relating to different vulnerable; groups and protected characteristics;
- an analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- attendance, exclusion and bullying data analysed according to vulnerable groups and protected characteristics where appropriate;
- engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- data on the recruitment, development and retention of employees; and
- an evaluation of historical actions and outcomes in relation to equality.

Equality Impact and Assessments

The school has well established equality impact assessment processes in place. Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way. As part of the school's compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans 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 Strategic Equality Plan itself.

Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Equality Objectives

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g. issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v noneFSM etc). Please see Appendix 1 for the details of the Strategic Equality Plan for 2024 – 2028 and the Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities.

The actions detailed in Strategic Equality Plan are aligned with our School Improvement Plan and both plans are cross referenced so that they are inextricably linked. The Strategic Equality Plan has clearly identified:

- equality Objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- lead responsibilities for identified actions;
- resource implications; and
- specified dates for impact assessment and review.

The Strategic Equality Plan will be reviewed and annual reports provided to the governing body for parents/carers.

Publishing and Monitoring Results

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers. All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation. Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

Publishing and Monitoring Results

The lead for the Strategic Equality Plan in West Monmouth School is Connor Bragg. Further information can also be provided by the headteacher if required.

Appendix 1

West Monmouth School
Strategic Equality Plan 2024-2028

Equality Objective 1: Pupils are aware of and understand the importance of diversity	
Evidence	<ul style="list-style-type: none"> • Recorded incidences of hate crime • Greater understanding and appreciation of the contribution of all members of our school community • Recorded incidences of racist or other discriminatory comments made against pupils, staff or visitors • Difficulties experienced by VI pupils • Understanding of the challenges faced by pupils with physical disabilities • Improved understanding of the challenges faced by Gypsy Traveller pupils • Improved understanding of the challenges faced by minority ethnic pupils and staff.
Protected Characteristics	All
Outcome Wanted	<ul style="list-style-type: none"> • All members of the school community to appreciate and value the contribution of others • All members of the school community to demonstrate respect and kindness to all • Opportunities for all members of the school community to feel safe, happy and appreciated
Actions	<ul style="list-style-type: none"> • PSE schemes of Learning to include work on diversity and understanding and appreciating our diverse community • RE schemes of learning – all pupils to complete Equality and Diversity qualification • Programme of assemblies throughout the year focus on a range of awareness topics, including: <ul style="list-style-type: none"> ○ Autism awareness ○ PRIDE and LGBTQ+ History Month ○ Black History month ○ Show Racism the Red Card ○ Holocaust Memorial Day ○ Gypsy Traveller History Month ○ International Women’s Day/Men’s Day ○ Mental Health Awareness

	<ul style="list-style-type: none"> • Further develop the LGBTQ+ group in school • Hate Crime training for staff • All staff to complete PREVENT training as part of induction programme • All staff to refresh PREVENT training annually • All staff complete Autism Awareness online training
Progress	<p>Summer '26</p> <ul style="list-style-type: none"> • PSE Schemes of Learning cover variety of topic at KS3, deepening understanding of diversity and community including – relationships, discrimination, stereotyping, disability, equality, protected characteristics, and crime/ justice, LGBTQ+ lesson, mental health stigma, hate crime awareness, and relationship diversity. • All learners in year 11 have successfully completed Equality and Diversity qualification • Year 9 and 10 learners to complete this from September 2025 – May 2026 • All year groups received assemblies on the following topics during academic year 24/25 – PRIDE and LGBTQ+, Black History Month, Show Racism the Red Card, Holocaust Memorial Day, Gypsy Traveller History Month, Mental Health Awareness • All staff have completed the VAWDASV and PREVENT training including new staff • Appropriate staff have completed further PREVENT duty awareness training • Improving the incorporation of diversity across the curriculum identified for an area of improvement within school improvement planning

