



2026-2029

Strategic Equality Plan

agreed by Governors:

Signed by

Chairperson:

Signed by

Headteacher:

Date: February 2026

Scheme due for review : January 20



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Our values are more than words – They are the heart of our school.



Community

We care for each other, include everyone and show empathy whilst we work together to make our school a happy and safe place.



Aspiration

We believe in ourselves, aim high and work hard to achieve our goals



Loyalty

We are loyal to our values. We are honest, kind, respectful and always do what is right.



Ownership

We take responsibility for our actions, our learning and our choices.

We are proud of our work and try to improve everyday.



Never Give Up

We are resilient; we keep trying, even when things are hard. We learn from mistakes and always aim to be the best that we can be.

Our distinctive character, priorities and aims

1.1 School values

At Gwrysydd School, our CALON values: Community, Aspiration, Loyalty, Ownership and Never Give Up are at the heart of everything we do. They guide our actions, shape our culture and underpin our commitment to equality, inclusion and excellence for all.

In line with our Strategic Equality Plan, we are fully committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers who access our school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, or marriage and civil partnership.

Through our strong sense of **Community**, we foster a welcoming, caring and respectful ethos where everyone feels valued and supported. We nurture **Aspiration** by encouraging every learner to aim high and fulfil their potential, both academically and in their personal development. We promote **Loyalty** by building trust, respect and positive relationships across our school community. We encourage **Ownership**, empowering pupils and staff to take responsibility for their learning, behaviour and contribution to school life. Above all, we embody **Never Give Up**, instilling resilience and determination so that all learners can overcome barriers and succeed.

We actively monitor pupil achievement and use this information to identify need, provide targeted support, raise standards and ensure inclusive, high-quality teaching. We tackle discrimination through the proactive promotion of equality, by challenging bullying and stereotypes, and by creating an environment that champions dignity and respect for all.

At Gwrysydd Primary School, we believe that diversity is a strength to be respected and embraced. By living our CALON values each day, we ensure that every member of our school community feels proud of who they are and able to participate fully in school life.

1.2 Characteristics of our school

Main characteristics of the school

Gwrysydd Primary School is a large school which opened in September 2005 following the amalgamation of the former Infant and Junior Schools. It serves the communities of Treboeth and Penlan in Swansea and is situated in the Mynyddbach Ward. The school's pupil intake primarily comes from the Penderry 4 area, which is among the 10–20% most deprived areas in Wales, as defined by the Welsh Index of Multiple Deprivation (WIMD). Penderry 4 has been identified as an area of deep-rooted deprivation, consistently ranking among the 50 most deprived areas in Wales across the last five WIMD publications over the past 15 years.

There are currently 373 pupils on roll, aged between 3 and 11 years, including 24 part-time nursery pupils. In November 2013, the school expanded its provision by opening two specialist teaching facility classes for up to 20 pupils with autism spectrum disorder (ASD). In September 2025 Gwrysydd will change the designation of its Specialist Teaching Facility (STF) from an "Autistic Spectrum Disorder" STF to a "Social Communication with Learning Difficulties" STF. This change is part of a larger reform effort related to Additional Learning Needs (ALN) in Wales. The pupils in the STF are drawn from across the Swansea local authority, reflecting the school's commitment to inclusive education.

Approximately 50% of pupils of statutory school age are eligible for free school meals (eFSM), a figure significantly higher than both local and national averages. We currently have **27 different**

languages spoken in our school our percentage of EAL learners is approximately 17%. Most children who attend our school come from White British backgrounds and speak English at home with a minority being fluent Welsh speakers.

The school has identified around 20% of its pupils as having Additional Learning Needs (ALN). These include a wide range of complex and co-occurring difficulties such as specific learning difficulties, speech and language needs, behavioural issues, and autism spectrum disorders. The school has established a strong ethos of inclusion and provides a supportive learning environment tailored to meet the diverse needs of its learners.

Gwyrosydd Primary School benefits from excellent partnerships with a wide range of external agencies, working collaboratively to support pupils and their families. The school's commitment to inclusive practices and community engagement is a significant strength and plays a vital role in raising achievement and well-being among its learners.

Gwyrosydd is a fully inclusive school where everyone is respected and where tolerance, understanding and kindness are actively taught and modelled each day. We are proud of our diverse community and celebrate this richness at every opportunity, recognising that it strengthens and enriches our school. We provide a happy, safe, caring and stimulating environment in which children feel secure, valued and inspired to learn. On the whole, pupils' behaviour is excellent, reflecting our shared expectations and strong relationships. By working together, we truly *unlock our potential*, supporting every child to thrive and succeed.

