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Ysgol Hendrefelin



Strategic Equality Plan 2023 - 2026

Policy Review		Signature	
Date approved by Governors	15/11/2023	<i>R M Blank</i> (Chair of Governors)	<i>L W Lewis</i> (Headteacher)
Date Reviewed			
Date Reviewed			

Due for review: July 2026



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App. 1	Regional Equality Objectives and Action Plan
App. 2	School Equality Objectives and Access Plan (attached document)



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1. Our Distinctive Character, Priorities and Aims

1.1 School values:

Our school's mission statement states:

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At Ysgol Hendrefelin we recognise and respond to the individual needs of each pupil through supportive and challenging learning experiences, in a secure and respectful environment.

We aspire to achieve this by:

- Ensuring a safe, caring and inclusive environment, with an emphasis on recognising, respecting and celebrating diversity, with the view to developing responsible citizens of the future.
- Encouraging pupils to develop a positive attitude and responsibility for their own learning, celebrating success and promoting independence.
- Maintaining high expectations in terms of partnership in learning, attendance and behaviour.
- Provide a broad, balanced and relevant curriculum, including the National Curriculum, which is organised and delivered to meet the needs of the pupils and prepare them for adult life.
- Work closely in partnership with parents, carers, staff and other professionals and the local community.
- Provide a positive well-resourced school, staffed by trained and committed professionals, managing funding and resources in an effective and efficient manner.

Our Core Values

We respect one another

- We seek mutual respect between staff, between pupils and between staff and pupils.
- We aim to prepare pupils for adult life by teaching them the knowledge and understanding needed to be an effective member of their community.

We value the wellbeing of all staff and pupils

- We aim to develop self-esteem and confidence in a supportive environment.
- We aim for all staff and pupils to feel safe, supported and cared for.
- We work together to achieve an atmosphere of trust, viewpoints can be expressed and feelings valued.

We expect the best

- We believe that high expectations lead to personal achievement.
- We strive for a `can do` attitude.



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- We recognise and value the contribution of all members of the school community.

We value co-operative working

- We are committed to working together as a school so that each individual feels valued.
- We strive to achieve effective team working for mutual support.
- We recognise that everyone is individual and we value diversity
- We value, respect and celebrate diversity in our community.
- We promote and provide equal opportunities.
- We recognise that different people have different needs we value learning.
- We are a learning school that recognise the right to lifelong learning.

All members of Ysgol Hendrefelin work together to ensure learning is meaningful, challenging and fun.

At Ysgol Hendrefelin 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 Ysgol Hendrefelin School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



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1.2 Characteristics of our school

Ysgol Hendrefelin is a co-educational residential special school, for pupils with a wide range of disabilities and learning difficulties (Additional Learning Needs). Ysgol Hendrefelin came into existence in January 2015 with the amalgamation of - Ysgol Hendre Residential Special School, Velindre Community School and Bryncoch Pupil Referral Unit.

The new school comprises of three separate sites, Bryncoch Neath, Velindre and Theodore Road Port Talbot. The Bryncoch Site hosts the main special school (ages 11-16) for pupils with additional learning needs, which includes provision for pupils with moderate learning difficulties, and associated difficulties, as well as a Primary Learning Support Centre (ages 5-11) for pupils with social, emotional and behaviour difficulties, and the Aspire centre for ASD pupils (Autistic Spectrum Disorder - ages 11-16)

Our Velindre Site hosts Key Stage 4 pupils with social emotional and behaviour difficulties (SEBD). Our Theodore Road site hosts KS3 pupils with social emotional and behaviour difficulties (SEBD).

At Ysgol Hendrefelin we pride ourselves on the high standards of achievement and behaviour of our pupils. We have developed a comprehensive skills-based curriculum, delivered through a range of exciting learning experiences. The very centre of this process is the way our school recognises and responds to each pupil's individual needs. We have a strong team ethos at the school built on effective partnerships.

Residential Unit

Ysgol Hendrefelin Residential department offers pupils the opportunity to continue their social and emotional development and develop their life skills as part of the 24hr curriculum that school provides.

We are currently able to offer placements of up to 12 pupils a night. The pupils are supervised by a dedicated team of staff who aim to help the pupils develop skills that will benefit them as they mature. The pupils are encouraged to develop basic self-help and independent living skills, including personal hygiene routines, bed making, and use of the washing machine and cooking. The pupils are also encouraged to gain a higher level of independence training which will prepare them for an independent adult life. These include self-advocacy skills, appropriate use of leisure time, independent travelling, self-catering and shopping.

The unit offers pupils the chance to mix with their peers outside of the school setting in a relaxed and friendly environment with the opportunity to access a wide variety of activities, opportunities and experiences that wouldn't normally be available to them.



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The residential unit is available to all pupils who attend Ysgol Hendrefelin and can be accessed by referral from any member of the school staff.

