

CARDIFF HIGH SCHOOL



Strategic Equality Plan

2025-28

Policy 4.10

1 Our Mission, vision and values

1.1 Our Mission

To provide a high-quality learning experience for all, ensuring that no pupil is left behind.

1.2 Our Vision

Our core vision of 'Learning Together' applies to our entire community. We aspire to become a true learning organisation in which every action and activity enables us to learn and grow.

1.3 Values

We are an ambitious and caring school, built around a strong partnership between staff, pupils, parents and carers, working collaboratively to develop well-rounded young people who are able to thrive in the world around them and achieve success in their aspirations and dreams.

1.4 Context

We are a truly mixed comprehensive school comprising 1,800 learners. There are over 50 different nationalities and 60 different home languages spoken within our school community. We have approximately 40 learners with IDPs, a further 100 with profiles. Approximately 9% of our learners are classified as eFSM. We are aware that every learner in every class brings their own unique identity and personality to our school community.

2 The purpose of our Strategic Equality Plan

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

2.1 Aims

Through the actions and strategic plans detailed in this document, we aim to:

- a. Eliminate discrimination, harassment and victimisation

- b. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our full Equalities Statement is shown in Appendix 1.

2.2 Objectives

Our Strategic Equality Objectives are:

- a. enable every pupil to access our full formal and informal curriculum provision including access to the physical environment
- b. reduce gaps in attainment and attendance between pupils from protected groups
- c. develop the quality and use of our Equality Monitoring and Data Collection
- d. teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

To meet these objectives, the school will periodically produce a strategic action plan which will outline the key actions to fulfil both the general and specific duties. These cover all the relevant protected characteristics (Appendix 3: Strategic Equity Plan 2025-28)

2.3 Relevant policies

The following policies should be read in conjunction with the Strategic Equity Plan:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy

3 Roles and responsibilities

3.1 Governing Body

The governing body is committed to be proactive in ensuring 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, will report on the progress of the SEP annually, as part of its Annual Report to parents/carers

3.2 Headteacher

The Headteacher is responsible for:

- making sure the Strategic Equity Plan is readily available, along with related policies, e.g. Positive Behaviour Policy, Anti-Bullying Policy and Child Protection Policy etc.,
- making sure the policy and its procedures are followed;
- producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary;
- ensuring all staff know their responsibilities and receive training and support in implementing the policy;
- ensuring that appropriate action is taken in cases of harassment and discrimination;
- making sure the Equality Policy is regularly monitored and reviewed.

3.3 AHT Wellbeing and inclusion

The AHT for Wellbeing and Inclusion is responsible for:

- ensuring incidents of unlawful discrimination and bullying are addressed and reported appropriately in accordance with the schools Positive Behaviour and Anti-Bullying policies;
- ensuring that staff are aware of their responsibilities under the Equality Act.

3.4 AHT Learning and Teaching

The AHT for Learning and Teaching is responsible for:

- supporting teachers and teaching to assistants to ensuring that provision for learning experiences is accessible for learners including those with disabilities;

- researching, developing and implementing pedagogical approaches that enable every learner, including those with disabilities to participate fully in lessons.

3.5 AHT Curriculum

The AHT for Curriculum is responsible for:

- supporting curriculum leaders and teachers to ensure that diversity is celebrated within programmes of learning across all subject areas;
- support the CL for Health & Wellbeing to ensure that equality is promoted and explored during Health and Wellbeing lessons.

3.6 ALNCO

The ALNCO is responsible for:

- ensuring that the needs of all learners with ALN or disabilities are met in order to enable them to access the curriculum;
- ensuring that all staff are aware of the needs of those learners with disabilities and how to support them.

3.7 Estates Manager

The Estates Manager is responsible for:

- identifying opportunities to develop the school site in order to improve access to the physical environment for all learners including those with disabilities.

3.8 All Staff

All staff are responsible for:

- dealing with, and reporting, incidents of unlawful discrimination and bullying;
- being able to recognise and tackle bias and stereotyping;
- promoting equality and good relations between all groups;
- participating in relevant professional learning;
- using opportunities in lessons to promote diversity and equality.