At Gwyrosydd, promoting a healthy lifestyle and supporting pupil wellbeing are central to our ethos, embedded through our RSE and wider Health and Wellbeing curriculum. Pupil voice is a key priority and is strengthened through our UNICEF Rights Respecting Schools work and four purposeful voice groups, ensuring learners play an active role in shaping our school community and leading positive change.

School Staffing, Structure, and Facilities

Our school is committed to ensuring the safeguarding, wellbeing, and holistic development of all our pupils. With **373 pupils across 15 classrooms**, our staffing structure is designed to provide targeted support and challenge where it is most needed. Classes are predominantly **mixed-age**, allowing pupils to benefit from peer mentoring, collaborative learning, and continuity across year groups. Pupils are organised into **Pods**, each with a member of the Senior Leadership Team (SLT) acting as Pod Leader:

- **Nursery, Reception, Year 1 – Pod Berlau Môn**
- **Year 2 – Pod Lili Dlos**
- **Years 3/4 – Pod Aur y Byd**
- **Years 5/6 – Pod Llawn Daioni**
- **STF (Short Term Foundation) – Pod Claon Hapus**

Supported by the headteacher and deputy headteacher, our Senior Leadership Team is strategically deployed across the school to oversee each Pod, providing leadership, guidance, and support to both staff and pupils.

We have 64 staff members in total, including:

- 13 full-time teachers and 2 part-time teachers (FTE 11.3), supported by a part-time ALNCo and PPA cover from a HLTAs and Teachers

- 47 support staff, including a Family Liaison Officer (TA) responsible for attendance, welfare, and liaison with external agencies such as the Early Help Hub, school nurses, and Media Academy.
- Administrative team: Admin Manager and Admin Support Officer.
- Site Manager, full-time.
- Midday Supervisors, Breakfast Club Supervisors, and Cleaners ensuring safe, nurturing, and well-maintained learning environments.

The school serves a diverse pupil population:

- 20% with Additional Learning Needs (ALN)
- 17% with English as an Additional Language (EAL)
- 50% eligible for Free School Meals (FSM)
- The schools planned admission number remains at 56.

The Headteacher took up her post in May 2025 and the Deputy Headteacher in September 2025, bringing renewed strategic vision and momentum to the school's ongoing development.

In the most recent *Estyn* review (December 2024), Gwyrosydd Primary was judged to have made sufficient progress in addressing the recommendations from its previous Section 28 inspection and was removed from Estyn's list of schools requiring review, with no further monitoring activity required at this stage.

Our On-Entry assessments indicate that pupils join Gwyrosydd with a wide range of abilities and starting points. Staff have observed a growing number of children entering the school with limited social and communication skills and starting from a lower level of attainment than in previous years. To address these needs, many Nursery and Reception staff have undertaken specialist training in speech, language, and communication development, enabling them to provide targeted support and interventions. This ensures that all pupils, regardless of their starting point, have the opportunity to develop key communication skills, build confidence, and make strong progress from the outset.

Attendance and Punctuality – Promoting Equity for All Pupils

At Gwyrosydd, we are committed to ensuring every child has an equal opportunity to succeed. Currently, overall attendance is below 90%, a consistent trend over the past three years, and remains among the lowest in Swansea, despite the high-quality learning and support we provide. Regular attendance and punctuality are essential to ensure that all pupils, regardless of background or need, can access the full curriculum and benefit from social and emotional development opportunities.

While most pupils arrive promptly, we have noticed an increase in lateness and early collections for a small number of children. Arriving on time allows pupils to settle quickly, participate fully in lessons, and access support as needed. Our Breakfast Club, open from 8:10 am to 8:30 am, provides a welcoming and inclusive start to the day, helping children arrive ready to learn by 8:40 am. Early pick-ups disrupt learning and reduce teaching time, so we ask these only occur when absolutely necessary.

By prioritising attendance and punctuality, we can ensure that all pupils at Gwyrosydd have fair and equitable access to learning opportunities, supporting their academic progress,

wellbeing, and overall potential. We appreciate the continued support of families in helping every child thrive.

The behaviour of most of our pupils is excellent. School uses Restorative Practice pitched at the developmental age of each child and the Bronze Ambassadors Programme to support positive play behaviours at playtimes. Pupils are well motivated to achieve their full potential. The majority of pupils are well supported at home. Most parents/carers engage in a strong partnership with the school.