Equality Objective 2: Learners have their rights respected and feel safe from violence and abuse	
Evidence	<ul style="list-style-type: none"> Recorded incidences of bullying 'Bully Buddies' initiative Log of pupils who have been into the Ready to Learn room Number of pupil exclusions Log of pupils' behaviour points Pupil attendance figures No of pupils and parents invited to 'Attendance Panel'
Protected Characteristics	All
Outcome Wanted	<ul style="list-style-type: none"> All pupils to feel happy and safe at school All members of the school community to demonstrate respect and kindness to all Opportunities for all members of the school community to feel safe, happy and appreciated
Actions	<ul style="list-style-type: none"> Review and update Anti-Bullying Policy Bully Buddies programme to be put into place Programme of assemblies to cover rights/responsibilities/respect PSE Schemes of Learning to promote healthy relationships Evaluation of RSE Curriculum CCTV installation across the school site to help ensure safe environment for all Safeguarding training for all members of staff Key members of staff to undertake Team Teach training Pupil Voice – to have input into all parts of school life. Representation on School Council from LGBTQ+ members/Gypsy traveller community
Progress	<p>Summer '26</p> <ul style="list-style-type: none"> Anti-bullying policy has been updated from September 2024 Assemblies covered to address the rights, respect and responsibilities of humans including – respect, resilience, anti-bullying, Black History Month, LGBTQ+ and Pride, Gypsy Traveller History Month PSE Schemes of Learning cover a range of topics at

	<ul style="list-style-type: none">○ Year 7 - friendships, family, puberty, consent, bullying, online communication, and mental/emotional wellbeing○ Year 8 - emotional and physical safety, respectful communication, power dynamics, consent, and cyber safety○ Year 9 - on consent, healthy/unhealthy behaviours, abuse prevention, and respectful communication● School now has 98 CCTV cameras improving the security and safety of learners on school-site● All members of staff have received safeguarding refresher training and new members of staff have received safeguarding training as part of induction processes● All key members of staff identified and received Team Teach Level 1 training – this includes SLT, HoLs, pastoral and well-being staff● Coherent pupil voice system now in place with time allocated for lead teacher with overall responsibility● School council meet once per half-term● There is a broad range of representation on the school council – of the 25 pupils on the school council – 4 are travellers, 2 LGBTQ+ and 1 ALN
--	---

Equality Objective 3: We mitigate the disadvantages that make it hard for some pupils to realise opportunities	
Evidence	<ul style="list-style-type: none"> • Outcomes for all pupils especially vulnerable groups • Pupil Wellbeing survey data for all pupils • Effective spend of PDG funding to support outcomes for pupils • Appropriate curriculum provision for learners with ALN
Protected Characteristics	All
Outcome Wanted	<ul style="list-style-type: none"> • All pupils achieve their potential and enjoy all opportunities available
Actions	<ul style="list-style-type: none"> • Appropriate and accessible curriculum for all learners • Vulnerable learner hub set up • Vulnerable learner hub off site • PDG spend on literacy and numeracy interventions • PDG spend on 'Wellbeing' room to ensure a wide range of interventions in place to support pupils • Funding to subsidise learning resources such as cooking ingredients/specialist kit and clothing/art materials/educational visits and peripatetic music lessons • KS4 mentor programme in place • CLA mentors in place to support all CLA pupils • Continued Chromebook roll out for all pupils to ensure that curriculum and learning resources are accessible to all • Pupil Wellbeing survey to be used to identify pupils who require additional support • West Monmouth Wednesday to broaden learning experiences and extra-curricular opportunities • Staff training on ACEs awareness/Trauma Informed Schools approaches
Progress	<p>Summer '26</p> <ul style="list-style-type: none"> • All learners accessing the new Curriculum for Wales • Vulnerable learner learning hub provision supporting vulnerable learners to attain appropriate qualifications at KS4 • Woodlands learning hub off-site provision supporting EBSNA learners to access provision to meet needs

