

# Strategic Equality Plan

## Ysgol Gyfun Gŵyr

**2020-2024**

(which reflects in particular for children article 37-child's right to be treated fairly, as part of the UN Convention of the Rights of the Child)



# **City and County of Swansea Dinas a Sir Abertawe**



This Strategic Equality Plan (SEP) template has been refreshed to enable schools to update their SEPs. Schools are legally required to develop and publish Equality Objectives and a Strategic Equality Plan every 4 years. SEPs must include equality objectives and explain how the school will achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing equality impacts.

Equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equality objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents, carers and governors. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to share information and resource.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all identity-based bullying / harassment incidents remains – following the updated process adopted in Swansea.

## **Introduction**

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

## **Our School**

Ysgol Gyfun Gŵyr has 1,110 pupils on roll, including 162 in the Sixth Form. There are 65 full-time equivalent teaching staff, and over 50 full-time equivalent educational support staff, including catering and cleaning, the majority of which are female in all groups. On a three year average, 7.1% pupils are eligible for free school meals. The percentage of compulsory age pupils on the Additional Educational Needs register is 12.3%. All pupils are bilingual with 27.1% coming from homes where Welsh is spoken as the main language. There is not a significant ethnic mixture in the school population, and the vast majority would consider themselves as White, Welsh/British.

## **The Legislative Background**

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This Plan is a requirement of the Welsh Public Sector Equality Duty. We have 16 regulations in Wales, and this Plan sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

## **United Nations Convention on the Rights of the Child (UNCRC)**

In May 2013 the City & County of Swansea signed an agreement with UNICEF UK to support the embedding of Rights Respecting Schools within **all** Primary & Secondary schools in Swansea by 2017 and thus all schools become rights based learning communities.

A Rights Respecting Schools recognises achievement in putting Children's Rights at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights within the United Nations Convention on the Rights of the Child but also models rights and respect in all its relationships between teachers and pupils, between parents and between pupils.

The UNCRC has 42 articles and covers many areas to ensure children and young people are safe, protected from discrimination, have the things they need to survive and develop and have a say in decisions that affect their lives.

In becoming a "Rights Respecting School" and by embedding children's rights within the strategic equality plan, schools are supporting equality and fairness for all children and young people and strengthening pupil wellbeing.

## **Developing Equality Objectives and Engagement**

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.

The range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- views of pupils, parents/guardians, staff and governors
- analysis of data e.g. records of bullying and harassment on the grounds of any protected characteristic

The school 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.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. They are invited through such means as the school website, letters, meetings, to express their views on the current situation.

## **Assessment of Impact**

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of any protected characteristic.

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

## **Knowledge, Awareness and Training**

While the legislative duties require the reporting of data (as outlined above), we must also:

- promote knowledge and understanding of the general and specific duties amongst our employees
- use any performance assessment procedures to identify and address training needs of employees in relation to the duties.

This requirement is reflected in our equality objectives.

## **Publication, Monitoring and Review**

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.

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

We will undertake a full review of our SEP by September 2020.

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.

Ysgol Gyfun Gŵyr  
 Strategic Equality Plan 2020 – 2024  
 Equality Objectives and Action Plan

<b>Equality Objective:</b>				
Train, and develop awareness of matters of equality and diversity amongst staff and governors				
<b>Associated actions required:</b>				
<b>Task</b>	<b>Responsible person</b>	<b>Deadline</b>	<b>Outcome</b> (and its relation to the objective)	<b>Progress update</b> (this will be completed annually)
<b>2020-</b>				
Report regularly to staff/governors on matters of equality and diversity as regards the school, and about any national developments	Jeffrey Connick	Annually	Staff/ governors increasingly become more knowledgeable on matters of equality and diversity	Monitor the impact of the implementation of the new ALN Measure in school  All significant developments reported to staff/governors 2022-23 e.g. contained in Governors' Meeting minutes