There are currently 1 looked after child and 1 family of traveller decent on roll. Pupil turnover is relatively high, in comparison with Swansea schools however nearly all pupils who now attend different schools have moved out of the catchment area. Pupils normally transfer to Pentrehafod Comprehensive School or Bishop Vaughan Comprehensive. Transition arrangements are good.

The school hosts a well-attended Breakfast Club and a range of after-school clubs which meet the interests of the children. Clubs are fully inclusive and are implemented by what children want. The clubs are led by teaching staff, and associate staff. We support the development of creative skills by providing opportunities for all children to join the Urdd and for younger children to aspire to join Primary Partners when they see the older children perform

Governors, staff, parents and pupils have a voice in decision making. We aim to ensure that everyone has the same chances and opportunities. We believe that by working together and consulting with all our stakeholders, everyone feels valued and included – a key factor for school improvement.

Tackling Discrimination

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

The school records, monitors and reports on all racial incidents. Any incident of discrimination is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- **Ensure the safety and wellbeing of the affected pupil/person** by stopping the incident and offering immediate support and reassurance.
- **Use restorative, non-confrontational approaches** to address the behaviour and help all involved reflect on its impact.
- **Address the behaviour of the individual responsible** in a constructive manner, explaining to the affected pupil/person the steps taken to resolve the situation.
- **If others witness the incident**, provide age-appropriate guidance to help them understand why the behaviour is unacceptable and its impact on others.
- **Inform the class teacher(s) of both parties** and accurately record the incident in the class diary. For any **racist incident**, ensure it is reported to the Local Authority via the official notification form (see Appendix 5).
- **Notify the Headteacher, Deputy Headteacher, or a member of the Senior Leadership Team** of the actions taken to ensure oversight and follow-up.
- **Communicate with families of those involved**, as appropriate, to keep them informed and engage them in supporting restorative outcomes.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- create a feeling of wellbeing for pupils and staff;
- provide a learning environment for all;
- ensure the curriculum meets the needs of all pupils using teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- 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 through RVE, RSE and ELSA
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion around equality issues which reflect on social stereotypes, expectations and the impact on learning and
- ensure zero tolerance towards bullying

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

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; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
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 identified in Appendix 2;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls, SEN and FSM;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion involving all stakeholders

Our School Equality Objectives are set out in **Appendix 3**

2. Responsibilities

2.1 Governing Body

The governing body 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 stakeholder 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 and Anti -Racist and Equality Policy, organising training for staff with Show Racism the Red Card organisation and attending training with DARPL 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of the SEP

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, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of 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. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to undertake accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. 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 feedback from meetings and questionnaires. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- pupil attainment and progress data relating to different groups;

- children views actively sought through the School Council, Eco-committee/club Pupil Questionnaires and incorporated in a way that values their contribution
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue.
- sports and activities choices of all groups

3.3 Engagement

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 would take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

At Gwyrosydd Primary School consultation regarding meeting the needs of those with the required protected characteristics includes:

- Discussions and feedback from the SLT, Governing Body and pupils through the School Council and other participation groups
- Feedback from the community through the posting of the plan on the school website
- Proactively seeking the views of people with the protected characteristics
- Ensuring all stakeholders have the opportunity to contribute to developing the SEP by seeking their views through questionnaires

In practice this includes engagement of:

- pupils through the Criw Cymraeg, pupil voice committees, Playground Buddies, Young Carers, feelings, complaints and suggestions boxes to engage over what happens in the school
- Staff through weekly briefing, staff meetings, SLT and Performance Management review meetings to discuss and negotiate professional development
- Governors through committee and full Governing Body meetings which facilitates discussion between, the Headteacher, staff Governors and in some circumstances pupils
- Parents are actively involved in school life and communication through a variety of channels, including the complaints procedure, suggestion boxes, the PTA, 'Meet the Teacher' sessions, Parent Consultation Evenings, workshops, after-school curriculum events, and school concerts. Where possible, specific requirements and needs are accommodated to ensure accessibility for all families. Additional communication is supported via the school website and parent questionnaires to gather feedback and opinions.