Parents/carers, pupils and school all have to consent to the residential placement as stakeholders in the pupils development.

The Headteacher was appointed in September 2019, one Deputy Head was appointed in September 2018 and the other Deputy Head was appointed in 2020. The Assistant Head (ALNCo) was appointed in September 2018.

- English is the predominant communication medium of all pupils in the school. There are no Welsh first language welsh speakers.
- Approx 55% of pupils of statutory age are in receipt of free school meals.
- Nearly all pupils who attend Ysgol Hendrefelin have a Statement of Additional Learning Needs.
- There are 12 Children who are Looked After in school, 4 on the Child Protection register and 24 on Care & Support.
- The percentage of permanent pupil exclusion is 0% and the percentage of reports of racial incidences is nil

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement in our day-to-day school practice. 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 racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- 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;



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- 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

At Ysgol Hendrefelin 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 in **Appendix 1**
- Views expressed by our pupils, school council, parents and governing body that have been involved in the development of the plan;
- Issues arising as a result of our analysis of pupil data.

The delivery of our SEP will contribute towards the objectives set in our School Improvement Plan.

Our School Equality Objectives are set out in Section 5 and in Appendix 2.



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2. Responsibilities

2.1 Governing Body

The governing body at Ysgol Hendrefelin 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 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 pupils;
- ensures that no child 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 Senior Leadership Team (SLT)

The SLT 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 for all as a responsibility for all. All members of staff contribute 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.



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- 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, governors and community groups following the distribution of a school development questionnaire which includes questions that determine equality issues.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil engagement, behaviour and progress data.
- children and young people's views actively sought through the School Council sessions and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject / activity options;
- exclusions data.
- attendance data.
- records of bullying and harassment on the grounds of any protected characteristics.

3.3 Engagement

Ysgol Hendrefelin 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.



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The views of stakeholders and other equalities related groups are genuinely taken into account at appropriate times.

At Ysgol Hendrefelin School this has included:

- *Analysis of our "Well-being" Questionnaires to staff, pupils, parents and school governors.*
- *Monitoring reports/ reviews*
- *Discussion with staff at ADDS sessions*
- *Discussion with governors during Governing Body meetings*
- *Discussion with parents/ carers/ social workers/pupils during annual reviews; School council meetings*

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure 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 this school's compliance of 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 SEP itself.

5. Objectives and Action Plans

Ysgol Hendrefelin's chosen Equality Objectives are:

- to develop an atmosphere, which is friendly and open so that everyone feels and is respected and valued.
- to promote well-being and good mental health
- to develop the ability amongst all pupils to be able to understand how they can regulate their own emotions and behaviour including their ability to form successful relationships and improve their well-being.

Further information on how we will achieve these objectives is contained in Appendix 1 and 2 below.



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The school evaluates the effectiveness of the SEP at appropriate times during the academic year, through the Well-being Team, Senior Leadership Team, School Council, 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 analysing 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 the SEP and action plans. This incorporates use of the overview of outcomes;
- undertaking an annual review of progress against our Equality Objectives

We will undertake a full review of our SEP by September 2024.



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Appendix 1

Regional Equality Objectives:

Education

To ensure children and young people are the best they can be

Priority 1.1

All Children and Young People will have improved levels of attainment

Priority 1.2

All children of school age will have improved wellbeing and a greater sense of belonging

Priority 2.1

To promote wellbeing and good mental health and tackle mental health stigma and discrimination. Our Staff will be supported and appropriate services promoted.

Priority 2.2

Our Children and young people can access appropriate support

Priority 2.3

Our Communities that need support will be able to access appropriate services



APPENDIX 2

Ysgol Hendrefelin 2023 – 2026 Strategic Equality Objectives and Action Plan						
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	RAYG
Protected Characteristics	To promote positive role models and messages across all protected characteristics and increase participation and achievement within these groups	Listening to learners, and parents. Discussion with staff.	HT, SLT, Unit Leaders	Annually	2023+ plan utilises stakeholder views. All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays	
	Publish and promote Equality Policy through school website, newsletters, staff meetings				Parents are aware of policy and have communicated interest / amendments	



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 engagement levels	All staff	Continuous	Increase in participation, confidence and engagement of pupils or where necessary a targeted group.	
Protected Characteristics	Ensure that all children are given equal opportunity to learn by enabling pupils to understand how they can regulate their own emotions through zones of regulation and sensory circuits	Pupils being in the right mind-set to be able to learn.		Continuous	Engagement in learning is high across all classes. Less behaviour incidents. Supportive environment across all classrooms with pupils engaged and enjoying learning.	
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 class discussions	Unit Leaders and Class teachers	On-going	More diversity reflected in school displays across all units and age groups	