4 Monitoring and evaluation

Incidents of discrimination and bullying are dealt with under the school's Positive Behaviour, Anti-Bullying policies and Child Protection policies. Incidents are tracked and monitored, and action is taken as a result when necessary. These incidents

are reported to the Local Authority and police where necessary. Any significant radicalisation issues are dealt with in line with the Prevent Strategy outlined in the Child Protection Policy.

We are a restorative school and have two restorative justice officers who are trained to respond to incidents of discrimination and bullying using the restorative justice approach.

5 Appendices

5.1 Appendix 1: Equalities statement

At Cardiff High School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

We are committed to ensuring every learner can access our full curriculum, both formal and informal, including access to the physical environment.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity-based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the City.

5.2 Accessibility Plan

Our accessibility plan comprises two parts: i) an evaluation of our current provision; and ii) a 3-year rolling strategic action plan

5.2.1 Current provision

Table 1: Access to the curriculum

Element	Aspiration	Status
ALN	Inclusion fact files provide staff with advice on meeting the needs of learners with ALN. If learners require more bespoke support, as advised by a specialist, they have a one-page profile. These resources are shared with staff via the Knowing Our Pupils resource.	
	The Knowing Our Pupils resource includes Pupil Profile details for all staff in an easy to access location. This ensures all staff are aware of the mental effort expended by disabled learners during lessons (e.g. lip reading)	
	ICT is used as appropriate to support all learners as necessary in classrooms, such as providing alternative formats for presenting information (e.g. there are chromebooks in every classroom)	
	Teachers and teaching assistants have the necessary training to teach and support disabled students. We are advised by specialist HI and VI teachers.	
	Staff are familiar with technology and practices developed to assist people with disabilities	
	Disabled learners have access to an in-house educational psychologist, speech and language therapist and a BESD specialist teacher	
	Staff are aware of the additional time disabled learners and those with other ALN require to complete both written and practical tasks. This is reflected in the additional time provision during assessments and examinations	
	Staff provide alternative ways of giving access to experiences or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education	
	Access is provided to computer technology appropriate for students with disabilities	
	School visits, including overseas visits, are made accessible to all students irrespective of attainment or impairment	
	Information is provided in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information. We are advised by a VI specialist teacher.	
	When necessary, information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams	
	Targeted ALN learners have a reduced timetable to manage and support their needs	

Element	Aspiration	Status
Wellbeing & Inclusion	Our Health & Wellbeing curriculum is inclusive and highlights the importance of anti-discriminatory behavior	
	Health & Wellbeing Days in the summer term focus on the physical, emotional and mental wellbeing needs of those in our community and the importance of inclusivity	
	Our Learner Voice Cultural Senedd promotes diversity within the school and champions develop in this area	
	Our annual Cultural Diversity Week is learner led and celebrates diversity within the school	
	Our full-time attendance our enables us to respond to the needs of all our learners and their families.	
	Our eFSM strategy ensures there is a focus on practical and material support to mitigate poverty and enable access to the full curriculum. This includes provision of calculators in Maths, cooking ingredients in DT and peripatetic music lessons.	
	All learners are encouraged to take part in music, drama and physical activities	
	SOPs are in place to ensure consistency of learning experiences and a calm environment is maintained within the school. This includes meet and greet, phased dismissal and uniform.	
L&T	Pedagogical approaches such as Turn & Talk and Everybody Writes enable all learners to participate in lessons	
	The Turn & Talk technique promotes voice equity for all learners in all lessons	
	The PPA model ensure teachers plan for skills explicitly in their lessons. This includes consideration of the barriers learners may face in accessing the learning	
	The ABC / 123 technique encourage teachers to unpick key vocabulary to ensure all learners develop their understanding and literacy skills.	
	The PPA model ensure teachers plan for context in their lessons – who are they teaching. This ensures approaches and strategies are tailored to learners' needs. This includes strategic seating plans to enable targeted support and assessment.	
	The Ambition for All philosophy ensures teachers have high aspirations and expectations of all their learners. There is no MAT list in the school – every learner is encouraged to bridge the gap between their performance and their potential.	
	SOPs in all lessons, such as Meet & Greet, Do Now and Turn and Talk provide routine and consistency for all learners. This reduces stress and them to participate and learn more effectively.	
	Professional Learning focused on the science of learning and the impact of ACEs equips staff with the knowledge and strategies to support all learners in their classrooms, ensuring they can access the lesson	
	Professional learning on Reading provides staff with the knowledge and skills to support all learners' development and enjoyment of reading regardless of background.	
	Learning and Teaching approaches in Learning Support lessons build on and mirror those used across the school	

