

YSGOL BRYN DERW STRATEGIC EQUALITY PLAN PRIORITY AREAS FOR DEVELOPMENT

Protected characteristic or Key Group	Aim & person responsible	Outcomes sought	Actions/Projects	Progress notes
Disability, race, gender, sexual orientation, religion or belief, gender reassignment	<p>To ensure that variety of visitors arranged to contribute to sessions in school represent the full cross-section of groups in society. LF Lead & teachers.</p> <p>To ensure that the curriculum for pupils P6 and above covers themes relating to race, gender, disability.</p>	<p>Pupils and staff will have access to first-hand viewpoints and experiences that reflect protected groups and all aspects of Society</p> <p>All pupils of appropriate age and level of understanding receive education through workshops or curriculum themes to raise their awareness of these issues</p>	<p>~ Audit of speaker/guest availability to support curriculum.</p> <p>~ Liaise with other special schools to identify recommended visitors/guests from the community.</p> <p>~ Audit teacher planning to identify use of society groups in curriculum experience.</p> <p>Liaise with other schools to identify workshop opportunities</p> <p>~ Audit of long-term maps for opps to cover themes</p> <p>~ Hold themed days or workshops: including disability awareness sessions, gender roles,</p> <p>~ Reflect upon events held and amend future events as required</p>	
Disability	<p>To ensure all pupils have access to appropriate vehicles that allow access to community based learning opps DHT- LF</p>	<p>Suitable vehicles are not the obstacle to successful community trips</p> <p>Pupil and parent feedback ahows that vehicles are suitable for all pupils</p>	<p>~ Liaise with FoYBD about available funds for school car</p> <p>~ Liaise with pupils and parents regarding most appropriate vehicles</p> <p>~ Research and purchase vehicles</p> <p>~ Grant applications</p> <p>~ Ongoing audit of vehicles as pupil profile changes</p>	
Sexual orientation & gender reassignment	<p>To liase with parents/carers to support pupil knowledge and understanding. Workshop/information to be shared with parents. T&L Leads – LF/AV</p>	<p>All pupils of appropriate age and level of understanding receive education through workshops or curriculum themes to raise their awareness of these issues. Parent information to be avialbe also.</p>	<p>~ Liaise with other schools to identify workshop opportunities</p> <p>~ Ask parent/carers topics or themed they wish to be covered to support at home.</p> <p>~ Hold themed days or workshops</p> <p>~ Reflect upon events held and amend future events as required</p>	

Age	All pupils and staff to be aware of the rights of children RRS Lead - JA	Curriculum to include CRE in an age and level appropriate manner School to achieve UNICEF RRS Silver award	~ Audit long term maps for CRE opportunities ~ CRE to be effectively delivered in all classes ~ Liase with lead special schools to identify ways forward & next steps ~ Evidence to be collated for award levels Silver and then Gold.	
Pregnancy & maternity	All pregnant school staff are appropriately placed and supported HT – RD	All pregnant staff are appropriately assigned roles and duties throughout pregnancy Staff feedback shows positive responses to support & provision offered	~ Annual audit of all environments and duties to ensure that appropriate class bases and roles for pregnant staff are clear ~ Training for senior support staff and SLT to ensure responses to pregnancy are consistent and policy driven ~ Feedback from pregnant staff on support provided	
Marriage & civil partnership, Gender, Sexual orientation & gender reassignment	Ensure all staff (including newly recruited) have up-to-date awareness of anti-discriminatory practices regarding gender related issues HT – RD	All staff are aware of current legislation and are able to act upon guidance regarding appropriate anti-discriminatory practices Feedback from staff and pupils reports that staff feel confident their rights are respected	~ Identify and implement appropriate staff awareness training ~ Training for senior support staff and SLT to ensure responses to concerns are consistent and policy driven ~ Gain feedback from staff on their perceptions of the attitudes of others	
LAC, CP & CSP pupils	Ensure that pupil voice for LAC, CP and CaSP pupils is effective in all reviews and PCP DHT – RD	LAC, CP & CaSP pupils will have their views accurately represented in PCP planning and in all reviews Feedback from families will indicate that school contribution to reviews and planning meetings is accurate and productive	~Liaise with families to identify areas for supporting pupils and families (e.g. training, support groups) ~ Attend all meetings & gather views ~Pupil Voice opportunities ~THRIVE & TIS plans where appropriate.	
FSM pupils	To ensure that FSM pupils have full access to all enhanced opportunities made available to pupils	No pupils will miss out on enhanced opportunities due to cost issues Feedback from FSM parents indicates improved access to enhanced opportunities	~ To work with RADY Network to ensure 'cost effective' calendar and uniform shop. ~PSG to priritise pupils for interventions where appropriate.	

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2020-2022