4. Equality Impact Assessment

An Equality Impact Assessment refers to the review of 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 and to ensure nobody is discriminated against on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or (non-) belief
- Sex
- Sexual orientation
- Welsh language

As part of Gwryrosydd Primary 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.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Attendance
2. progression of all learners
3. Pupil Participation and independence
4. ALN
5. Positive behaviour
6. Stereotyping

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties. Our action plans are cross-referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically. The school evaluates the effectiveness of the SEP on an annual basis or sooner should legislation or information change, through the Governing Body and with ESTYN when the school is inspected.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers

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 equality objectives;
- undertaking an annual review of progress against our equality objectives

This review process in 2029 will:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by January 2029



Appendix 2 Regional Equality Objectives

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

3. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

4. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

5. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

Equality Objective:				
Pupil/Family Participation				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Ensure pupils with disabilities have appropriate access to school activities – monitor current facilities and attend to any requirements for upgrade or introduction where funds are available	Head teacher	Summer 2026	Updated R.A's, PEEPs and IC plans for identified children Needs factored and finance considered in SDP Make sure staff are trained in manual handling	
Ensure all pupils have an opportunity to contribute to the life of the school through ownership of ideas through the pupil voice groups	Pupil voice groups RVE Coordinator Pupil voice leaders	Annually	Free and open elections held for committees ensuring that a wide spectrum of the school body is represented – Every pupil a member of a group within their class setting.	
Identify and contact vulnerable groups according to the protected characteristics as listed in the SEP to ascertain any requirements to improve access to the curriculum, information and buildings	HT	Summer 2025	Questionnaires completed to analyse requirements and any requirements actioned School to make reasonable adjustments for visitors Visitors with disabilities able to visit the school Needs factored and finance considered in SDP	
Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	All staff	Annually	Role models and heroes introduced and quoted and school body display increased participation, confidence and achievement levels	

Equality Objective:				
Progression of all learners				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Track the attainment/ achievement of: <ul style="list-style-type: none"> • Individual pupils • Cohorts of pupils • Groups of pupils <ol style="list-style-type: none"> 1. Gender 2. ALN 3. MAT 4. FSM 5. EAL Narrow any gap between least and most vulnerable pupils by implementing interventions in class and short term withdrawn interventions to include- Cognition and learning, communication and interaction, sensory and physical and social, emotional and mental health	ARR Coordinator- JS 2 and 5- JE and HMc (EAL Lead, ALNCo) Headteacher LL&C and M&N Co-ordinators, PDG funding ARR Coordinator ALNCo	Summer Term annually Termly Annually	All pupils reaching their potential Reducing gap between least and most vulnerable pupils in terms of attainment /achievement Increase the attainment/ achievement of the most able pupils	ALN- almost all learners are making progress from their starting point. The learners that aren't follow the progress flowchart EAL all learners have made progress from their starting points, with individual targets being tracked on the Bell Foundation Tracker.

Equality Objective:				
ALN				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Review Inclusion, ALN and EAL policies – develop EIP	Headteacher/ ALNCo	Autumn 2026	Attainment/achievement for ALN and MAT pupils in-line with expectations	3x registers to be available by end of summer term 2025; one each term
Share policies with stakeholders	Headteacher	Autumn 2026		
Ensure early identification of ALN and EAL pupils	Class Teachers	Annually on entry	Learners who would benefit from early intervention receive it to ultimately make progress in line with their peers	
Review IDPS				
Maintain an Additional support register	ALNCo	Termly	The registers will identify what each child is receiving and the impact of it	
Analyse attainment/achievement data annually to ensure registers reflect appropriate pupils	All staff	Summer Term annually		
Implement relevant support groups as required to support needs under the areas of need: Cognition and learning, communication and interaction, sensory and physical and social, emotional and mental health	ALNCo/ Teaching Assistants, classteachers	Annually	Progress in identified areas from their starting point	

Equality Objective:				
Stereotyping				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Review the annual questionnaires to stakeholders and insert question/s relating to the protected characteristics	HT & SLT	Annually	Questionnaire, my selfi, happen, analysed and any amendments to practice made and stakeholders informed of developments	
Share the SEP with all stakeholders. Publish the plan on the school website to ensure total access – ensure a question in the above survey to identify people who have not got access to the internet	Headteacher Senior Management Team ICT coordinator	Annually		
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 and language of the month assemblies	Humanities Coordinator EAL lead JS	Ongoing	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis	
Ensure the curriculum addresses stereotyping directly and indirectly – through access to activities for all and through specific lessons – RVE, ELSA, health and wellbeing week	All staff	Annually and with the appointment of new staff		