Table 2: Access to the physical environment

Element	Aspiration	Status
Estates	Learners with disabilities have the option to leave lessons early in order to navigate the school	
	Wheelchair training delivered annually by Local Authority Inclusion and Disability Team	
	The layout of all areas, including academic, sporting, social, classrooms, assembly hall, canteen, and library allows access for all learners ¹	
	Pathways around the school site and parking areas are safe, logical and well-marked ²	

¹ Details:

- The main portion of the school was built in the 1960s and so can provide many challenges to disabled students. However, there is a lift situated in Main Reception (Block 10) and another in the Canteen Block (Block 6) which gives access to most rooms within the school. There are a number of ramps built within the school allowing access to the Sports Hall and outer buildings.
- One of the Welsh Classrooms (G25) is inaccessible due to a high threshold doorway, without a ramp and another Welsh Classroom (G26) is inaccessible due to a multiple combination of steps leading into the area from the quad yard area. This could be resolved as part of a canteen extension being considered.
- The LA accessibility team conducted a survey 2 years ago and identified that the drainage channel and ramps to the rear of block 1 needed to be replaced. Funding was unfortunately withdrawn, so we are still requiring this work to be completed as it poses a tipping risk to person(s) in wheelchairs.
- There is a vulnerability with the layout of the school and the positioning of the 2 lifts. Only the canteen lift services the 2nd floor, which happens to be at the opposite end of the building to the learning support department. When the canteen lift is out of service, the 2nd floor becomes inaccessible. The school could therefore benefit from the installation of a 3rd lift. The tower above reception is only accessible via the canteen lift, but this is managed in the event of lift failure by timetable adjustments / re-rooming lessons.
- The main school hall (Neuadd Celyn) does not cater effectively for person(s) with physical impairment. The front of the stage cannot be accessed other than by means of 5 steps. Any person with a physical impairment needing to access must leave the hall via the rear entrance, travel up the half landing via the reception lift, go down the history corridor, enter the rear of the stage (where there is a ramp) and then come through the stage and around the projector screen.
- The canteen is too small for the size of the school / number of students. Tables and chairs are set in rows, which are very difficult to navigate both in a wheelchair and with walking aides. Any increase in school meal capacity (whether that be due to increase in FSM offering or a general increase in uptake) would see this situation become even more difficult.
- There are 3 dedicated wheelchair accessible parking bays situated nearest the main school entrance and access to reception is via automated doors. The school reception desk includes a lowered counter and an induction loop.
- There are accessible toilets available on the ground floor in: the Main reception area; the Music department; the Canteen lobby; the Gymnasium foyer; the Sports Hall foyer; Ty Celyn 6th Form Centre foyer; On the 1st floor in: the Art department. There are currently NO accessible toilets on the 2nd floor.

² Details:

- Despite the ramped areas, access to the main Sports Hall is somewhat restrictive, with students having to travel quite some distance to get to a lift to get them from the ground floor (Gymnasium and Chessboard Area) to the Sports Hall level. The positioning of a new lift and/or introduction of a ramp from the rear of the Gymnasium to the rear of the Dance Studio would be key in resolving this issue.
- Identified students who have physical or visual impairments are able to use the support of Learning Support Assistants to move safely around the school.