<b>2020-</b>				
Invite governors to visit the school site in order to note for themselves the physical difficulties which affect equality and diversity. This is extremely important in the context of the expansion in the size of the school campus in 2020-onwards	Jeffrey Connick	Annually	Governors more aware of the physical difficulties of the school site	Governors had the opportunity to visit the school site on occasions during 2022-23 in order to assess the physical difficulties. Also, Governors regularly kept up to date on the expansion plans for the school and again are made aware of the possible difficulties. School's Health and Safety Committee met regularly in order to be kept abreast of the situation. Through all these actions, the school endeavoured to minimise physical difficulties.
<b>2020-</b>				
Inform staff/governors about current issues which counteract equality and diversity on the school site	Jeffrey Connick	Annually	Staff/governors more aware of the current situation	This accomplished when appropriate, by means of whole Governing Body meetings and sub-committees during 2022-23, in addition to staff meetings. Also, bulletins were utilized e.g. daily staff information sheet and H and S Bulletin.
<b>2020-</b>				
Recognise specific training needs of staff/governors in the field of equality and diversity	Jeffrey Connick	Annually	Individuals' needs met	This accomplished by means of governors' training processes during 2022-23 in addition to processes such as Teachers' Performance Management



## Ysgol Gyfun Gŵyr Strategic Equality Plan 2020 - 2024

<b>Equality Objective:</b>				
<b>Decrease the effect of deprivation on pupils through targeting and formulating strategies to support FSM pupils to improve standards and attainment</b>				
<b>Task</b>	<b>Responsible person</b>	<b>Deadline</b>	<b>Outcome</b> (and its relation to the objective)	<b>Progress update</b> (this will be completed annually)
<b><u>2020 - 24</u></b>				
To continue to work closely with staff, parents and pupils to understand the effects of deprivation on pupil attainment. To use data to track the progress of pupils from deprived backgrounds, considering relevant steps to lessen the effects of poverty on pupils.	Rhian Churchill	Annually	To increase staff awareness of strategies to deal with and improve FSM pupils' attainment	<ul style="list-style-type: none"> <li>The school uses a tracking system to monitor pupil progress, focusing on raising their academic attainment.</li> <li>The names of FSM pupils are shared with staff regularly, noting any additions to the county list.</li> <li>Statistics relating to the progress of FSM pupils are shared with staff at the beginning of every academic year to encourage staff to target these pupils.</li> </ul>
<b><u>2020 – 24</u></b>				
To employ experienced core subject teachers to work with FSM pupils on a one-to-one basis, either at home or in school.	Rhian Churchill	On-going	<p>An increase in the number of pupils achieving grade C or above at GCSE.</p> <p>An increase in the percentage of FSM pupils achieving Level 2+ Threshold.</p> <p>An improvement in the A*/A grades of FSM pupils.</p>	<ul style="list-style-type: none"> <li>In Summer 2022, 70% of learners had reached the Level 2+ Threshold (i.e. 5 GCSE grades A*-C including English/Welsh and Mathematics) compared to 83.7% who did not receive free school meals.</li> <li>20% of learners received 5 A*-A compared to 30.5% of pupils not receiving FSM.</li> <li>There has been difficulty in finding appropriate staff to administer the</li> </ul>

				<p>private tutoring in 2022-23 but the system is due to be re-introduced with new staff in 2023-24.</p> <ul style="list-style-type: none"> <li>• Our aim however is to lessen the attainment gap between FSM and non-FSM even further.</li> </ul>
<b><u>2020 - 24</u></b>				
<p>To cooperate closely with the parents of FSM pupils who could be disadvantaged. This is done over the phone and face to face to discuss examination requirements, key dates and what they can do to aid their child at home to achieve their potential.</p>	<p>Rhodri Evans / Rhian Churchill</p>	<p>Annually</p>	<p>Parents of FSM pupils to attend meetings, thus building a strong relationship between the school and the home. Regular communication to make parents aware of any difficulties e.g. homework, course work, oral exams etc</p>	<ul style="list-style-type: none"> <li>• Parents of FSM pupils were targeted by talking to them about the additional support that the school could offer them e.g. Mathematics tutoring.</li> <li>• Parents were specifically targeted and invited to school to present strategies to support their children. The importance of attending parents' evenings was emphasized. The ParentCall system was used to keep parents aware of important information about examinations, assessments, coursework etc.</li> <li>• From September 2023, it is the school's intention to use the Classcharts website and it hoped that this will further encourage dialogue and communication between the school and home.</li> </ul>