Equality Objective:**Stereotyping****Associated actions required:**

Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Ensure any racial incidents are reported, monitored and acted upon effectively, the link to report is on school sharepoint for all staff to access and SLT to log on MYCONCERN..	Headteacher Deputy Headteacher	On-going as arises		
To review and assess the impact of policies and prevent stereotyping. Staff & Governors Policy Group to consider & review the following policies; Admission form ALN Policy Attendance policy CPD policy Fire operating procedure policy Health and safety policy Home School Agreement RSE policy Health and Wellbeing Policy Race Equality plan RVE Policy School Prospectus SEP Staff handbook Trip forms	Headteacher PSE Co-ordinator All Staff Administrative staff Governing Body	Annually	Policies reviewed, updated and a true reflection of what is happening in the school. Comply with SEP & DDA requirements	
Ensure that all school policies & plans contain no discriminatory phrases Review policies systematically through Staff, SMT and Governors policy group	All staff Governing Body	Annually		

Appendix 4 Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to fulfill participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favorably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2008 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers (Leaders of Learning DCF, FP) and ALN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties (disabled parking bays) and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and acoustic treatment.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- ALN policy
- Equal Opportunities Policy
- Curriculum policies.

Summary of current position

The school is working towards a plan to upgrade many of the facilities e.g. toilets, accessibility for community events, Safe outdoor learning spaces

Corridors and halls are in the process of being cleared of non-essential furniture and clutter to heighten accessibility and to promote a sense of calm throughout the school. Wheel chair wide corridors, ramps and a lowered reception desk caters exceptionally well for disabilities. If anyone has hearing or sight problems, they just let us know and we will endeavour to give support

Colours have been chosen to provide a calm working atmosphere and we are slowly working throughout the school to embrace this vision throughout. Accessibility toilets can be found in the infant corridors just off the main foyer. Pull down ramps are available on most of the stair wells but focus needs to be on the junior corridors where this is limited.

Interactive Ctouch screens have been installed in every classroom.

The school administration office is in a central position. The school would benefit from better signage directing visitors to this point.

All pupil, community and staff toilets are in need of refurbishment.

Although onsite parking is available for staff, spaces are limited, and only authorised vehicles are permitted on site in accordance with our Traffic Management Policy. Pupils with disabilities must arrive at designated times to access the site by vehicle, as outlined in our policy. Any visitor requiring onsite vehicle access due to a disability is encouraged to contact us in advance so that appropriate arrangements can be made, ensuring the safety of everyone on site through a suitable risk assessment.

Emergency and evacuation systems are documented and practised. The fire alarm bell is only audible, it is not visible throughout the school however it is also visible in the new admin area of the school. Pupils with disability are provided with an individual PEEP. This is shared and signed by parents. All staff are fully aware of this. In classrooms resources are clearly labelled and easily accessible to pupils. Some surplus furniture has been removed to allow easier accessibility. All classrooms have appropriate storage

All areas are adequately lit. All PE/Games equipment stored in the storage space side stage in the junior hall, accessed by adults only.

All staff have the necessary training to teach and support children who require additional support. The ALNCo oversees the implementation and attendance of ALN training for all staff to ensure there are no gaps in provision and staff feel confident that they are able to do their jobs professionally and in an informed manner. Any concerns about a child who may have additional learning needs are signposted in the first instance to the ALNCo who then undertakes a series of investigations to determine whether the child has ALN or not. If a child does have ALN and needs ALP; an IDP is made. If a child has ALN and does not require ALP, then no IDP is made. When making an IDP, the school follows the pupil-centred process of PCR's. The IDP is reviewed annually (or bi-annually if under 5) or whenever a request is made to review.

The ALNCO regularly liaises with outside agencies which include, but not limited to- EP, OT, SALT, CAMHS, charities, counselling services, EHH, ALN caseworker. The ALN policy has recently been reviewed and is in line with the new Code of Practice.

Teaching staff are encouraged to take account of teaching styles, pupil organisation, accessibility of resources, learning styles, additional needs of pupils when planning and delivering lessons. This could be further developed. All pupils are encouraged to participate in all activities covering all aspects of the National Curriculum as well as extra curricular activities and school trips. Risk assessments are undertaken for which staff have received training. Teaching staff through differentiation attempt to meet the needs of all pupils – these are under review through lesson evaluation and IDP reviews. Differentiation can take numerous forms. See ALN Policy for further expansion. This seeks to remove all boundaries to learning and participation. .