Element	Aspiration	Status
	Emergency and evacuation systems are set up to inform ALL learners, including those with ALN and disabilities; including alarms with both visual and auditory components ³	
	Décor or signage is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy	
	All areas to which learners have access are well lit	
	Measures are implemented to reduce background noise for hearing-impaired learners such as considering a room's acoustics and noisy equipment	
	Furniture and equipment are selected, adjusted and located appropriately	

³ The School's Fire Evacuation Procedures take account of disabled students and visitors to ensure safe evacuation of the school in the event of a fire or incident. Any visitors who require assistance in the event of a fire evacuation are required to complete a Personal Emergency (PEEP) Evacuation Plan. Any students requiring assistance in the event of an evacuation are to complete a PEEP with the assistance of their Head of Year. Within the Tower block there are refuge stations with call points and also a number of Evacuation Chairs to assist in the event of a fire evacuation when the lifts are not to be used.

5.3 Appendix 3: Strategic Equity Plan 2025-28

Over the page.



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STRATEGIC EQUALITY PLAN 2025-28

Priority 1	Access to the Curriculum
Enable every pupil to access our full formal and informal curriculum provision	
Link to National Priorities	Learning for Life (NO1); Breaking down barriers (NO2); A positive education experience for everyone (NO3); High quality teaching and leadership (NO4)

Priority 1 Action Plan

Action Point	Staff Responsible	Target date for completion
Target 1.1 – ALN		
Develop learning and teaching approaches, consistent with those used across the school in Learning Support lessons	MDN / SEA	July 2027
Investigate and develop the use of assistive technology such as text to speech	HL / RE	July 2027
Further embed processes to assess whether learners need for additional time for assessments in line with updated JCQ requirements	MDN	July 2026
Implement and maintain and update Knowing Our Pupils resource to ensure all staff are aware of pupils' needs	MDN / HL	Sept 2025
Transfer the Knowing Our Pupils resource within the Arbor MIS	HL / LB	July 2027
Develop staff expertise and provision to enhance access for disabled learners during lessons, in particular physical activities	MDN / MB	July 2028
Target 1.2 – Wellbeing and Inclusion		
Expand the staffing and support provided for all learners during unstructured time (break and lunch)	MB	July 2026
Review of Learner absence policy to include ABSA materials	MB	July 2026
Develop staff understanding of ACEs and the extent to which these learners require specific approaches to enable them to access learning in lessons	MB	Dec 2025



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Action Point	Staff Responsible	Target date for completion
Target 1.1 – ALN		
Target 1.3 – Learning and Teaching		
Develop staff understanding of the Science of Learning. This will enable teaching approaches to meet the needs of all learners	SEA	Dec 2025



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Priority 2	Access to the physical environment
Enable every pupil to access the physical environment on our school site	
Link to National Priorities	Learning for Life (NO1); Breaking down barriers (NO2); A positive education experience for everyone (NO3); Community-based learning (NO5)