**2020 - 24**

<p>To track the progress of FSM pupils in KS3 and KS4 to identify any gaps regarding effort, homework, areas of difficulty and put in place appropriate interventions to aid those pupils.</p>	<p>Rhian Churchill SLT ALN Dept HoY</p>	<p>Annually</p>	<p>To introduce strategies when pupils fall behind with their work. Teacher knowledge of the needs of individual pupils.</p>	<ul style="list-style-type: none"><li>• We continue to track the progress of FSM pupils at KS3 and KS4 by monitoring their interim and end of year reports.</li><li>• We will use the SIMS system to identify any pupil who is in danger of falling through the net, working with the Head of Year and the ALN Department.</li><li>• FSM pupils at KS3 will be added to the literacy target groups if their scores are borderline to give them the best possible chance.</li><li>• At the end of KS3, there is strategic grouping when placing FSM pupils in their GCSE groups, ensuring that they are included with teachers they like but also with classmates who have strong aspirations to succeed and clear ambitions.</li></ul>
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<b><u>2020 – 24</u></b>				
<p>To target FSM pupils who have difficulty completing work / lack of support in the home by identifying a time and location for them to work with an adult who will be able to support them. This is intended through the Trobwynt and homework sessions in the school. In addition, peer mentoring sessions are held to support pupils. This will also assist departments to ensure that work is complete and that pupils have the necessary resources e.g. ICT, books etc.</p>	SLT	Annually	<p>Pupil attendance in the additional revision / support sessions. To ensure that no folios are incomplete/ Pupils will be given time to practise for oral exams etc, meaning that their marks will increase as standards improve.</p>	<ul style="list-style-type: none"> <li>• A number of revision sessions and coursework sessions are held by the school's teachers on a weekly basis. The Trobwynt is also a key focal point for pupils who want a quiet area in order to work with an adult on hand if necessary.</li> <li>• After school sessions are held to give the pupils the opportunity to catch up with any work that has been lost. Pupils can self-refer or may be referred by a teacher who is concerned about their progress or wants work for them.</li> </ul>
<p>To take part in the RADY project (Raising Attainment of Disadvantaged Youngsters) alongside ERS</p>	Rhian Churchill / Whole School	July 2023	<ul style="list-style-type: none"> <li>• To raise the academic attainment of eFSM pupils.</li> <li>• To increase engagement and aspiration of eFSM pupils, especially through extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual national test Literacy and Numeracy data, (together with Midyis data) are used to identify and target the most suitable pupils for this project.</li> <li>• FSM pupils are also encouraged to take part in extra-curricular activities (such as free instrumental lessons) to tackle cultural poverty. The aim is to include the percentage of the school's PYD pupils in activities such as choirs etc.</li> </ul>

**Equality Objective:**

To promote equality with regards to children's rights, race, sex, disability, gender and sexual orientation.

Task	Responsible person	Deadline	Outcome (and its relation to the equality objective)	Progress update
<p>To continue promoting children's rights according to the UNCRC by attending the Big Conversations, events with the Children's Commissioner, school assemblies, School of Sanctuary, PSHE etc.</p>	<p>RAE</p>	<p>Ongoing</p>	<p>To improve understanding of rights and how they affect young people.</p> <p>To develop the learners' understanding of their rights within the wider community.</p>	<ul style="list-style-type: none"> <li>• Pupils took part in the creation of the Equal-tea resources pack, created alongside Swansea Council.</li> <li>• A whole school assembly for hate crime was held with the Police Schools Liaison Officer</li> <li>• All pupils were registered to vote in the Youth Parliament election. One of our learners was elected to represent Urdd Gobaith Cymru.</li> <li>• KS4 and KS5 learners were involved in the Project Vote! initiative to encourage others over the age of 14 to register to vote and those aged 16+ to vote in Council and Senedd elections. A video was created that was shared at a county level on this topic.</li> <li>• A group of Year 9 boys took part in Plan UK and Swansea Council's Project to reduce gender based violence.</li> <li>• Refugee Week was celebrated by the school, with assemblies, a full day of activities for Year 7 and a visit to a center for asylum seekers in Swansea city center.</li> </ul>