- Hafan well-being provision provides targeted intervention to support learners with a range of programmes including anger management, friendship support, forest schools.
- Hafan well-being additional member of staff to provide support and deliver targeted interventions
- KS4 mentoring program in place providing support for eFSM learners in year 11
- Pastoral support officers provide regular PEP and sessions with CLA learners
- Chromebooks now rolled out effectively for all year groups – 7 – 10
- In-house PASS well-being survey completed by all learners annually which provides insight on learner well-being
- West Monmouth Wednesday during year 7 provides a broad range of learning and enrichment opportunities for learners, wider than the curriculum. West Monmouth Wednesday opportunities include:
 - Forest schools
 - Street Basketball
 - Dance
 - Photography
 - Eco Club
 - Grow your own
 - Bike maintenance
 - Cycling proficiency
 - Musical theatre
 - Waste Wise Wednesday
 - Coding with Sphero
 - Forensic Science
 - British Sign Language
 - German
- Key members of staff have completed Trauma Informed Schools diploma
- TIS Trained practitioners' cascade TIS to all staff via professional learning offering

Equality Objective 4: We involve pupils in matters that are important to them and the decisions we make	
Evidence	<ul style="list-style-type: none"> • Minutes of School Council meetings • Record of activities pupils have been involved in such as SE activities across faculties
Protected Characteristics	All
Outcome Wanted	<ul style="list-style-type: none"> • Active pupil voice who contribute to all school decisions
Actions	<ul style="list-style-type: none"> • Active School Council to include members from all areas of school – GT/LGBTQ+ • Pupil consultation on changes – such as school uniform/mission statement • Pupil involvement in all appointments processes • Clear expectations for pupil voice at faculty level
Progress	<p>Summer '26</p> <ul style="list-style-type: none"> • Half-termly school council meetings to gather learner voice • Representatives of the school council from all populations – eFSM, CLA, ALN and GT • Pupil voice includes as part of school self-evaluation initiatives – this includes mobile phone policy, vertical tutor groups, MAT provision, PASS well-being • Learners involved during interviews to support with decision making processes for appointments

Equality Objective 5: We will promote the use of the Welsh language	
Evidence	<ul style="list-style-type: none"> • Criw Cymraeg activities and meetings • Participation at eisteddfodau
Protected Characteristics	All
Outcome Wanted	<ul style="list-style-type: none"> • To increase the use of the Welsh language throughout the school
Actions	<ul style="list-style-type: none"> • Incidental Welsh to be used at all possible opportunities • Key events organised and celebrated – Shwmae Day/Welsh music day/St Dwynwen’s Day/St David’s Day • Annual school Eisteddfod to be held • Participation in eisteddfodau – Urdd/Pontypwl • Criw Cymraeg in place and active • Cwricwlwm Cymreig within planning for Curriculum for Wales
Progress	<p>Summer ‘26</p> <ul style="list-style-type: none"> • Incidental Welsh displays ‘Cymraeg yn y dosbarth’ now available in all classrooms to support staff and learners use of welsh language • Cymraeg pob dydd staff initiative • Grant from Coleg Cymru to support the use of Welsh language across the curriculum • Annual Cymraeg celebration events involving learners through both key stages – Shwmae Day, Jambori, St David’s Day assemblies and celebrations • Annual school Eisteddfod scheduled for July 2025 • Criw Cymraeg establishes with learners represented from all year groups • Bilingualism Champions group established as staff working party to increase the use of incidental Welsh across the Curriculum • Annual participation in Urdd events • TA training for supporting learners with Welsh • New Curriculum Working group with other Secondary schools. • 4-week Welsh taster class for parents • Parental newsletter; one per term • Engagement with enrichment opporuntities to raise awareness and promote Welsh language and heritage - Llangrannog trip in July, Glanllyn A level trip in December.

Appendix 2

West Monmouth School

School Accessibility Plan

Introduction

The improved access to education and educational achievement for disabled children and young people is an important element of government policy aimed at ensuring equality of opportunity and full participation in society and in the community.

New duties introduced by the SEN and Disability Act 2001 (SENDA) build on inclusive practice by outlawing discrimination against both current and prospective children and young people in their access to education and associated services.