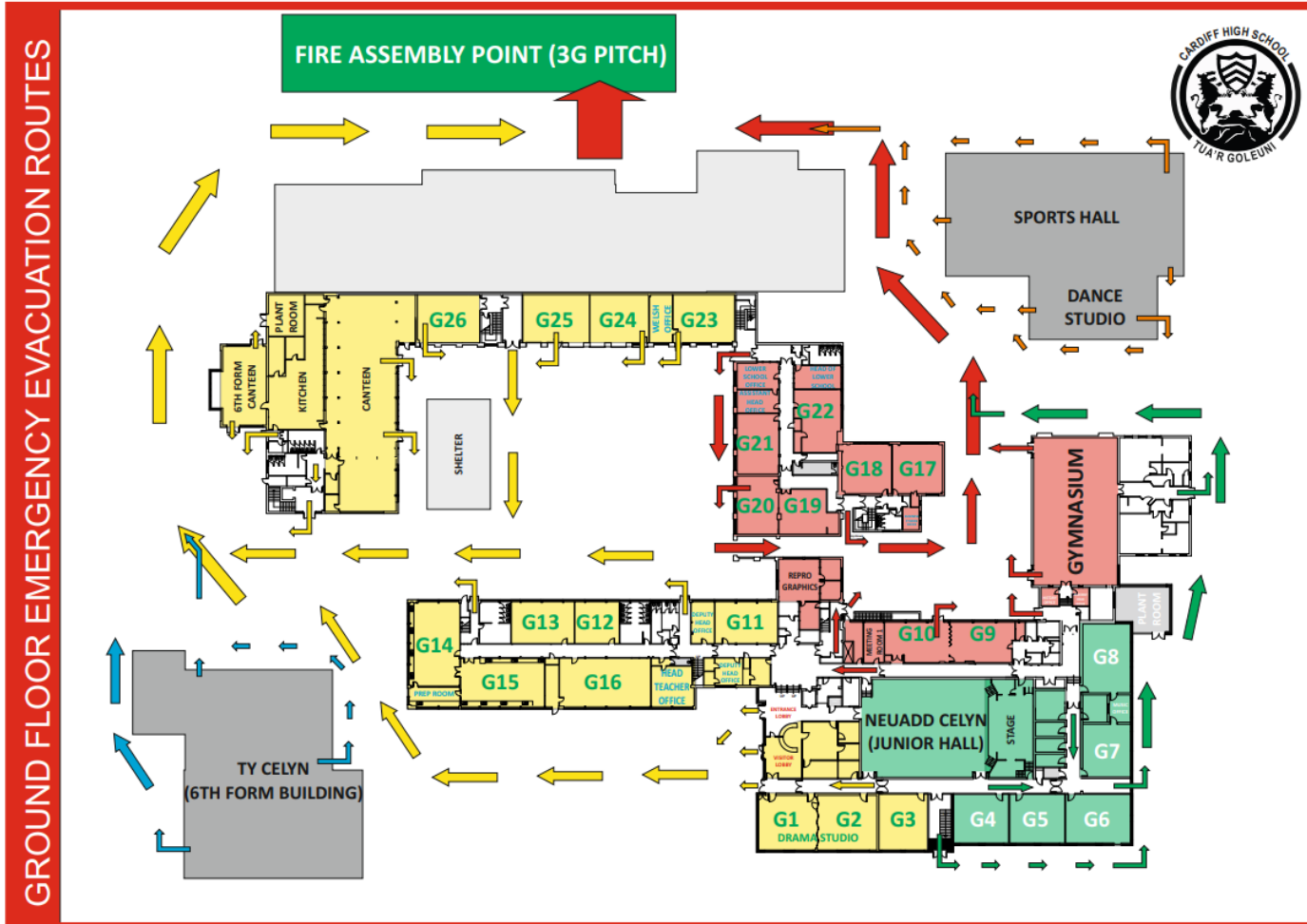
Priority 2 Action Plan

Action Point	Staff Responsible	Target date for completion
Target 2.1 –		
Improve evacuation procedures to ensure to ensure Personal Emergency Evacuation Plans (PEEP) are in place for all relevant learners, staff and visitors	GW	July 2026
Increase the range of inclusive of outdoor play facilities	MB / GW	Ongoing
Toilet refurbishment programme to improve accessibility, including installation of an accessible toilet on the second floor.	GW	July 2027
All accessible toilets to be ‘fobbed’	GW	Sept 2026
Improve access to G25 to overcome high threshold doorway	GW	July 2027
Installation of a ramp to enable wheelchair access to G26 (could be incorporated as part of potential canteen extension)	GW	July 2028
Repair drainage channel and ramps to rear of Block 1 (Biology rooms) to eliminate tipping risk	GW	July 2027
Improve access to the stage in Neaudd Celyn through the installation of ramps	GW	July 2028
Redevelop the canteen area to improve accessibility and efficiency for all learners including those with a disability	GW	July 2028
Installation of a 3rd lift to improve accessibility to the 2nd floor and improve logical routes around school for disabled learners	GW	July 2028