<p>Continue to promote Pupil Voice and respond to Article 12 of the UNCRC.</p>	<p>Rhodri Evans</p>	<p>Ongoing</p>	<p>Ensure that learners' voices are heard, not only at a school level but also at county / Local Authority level</p>	<ul style="list-style-type: none"> <li>• A Pupil Voice Survey was conducted with pupils from all year groups to get their views on the school. Using this information, we analysed the school's strengths together with the areas for further development. This information was used when setting priorities for the School Improvement Plan for 2023-24.</li> <li>• In response to pupils' voice, it was decided to raise money for various charities throughout the year. A total of over £3300 was raised.</li> <li>• Following feedback from the School Council, it was decided to revise and refine its format for 2022-23. This means that 6 working groups were created under the title of the School Council which gave more pupils the opportunity to be part of it. Of these 6 working groups, representatives were elected to be on the "Full School Council". The new system was evaluated and refined at the end of 2023 and further changes were made for the 2023-24 academic year.</li> <li>• In an assembly in July 2023, information was shared about what pupils had said they would like to change about the school. Information was also shared as to what the school had done in response to their requests.</li> <li>• The school was part of the "Pupil Voice" Professional Learning Community where there was an opportunity to identify the main issues that matter to them. This was done in conjunction with all secondary schools in Swansea.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Learners' ideas were shared with all Swansea councilors at a meeting in the Chamber at Guildhall Hall in July 2022.</li> <li>• A group of Yr.11 learners took part in a "Young Voices" survey for South Wales Police and the office of the Police Commissioner, where they shared the concerns they have about our society.</li> <li>• In addition, a group of KS4 and KS5 learners were involved in Qualifications Wales' consultation on the future format of GCSEs and A levels.</li> </ul>
To continue with the various rights groups within the school e.g. children's rights, girls' rights, LGBT+, the Christian Union, anti-racism / Islamophobia group etc.	RAE / AO / AR / Year 12 and 13 students	Ongoing	<p>To provide young people with the opportunity to promote rights on a personal level.</p> <p>To increase awareness and understanding of issues relating to young people.</p>	<ul style="list-style-type: none"> <li>• After the absence of these clubs due to Covid, the return of one lunch hour for all students (after Whitsun) meant that pupils of all ages can attend and work collaboratively on different projects.</li> <li>• Black History Week, LGBT+ History month, Pride, ASD Awareness Week etc. are celebrated.</li> <li>• Pupils took part in the Swansea Pride march under the banner of the school, the first and only school in Swansea to be represented.</li> <li>• The school established an LGBT+ library and this was promoted in the national media.</li> </ul>
To apply for the Unicef Rights Respecting School Gold Award.	RAE / Whole school	Sept 2024 onwards	To gain accreditation based on an external assessment.	<ul style="list-style-type: none"> <li>• This has been postponed for 2023-34 as we are focusing on becoming a local School of Sanctuary.</li> <li>• Once we have gained SoS accreditation, we will then progress to the Unicef Awards. Unicef have also stated that schools who have not received</li> </ul>

				accreditation since pre-pandemic will need to re-apply for the Silver Award first.
LGBTQ+ Committee	RR	Ongoing	The working group has been established and will be run by the pupils (under the guidance of RR)	<p>A number of activities were organised during 2021-23, including:</p> <ul style="list-style-type: none"> <li>• LGBTQ+ History Month exhibition in February for notable events. Another exhibition was also created where Gŵyr ex-pupils talked about their experiences as LGBTQ+ people</li> <li>• Staff contributed to LGBTQ+ Heroes Posters activities and placed around the school.</li> <li>• A lesbian member of staff shared her experience of coming out and spoke of the homophobia she faced. A transgender pupil from FI.8 spoke about his experience and tried to promote the understanding of others.</li> <li>• BBC Wales came to the school to make a news bulletin about the library from LGBTQ+ resources we are trying to establish.</li> <li>• Homophobia was included as an assembly theme / Thought for the Day etc.</li> <li>• Messages of support for the LGBTQ+ community are displayed on the school's digital screens during Pride Week.</li> <li>• In 2023, it is planned to march under the school banner at Pride Swansea.</li> <li>• Learners who question their gender are supported in line with the West Glamorgan Safeguarding Board document guidance.</li> </ul>