Disabled children and young people should have the same opportunities as non-disabled children and young people in their access to all aspects of education.

The school's Accessibility Plan is designed to increase and improved access to the school, to the curriculum and to school information. The plan will inform the school's policies, philosophy and practice of access for ALL pupils whatever their need.

At West Monmouth School we consider ourselves an 'Inclusive' school. Our mission statement, Aims, policies, practices and procedures clearly reflect this. All pupils are equal of value and all are encouraged and supported to reach their full potential.

Our Accessibility plan will aim to support further development of our inclusion agenda and to help us ensure:

- **An inclusive ethos**
- **A broad and balanced curriculum for all pupils**
- **Systems/Procedures for early identification of barriers to learning and participation • High expectations and suitable targets for all pupils**

The ALN Bill

The purpose of the ALN Bill is to meet the additional learning needs of individual children and young people who need provision that is additional to or different from what is normally available in main stream school. Some of these children and young people will also be disabled.

Disability Discrimination Duties

Schools have had statutory responsibilities under the disability Discrimination Act (DDA) since 1996. Parts II and III, of the DDA, and the original part IV have applied to schools, in stages 1996. These duties affect schools in the employment of staff and the provision of non-educational services to the public, including services to the public, including services to parents. The SEN and Disabilities Act (2001) amended part IV of the DDA by introducing new duties on schools in relation to current and prospective disabled children and young people.

Since September 2002, it has been unlawful for schools to discriminate against disabled children and young people in their arrangements for admissions and exclusions and for the provision of education and associated services (this includes the curriculum, extended curriculum activities, break and lunch time, school sports etc).

There are three main duties:

- **Not to treat disabled pupils less favourably than other pupils**
- **Take reasonable steps/make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage**
- **To prepare an accessibility plan for increasing, over time, the accessibility of schools for disabled pupils**

It should be noted that these duties are all 'anticipatory' which means that school needs to consider requirements of current and future disabled children and young people within their forward planning duties. The duty not to discriminate covers all aspects of school life, including extra – curricular activities, educational visits and school trips. The duty to make reasonable adjustment refers to the full range of policies, practices and procedures within the school. In deciding whether an action is 'reasonable', the school will take into account the practicalities, the need to maintain academic standards, available resources, the health and safety of the disabled children/ young people and others, and the interests of others.

3. Definitions of Disability

Children and young people falling within the definition of 'disability' will have a wide range of needs and requirements, including restricted mobility, visual or hearing impairment, learning difficulties, Attention Deficit and Hyperactivity Disorder, Mental degenerative conditions such as cystic fibrosis. Children and young people with a disability should not automatically be considered to have a special educational need.

The children Act 1989 state that a child is disabled if 'he is blind, deaf or dumb or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury, congenital deformity or such other disability as may be prescribed.'

The Disability Discrimination Act 1995 states that ‘a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out normal day to day activities.’

Under part IV of the DDA 1995 (as amended by the Special Education Need and Disability Act 2001), schools are required to plan to increase, progressively, the accessibility of schools to disabled pupils (the planning duty).

Improving the accessibility of schools is about increasing access in the widest sense to ensure that teaching and learning is accessible to all pupils and to provide equality of opportunity for all. At West Monmouth School we actively support the inclusion agenda. This is clearly demonstrated in our school mission statement, Aims and in our culture/ethos, policies and practices within our school.

It is our belief that our Accessibility Plan will help us to continue to build on our already existing good practice providing the best opportunities and learning experience that we can for ALL our pupils.

The Accessibility Plan embraces three strands (as set out in section 28D of the SEN and Disability Act 2001):

- **Increasing/Improving the extent to which disabled pupils can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips.**
- **Improving access to the physical environment of the school;**
- **Improving the delivery to disabled pupils information which is provided to non-disabled pupils in written form.**

The Plan aims to enable the school to improve access for disabled pupils in a planned and strategic way and in so doing will enable pupils to develop to their full potential in accordance with the principles set out in the learning country.