Protected Characteristics	Ensure all pupils are given the opportunity to make a positive	Monitoring of School Council representation	SLT/ Unit Leaders/ School staff	On-going	Representation in school pupil voice groups will show more diversity.	
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	contribution to the life of the school e.g. through involvement in the school council by election or class assemblies etc.	race, gender,			Increase in engagement in assemblies by target groups.	
Protected Characteristics	Ensure all pupils are given the emotional support needed to be mentally healthy	Access to ELSA; School social worker, play therapists, school based counsellor	Well-being Team; SLT	Ongoing training	A clear minimum expectation for all staff	
Protected Characteristics	Promote well-being and good mental health and tackle mental health stigma to support staff. Support staff and promote appropriate services when necessary.	Staff to be linked to appropriate support when required through SLT Well-being team.	SLT; Well-being Team	Ongoing	Staff feel well supported.	



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	HT, SLT, Unit Leaders, 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	
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		pupils/parents satisfied with outcomes?				
Gender Equality	Introduce initiative to encourage girls to take up sport for extra-curricular activities, including rugby, football & basketball and to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	HT/SLT WRU hub officer Lead	WRU hub officer to termly report	Increase in girls participating in sport during the school day and during extra curricular time. Increase in offer of activities to attract girls to sport.	



Disability Equality	Provide the environment to enable the achievement /attainment of any disabled pupils is at least in line with their potential.	Monitoring of participation and progress of disabled pupils.	SLT, Teachers, Unit Leaders	Reporting Termly to GB via HT Report to Govs	SLT & Unit Leaders able to review provision if necessary	
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	Governing Body, SMT	Reporting Termly to GB via HT Report to Govs	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis	



Strategic Equality Plan - Accessibility Objectives and Action Plan 2023-25

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators	RAYG
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	ALNCO, SLT	Termly	<p>All pupils are making at least expected progress.</p> <p>All pupils demonstrate good levels of wellbeing</p>	
Access to curriculum	Teachers to effectively plan to meet the needs of individual learners	<p>Monitor via pupil progress review meetings</p> <p>IEP Targets Following ALN Code 2021 pupils have an IDP that details pupil needs (and how to differentiate) with personalised curriculums where appropriate.</p>	<p>ALNCO, SLT, Unit Leaders</p> <p>Teachers</p>	Termly	<p>All pupils are making at least expected progress.</p> <p>All pupils demonstrate good levels of well-being or improved levels of well-being. Effective use of Zones of regulation and sensory circuits</p>	



Access to curriculum	Teachers work collaboratively with outside agencies when necessary and advise support staff accordingly.	Monitor via well-being meetings & annual review meetings.	ALNCo, SLT, Well-being team.	Ongoing	All pupils are making at least expected progress. All pupils demonstrate good levels of well-being or improved levels of well-being.
Access to the curriculum	Pupils access to the curriculum is increased because they attend school more regularly	Ongoing monitoring of attendance and support from new attendance/ family support worker employed by school and also the EWO provided by LA		Review July 2024	Attendance is improving year on year.
Access to the curriculum	Pupils' access to the curriculum is increased because there is a reduction in exclusions, individual pupils needs are met and suitable educational provision is provided.	Follow ALN Code 2021 and Equality policy. Specific individual/ group interventions in place for pupils at risk of exclusion via ELSA other appropriate interventions identified by YHF well-being team	ALNCo / SLT	Review July 2024	Reduction in exclusions, decrease in behaviour incidents. Meeting the needs of pupils across all sites through appropriate curriculum and support.



Equality and inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at GB Meetings.	Clerk to Governors to add to list for GB meetings		Annually	Discussed at GB meeting annually	
Equality and inclusion	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	SLT/ Clerk to Govs	When policies are updated	Always considered during review of policies.	
Equality and inclusion	To ensure that staff have an awareness of disability issues	Update and discussion when appropriate	SLT/ Unit leaders	ongoing	Matters are discussed appropriately when required	
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	HT / SLT/ School Premises manager	Ongoing	All stakeholders can access appropriate areas of school.	



Physical Access	Audit of accessibility of school buildings and grounds by LA and Governors. Suggest actions and implement as budget allows			Academic Year 2023	Fencing and electronic gates have already been installed at Bryncoch for site safety. 4 new parking spaces have been identified at the back of the site for mini buses (work to commence soon). The need for new Fencing has been identified at Velindre site. An order has been placed via LA. The work is programmed to take place during October half term 2023. This will make the Velindre site safer.	
Emergency Access	All pupils and adults to be able to evacuate the building safely in an emergency.	Fire wardens; LA; Premises manager	SLT/ Premises manager	Annually (when required)	Fire escape plan reviewed annually and updated as required.	



Access to the written environment	All signage to be accessible with illustrations and appropriate (bilingual) language where necessary	Learning Walks	HT	Termly	All stakeholders can understand the written environment	
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