				<ul style="list-style-type: none"> <li>Arts and crafts activities were undertaken about LGBTQ+ issues.</li> </ul>
Tackling bullying based on protected characteristics under the Equality Act 2010	RAE / SAT / Whole school	Ongoing	<p>To identify behavioural patterns and gender discrimination, gender orientation, religion, race, disability etc.</p> <p>To be able to respond and tackle bullying based on these characteristics</p>	<ul style="list-style-type: none"> <li>The school's SIM system was revised in June 2022 to include different types of bullying e.g. on the basis of race, sexual orientation, religion etc.</li> <li>Training for staff on the Equality Act 2010 was conducted in September 2022.</li> <li>In 2022-23, 76 incidents of bullying were noted on SIMS for pupils in Yrs.7-13. Very few incidents were noted for homophobic or transphobic bullying (6.6%), gender-based bullying (3.9%) and racist bullying (1.9%)</li> </ul>
To begin on our journey as a School of Sanctuary, where refugees and asylum seekers are understood and welcomed	RAE	July 2024	<p>To gain accreditation based on an external assessment.</p> <p>To increase pupil understanding, knowledge and tolerance of refugees and asylum seekers.</p>	<ul style="list-style-type: none"> <li>We have currently completed an audit of where we are on our own journey and what areas we need to develop further.</li> <li>The award was applied for in 2022 and the Department of Humanities received great recognition for their work and the progress made.</li> <li>Since then, awareness was raised of the situation facing refugees and asylum seekers during Refugee Week. This was done through assemblies, displays, fundraising and visiting a center for asylum seeker.</li> <li>Activities were organised for Year 7 pupils to raise further awareness.</li> <li>Lessons on the topic were incorporated into the English Department's schemes</li> </ul>

				of work e.g. studying the poem "Refugees" by Brian Bilston.
To promote awareness and understanding of the needs of pupils with ASD.	EJM	July 2023	To gain accreditation based on an external assessment.	<ul style="list-style-type: none"> <li>Many staff are have received training via ASD Awareness Wales.</li> </ul>

**Cynllun Cydraddoldeb i Bobl Anabl a Chynllun Mynediad /Disability Equality Scheme and Accessibility Plan  
Ysgol Gyfun Gŵyr 2020 - 24**