In short, the Accessibility Plan will directly promote inclusive education in our school.

In planning for the needs of disabled pupils and prospective pupils, the school will also improve access for disabled staff, parents and members of the public. This will obviously help the school fulfil its legal responsibilities under part II and III of the DDA which have applied to schools, in stages, since 1996.

1. Improving Access to the Curriculum

The school is responsible for providing a broad balanced curriculum for all pupils and for planning to increase access to the curriculum for disabled pupils. It is essential therefore that as a school we identify all pupils and known prospective pupils who face barriers to learning and full participation.

The curriculum covers not only teaching and learning but also the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural, activities and school visits.

Planning for improved access to the curriculum includes: consideration of the school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. This is facilitated by the school securing appropriate training for governors, teaching and non-teaching staff, encouraging the sharing of good practice and utilising the LA support services to full effect, e.g. on teaching techniques and strategies, classroom management and curriculum materials. The LA can also provide support for curriculum development, direct teaching or practical support for teachers, part time specialist help or access to learning support assistants, educational psychologists and specialist teachers.

2. Improving Access to the Physical Environment

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education.

The physical environment includes all areas of the school – Buildings, Car parks, Paving areas, entrances, toilets, lighting, room décor, furniture etc. Improvements to physical access includes ramps, handrails, lifts, widened doorways, adapted toilets and washing facilities, etc.

Physical aids to access education include: ICT equipment, desks, chairs, writing equipment, etc. Examples of improvement include enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for pupils with motor co-ordination and poor hand/eye skills.

Improving the access to the physical environment of the school requires close liaison with the LA. Whilst the LA is responsible for all capital works undertaken in the school, the school itself is responsible for minor work such as re-decoration of classrooms, lighting upgrade, blinds, furniture, ICT equipment, signage and so on.

3. Improving the delivery of the information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, books, information about school events – available to disabled pupils.

This School Accessibility plan describes how, over the next five years, the school intends to:

- **Improve access to the curriculum;**
- **Improve access to the physical environment of the school; • Improve access to written information provided by the school.**

3.1. Improving Access to the Curriculum

Overall target

To provide good quality learning through good quality teaching and learning and support to promote suitable learning challenges for all needs.

To raise awareness of disability and accessibility issues and develop the staffs' ability to meet the needs of their disabled pupils within the national curriculum framework.

The school will:

- Seek professional advice and INSET on issues relating to the delivery of an accessible curriculum;
- Include details of good practice in the school's SEN policy;
- Link with the specialist advisory services that can offer advice and support to the school;
- Take account of decisions made by the SEN and Disability Tribunal on issues of access to the curriculum and discrimination;
- Consider providing reasonable alternative methods to ensure success;
- Promote an inclusive ethos to learning needs;
- Review differentiation with a focus on teaching and learning styles to ensure that the different learning needs of pupils are catered for;
- Ensure that school policies/procedures on out of hours activities, trips and visits ensure quality of opportunity for all pupils;
- Review and monitor after school provision and support offered to pupils;
- Review all school policies including behaviour and ensure that they are inclusive to the needs of all pupils and that all are aware of their contents;
- Work closely with the LEA on admissions and exclusions;
- Link closely with cluster schools and other educational institutions to work together to develop and share good practice.

3.2 Improving Access to the Physical Environment of the School

Overall Target

That, over a period of time, the accessibility of the physical environment of the school will be considered, in partnership with the LA to ensure that accessibility is not a barrier preventing children and young people from attending our school.

The school will:

- Ensure that any new building work planned takes account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users;
- Ensure an access audit has been completed and advice received
- Investigate the provision of specialist aids/equipment, as and when required, to meet the needs of individuals and to make staff aware of these;
- Acquire training and advice to governors, teaching and non- teaching staff within the school;
- Maintain up to date information about the number of children and young people with disabilities in the school and to be aware of the number of potential pupils with disabilities;
- Anticipate the type of problems that could arise;
- Consider overcoming a physical problem by removing it, altering it or avoiding it;
- Improve physical aids including equipment that assists access to education;
- Work collaboratively with other agencies to support and promote access and inclusion.