All visitors to the school are made to feel welcome as part of the school's ethos. All visitors comment upon the welcome extended by staff and pupils. A visitors' book is signed on arrival at the school and a visitors badge is worn. The fire evacuation procedure is visible at the door in the Visitor leaflet.

All staff have high expectations of pupils. High expectations of behaviour is becoming more consistent with the introduction of restorative practices and developing positive behaviour policy.

There is a philosophy of inclusion at the school. There are a number of pupils at the school who are preferred placements due to the reputation of the school working to meet the needs of the individual, promoting a philosophy of inclusion and a reputation of valuing all pupils.

The school through the LA has the ability to provide information in large print, on audio tape or in Braille for prospective pupils and parents to access information. The school has the facilities to produce written information in varying font sizes. Currently the school does not use RNIB guidelines on producing written information in accessible formats. School can also translate messages to families via the school app, "dojo."

The responsible body requires training on its duties and responsibilities under DDA. The school has a newly adopted internal complaints procedure. This report highlights areas in which it will now plan to make reasonable adjustments to make the school accessible to all.

Appendix 4

Accessibility Plan – Short Term – School Design

Target	Strategies	Outcome	Timeframe	Goals achieved
To optimally organise classrooms for pupils with disabilities	Staff to consider classroom layout/storage and accessibility of resources for pupils with speech and language difficulties/ Aspergers pupils	Classroom organised effectively to meet pupils needs	Ongoing	
Improve availability of written materials in alternative forms	School to utilise County services to convert written information into alternative formats, use dojo as an instant translation tool	School able to deliver information to all pupils/parents with disabilities	Ongoing	

Accessibility Plan – Medium Term – School Design

Targets	Strategies	Outcome	Timeframe	Goals achieved
To optimally organise classrooms to meet the needs of all pupils including any future pupils who may have accessibility issues	Staff to have awareness raised as regards meeting the needs of pupils with a range of disabilities Staff to action advice to meet the needs of all pupils Staff to action advice to meet the needs of pupils admitted with specific accessibility needs	Increased staff awareness of impact relating to classroom organisation on pupils disabilities Improved access of classroom/resources for all pupils	Ongoing	

Accessibility Plan – Long Term – School Design

Targets	Strategies	Outcome	Timeframe	Goals achieved
Parking is a problem as there is no disabled parking bays onsite and there are currently no safe drop off points for pupils with disabilities	Budget constraints, support from LA needed	Safeguarding and H&S Team and PCSO support to monitor traffic issues.	Ongoing	

Accessibility Plan – Short Term – Delivering the curriculum				
Targets	Strategies	Outcome	Timeframe	Goals achieved
To ensure staff are adequately equipped to teach/support pupils with Additional learning needs	Provide training for staff appropriate to the needs of the pupils in their class ensuring <u>all</u> staff have completed <ul style="list-style-type: none"> • ASD certificate wales • Inclusive education awareness session • ALNET update sessions • Target books IDP session Ensure that identified staff have completed identified training days to compliment and support the needs in their class to support the 4 areas of need	Staff better equipped to meet the needs of pupils in their class Pupils receive support appropriate to their needs	June 2026	
Staff to provide opportunities for all pupils to achieve	Provide further training for staff regarding differentiation Headteacher to monitor the levels of EQUITY IN HOMEWORK MENU'S AND CURRICULUM DESIGN .	Lessons allow all pupils to achieve All pupils reach their potential	annually	

Accessibility Plan – Medium term – Delivering the curriculum				
Targets	Strategies	Outcome	Timeframe	Goals achieved
Raise awareness of accessibility issues to new staff including supply staff	Incorporate a summary of the issues surrounding accessibility/providing an accessible curriculum to new staff through the induction programme/booklet for supply teachers	New staff and supply teachers au fait with providing a curriculum accessible to all	Annually	
To ensure equality of access for all pupils to a good quality education	<p>Pre-school visits to be arranged one to one if necessary prior to admission</p> <p>Admission forms to request information re. disability</p> <p>Staff to receive training on managing behaviour</p> <p>Attendance/punctuality to be monitored and Headteacher/Attendance Officer to address issues with parents</p> <p>Risk assessments and reasonable adjustments to be made to allow disabled pupils to access all activities including residential visits</p> <p>Transition arrangements to allow for smooth transfer of data/information</p>	Accessibility increased for all pupils	Annually	