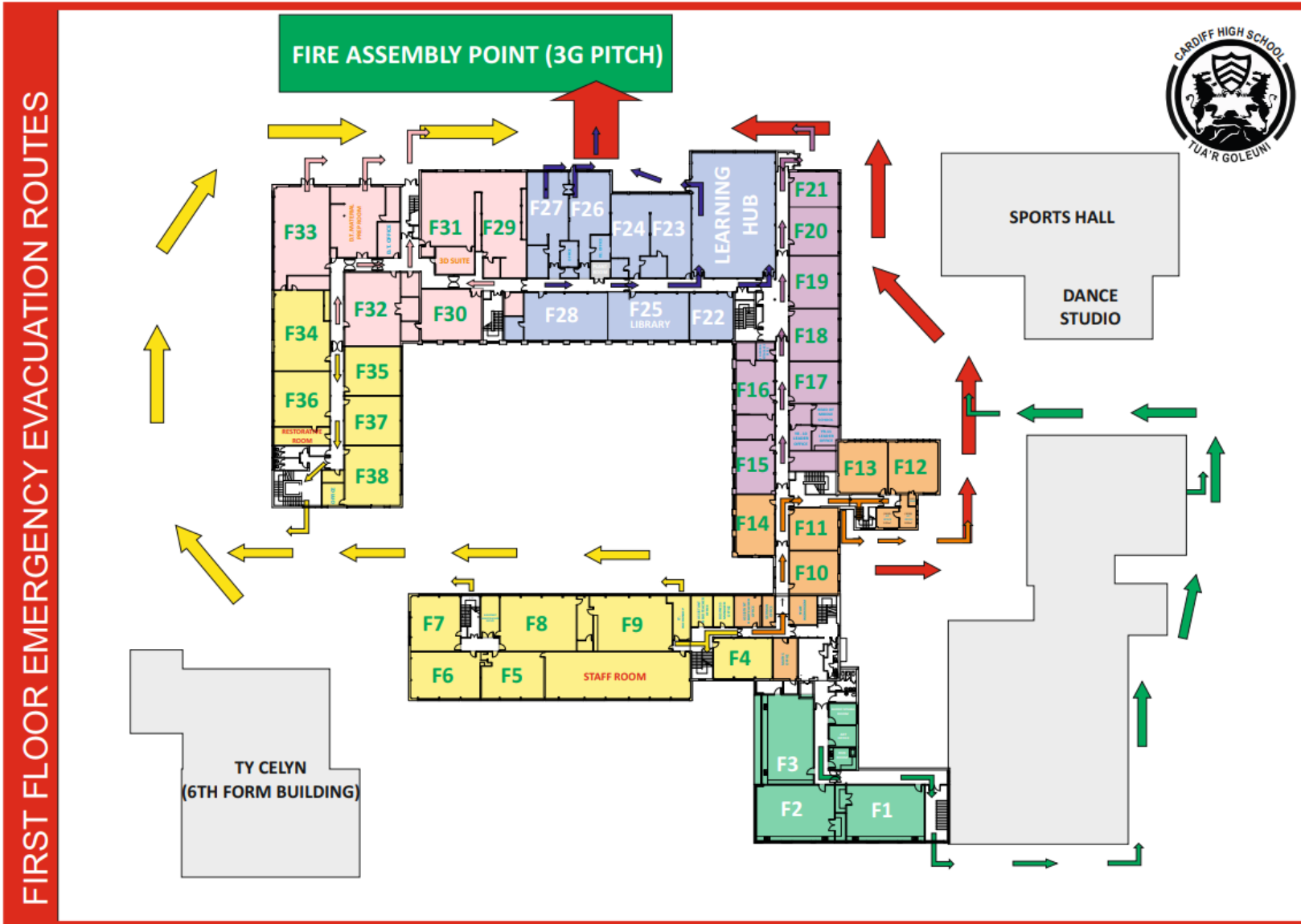
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5.4 Appendix 4: Floor Plans





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