3.3 Improving Access to Written information provided by the school**Overall Target**

To increase awareness within the school of accessible information for children and young people with disabilities through the provision of appropriate advice, guidance and resource facilities.

The school will:

- Ensure that all young people and children are treated equally;
- Continually review school practices, policies and procedures;
- Review the range of centrally provided services and other resources
- Liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats;
- Review all existing and new policies and documentation made publicly available to ensure that they meet the requirements of SENDA;
- Ensure that all staff are aware of the requirements of SENDA;
- Seek opportunities to seek advice from parents and associated support groups;
- Review Annual Report to parents/carers and the school prospectus;
- Ensure that good practice is shared across the school.

WEST MONMOUTH SCHOOL ACCESS PLAN 2021-26

IMPROVING THE PHYSICAL ENVIRONMENT

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term	Ensure metal handrails and step nosing continually updated.	Site Team to maintain and repaint in a timely fashion	All handrails and steps nosing painted appropriately	Every 3 years	Ongoing
B		Ensure all lifts (internal) and platforms around school are in working order.	Follow statutory testing and maintenance schedules	All lifts in working order	Statutory schedule coupled with more frequent Site checks	Ongoing
C	Medium Term	To increase the number of evac chairs around school	Work with LA to procure additional evac chairs	To have more evac chairs specifically for each block	Christmas 2025	Yes
D		Increase accessible car parking	Site Team to increase spaces	To generate an additional 4 spaces in the top car park	During 2025	Yes
E	Long Term	Further long-term improvements dependent on need	Seek further funding from LA for further improvements	Outcomes dependent on particular needs of pupils joining the school	Ad hoc, dependent on individual need	Ongoing

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM.

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term	Raise awareness of the requirements of the Equality Act and Accessibility Policy	Regular strategic equality plan evaluation Ensure all policies are updated annually and in line with relevant legislation	All staff and learners are aware of requirements of the Equality Act	Annually	Ongoing
		All out of school activities are planned to ensure the participation of the whole range of pupils	Provision of regular trips and activities for learners of all vulnerable groups	All groups of learners are provided with additional, meaningful opportunities	Annually	Ongoing
B	Medium Term	Classrooms are optimally organised to promote the participation and independence of all pupils.	Ensure all classrooms are appropriate for learners and are maintained Development of ALN classrooms to support inclusivity	All classrooms provide appropriate environment for learning	Annually - dependent on individual need	Ongoing
		Training and awareness of disability issues.	Relevant training provided to staff where required.	All key stakeholders are aware of disabilities and implications. Those with disabilities are appropriately supported	Dependent on need	Ongoing
C	Long Term	Provide a robust cycle of CPD for staff, particularly new staff, on the needs of pupils with a disability.	Annual PL offering available to staff to include PL relevant.	All key stakeholders are aware of disabilities and implications. Those with disabilities are appropriately supported	Annually	Yes

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term	Website in accessible format	Develop new website which is user-friendly and accessible for members of the community	Website is accessible to all	Summer '25	Yes
		Improve the delivery of information in writing in an appropriate manner. Visuals used as much as possible to support the understanding for learners with ALN	Development of WMS '10' strategies to support with and improve delivery of provision for ALN learners	Learners with ALN are appropriately and effectively supported consistently	September '26	Yes
B	Medium Term	Annual review information to be made available to all stakeholders as necessary	All policies and updates ratified by Governors annually All policies shared with key stakeholders	All key stakeholders are aware of annual updates	Annually	Yes
C	Long Term	Identified staff to be trained to use Makaton / BSL as required with students	ALNCo to identify staff and arrange training through GEMS.	Identified staff are able to appropriately support where required	Annually, dependent on needs identified	Ongoing