<b>Targed Target</b>	<b>Dull Gweithredu Means of Action</b>	<b>Erbyn Pryd By When</b>	<b>Gwerthuso Meini Prawf/Llwyddiant Evaluation: Success Criteria</b>
<ul style="list-style-type: none"> <li><b>Parhau i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion.</b></li> <li>Continue to record disabilities of Governors, Staff and Pupils.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sicrhau bod y gweithdrefnau presennol i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion yn parhau.</b></li> <li>Ensure that the present procedures of recording disabilities of Governors, Staff and Pupils continue.</li> </ul>	<b>Parhaol/ Continuous</b>	<ul style="list-style-type: none"> <li><b>Cofnod cyfredol o anableddau Llywodraethwyr, Staff a Disgyblion ar gael.</b></li> <li>Current record of disabilities of Governors, Staff and Pupils available.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Cynyddu ymwybyddiaeth o anableddau rieni /gwarcheidwaid.</b></li> <li>• Increase awareness of parents'/guardian' disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cynnig cyfle i bob rhiant/gwarcheidwad yn ystod Nosweithiau Rhieni i gofnodi anableddau.</b></li> <li>• Provide an opportunity to every parent/guardian to record disabilities on Parents Evenings.</li> </ul>	<p style="text-align: center;"><b>2024</b></p>	<ul style="list-style-type: none"> <li>• <b>Cofnod o anableddau rhieni/gwarcheidwaid ar gael.</b></li> <li>• Record of parents/guardians disabilities available</li> </ul> <p><b>(*Angen ffocws arbennig ar hwn yn 2023-24 oherwydd anawsterau cynnal Nosweithiau Rhieni ers 2020 oherwydd cyfyngiadau Covid</b> Renewed focus needed in 2023-24 due to the difficulties in conducting Parents' Evenings due to Covid restrictions since 2020)</p>
<ul style="list-style-type: none"> <li>• <b>Asesu cyrhaeddiad addysgol disgyblion anabl.</b></li> <li>• Assess educational attainments of disabled pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dadansoddi canlyniadau disgyblion mewn asesiadau statudol ac arholiadau allanol, a chofnodi cyfranogiad mewn gweithgareddau allgyrsiol.</b></li> <li>• Analyse results of disabled pupils in statutory assessments and external examinations and record participation in extracurricular activities.</li> </ul>	<p style="text-align: center;"><b>2024</b></p>	<ul style="list-style-type: none"> <li>• <b>Cofnod o gyrhaeddiad addysgol disgyblion anabl ar gael er mwyn ymateb i'r canfyddiadau.</b></li> <li>• Record of educational attainment of disabled pupils available in order to respond to findings.</li> </ul> <p><b>(*Angen ffocws arbennig ar hwn yn 2023-24 oherwydd cyfyngder gweithgareddau allgyrsiol ers 2020 oherwydd effeithiau Covid</b> Renewed focus needed in 2023-24 due to the difficulties with the limited extra-curricular activities due to Covid restrictions since 2020 )</p>
<ul style="list-style-type: none"> <li>• <b>Asesu cyrhaeddiad gyrfaol o unrhyw staff anabl.</b></li> <li>• Assess the career attainment of any disabled staff.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ystyried disgrifiadau swydd staff anabl a thrafod eu cyfrifoldebau.</b></li> <li>• Consider job descriptions of disabled staff and discuss their responsibilities.</li> </ul>	<p style="text-align: center;"><b>2024</b></p>	<ul style="list-style-type: none"> <li>• <b>Cofnod o gyrhaeddiad gyrfaol staff anabl ar gael er mwyn mesur cynhwysiant proffesiynol.</b></li> <li>• Record of career attainment of disabled staff available in order to measure professional inclusion.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Aseiad o effaith polisiau a gweithdrefnau'r ysgol ar gyrhaeddiad staff a disgyblion.</b></li> <li>• Assessment of the impact of school policies and procedures on disabled staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Holi sampl o ddisgyblion a staff anabl am bolisiau a gweithdrefnau'r ysgol.</b></li> <li>• Question a sampl of disabled staff and pupils about school policies and procedures.</li> </ul>	<p style="text-align: center;"><b>2024</b></p>	<ul style="list-style-type: none"> <li>• <b>Adroddiad yn cael ei gynhyrchu er mwyn gweithredu ar ganfyddiadau.</b></li> <li>• Report produced in order to action findings.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Parhau i wella safle'r ysgol ar gyfer pobl anabl.</b></li> <li>• Continue to improve the school site for disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Er Enghraifft:.</b></li> <li>• <b>Ychwanegu at y rampiau mynediad sydd eisoes yn yr ysgol yng nghyswllt ehangu/datblygu campws yr ysgol.</b></li> <li>• <b>Darparu mwy o ardaloedd parcio anabl yn ôl yr angen.</b></li> <li>• <b>Adnewyddu drysau yn ôl yr angen i gydymffurfio gyda DDA yng nghyswllt ehangu/datblygu campws yr ysgol.</b></li> <li>• For Example:</li> <li>• Add to the accessibility ramps which are already in the school in the context of expanding/developing the school campus.</li> <li>• Provide further disabled parking spaces as required.</li> <li>• Renew doors across the school to comply with DDA in the context of expanding/developing the school campus.</li> </ul>	<p style="text-align: center;"><b>Parhaol/ Continuous</b></p>	<ul style="list-style-type: none"> <li>• <b>Bod yr agweddau sydd wedi eu nodi yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn.</b></li> <li>• The aspects noted in the 'action plan' have been accomplished to a large degree.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Gwella ymhellach mynediad i ddisgyblion anabl i gwricwlwm yr ysgol.</b></li> <li>• Improve access for disabled pupils to the school curriculum.</li> </ul>	<p><b>Gweithdrefnau ysgol gyfan yn eu lle i</b></p> <ul style="list-style-type: none"> <li>• <b>Ganiatáu amser teg i holl ddisgyblion anabl cyflawni gwaith yn rhan o'r cwricwlwm</b></li> <li>• <b>Sicrhau strategaethau/cymorth dysgu addas mewn gwersi/gweithgareddau allgyrsiol i gefnogi'r ystod o anableddau cymedrol sydd gan ddisgyblion.</b></li> <li>• <b>Hyfforddi staff ynghylch y prif egwyddorion o addysgu disgyblion anabl.</b></li> </ul> <p>Whole school procedures in place to:</p> <ul style="list-style-type: none"> <li>• Allow sufficient time for all disabled pupils to accomplish work as part of the curriculum.</li> <li>• Ensure appropriate learning support/strategies in lessons/extracurricular activities to support the range of moderate learning difficulties had by pupils.</li> <li>• Train staff regarding the main principles of teaching disabled pupils.</li> </ul>	<p><b>Parhaol/ Continuous</b></p>	<ul style="list-style-type: none"> <li>• <b>Bod yr agweddau a nodwyd yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn.</b></li> <li>• That the aspects noted in the 'means of action' have been accomplished.</li> </ul>
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