

Ysgol Gymraeg Cwmbrân

Strategic Equality Plan

2021-2025



Strategic Equality Plan agreed by Governors:

.....*Jo Lewis*.....(Signed by Chair)

.....*11.03.25*.....Date

Due for review:..... 09.25 (new objectives to be set).....(date)

Policy Review Dates:

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1. Our distinctive character, priorities and aims

1.1 School values

Our vision is to provide a school where pupils, parents, teachers, governors and the local community are able to work together to produce a safe, welcoming environment conducive to high educational standards.

We aspire to be a school which celebrates success, where each individual is made to feel important and worthwhile. We aspire to create a sense of reverence for our language, culture and history and a respect for other languages and cultures. 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. Our aim is to embed fairness and equality in all aspects of our school plans and policies.

The education and wellbeing of the children is of utmost importance when making any decision at the school. Ysgol Gymraeg Cwmbrân has a values based ethos and considers promoting good levels of pupil well-being a priority. We constantly strive to provide an interesting and varied curriculum that will engage the child's natural capacity for learning, whatever his colour, nationality, culture or creed.

We aspire to provide our pupils on leaving Ysgol Gymraeg Cwmbrân, with the educational tools and social skills to continue with their learning and prepare them for future life.

Aims and Objectives

All children are equal to each other but we also accept that children differ from each other and that they can succeed in different ways. We respect every pupil of all races, colour and creed, and we hope to teach the children to develop by respecting children of all cultures and creeds based on their respect of the two languages and cultures in their own country. We expect children to work hard, to enjoy school life and to keep the rules of the school. In other words we expect them to work at their tasks and to be pupils of a Welsh Medium Primary School.

It is our aim to develop the pupils into independent learners who can research well and can work together as a team in a caring and respectful atmosphere.

1.2 Characteristics of our school

The school is a Welsh Primary School which was opened as an Infant and Junior School in September 1991 serving the catchment area of Cwmbran town. In September 1997 a Nursery class was opened as part of the school. The school accepts pupils in accordance with the Authority policy from the beginning of September following their fourth birthday or from the beginning of September following their third birthday to the nursery class.

Ysgol Gymraeg Cwmbrân is a Welsh school and all pupils from the ages of 3 to 11 are educated through the medium of Welsh. They are always encouraged to show pride in their ability to speak Welsh. English is taught as an additional core subject at Key Stage 2. As of September 2024 there are 277 full time pupils on roll as well as 30 part time nursery pupils.

There are currently 11 full time teachers and 3 part time teachers and 11 Learning Support Assistants.

The main aim of the school is to give each pupil the opportunity to develop to his full potential by nurturing attitudes and sharing experiences that will serve as a strong grounding for adult life. This is done whilst encouraging a pride in being Welsh and a loyalty towards community and heritage.

29.24% of pupils are currently entitled to free school meals.

22.74% of pupils are currently on the ALN register.

98% of pupils are from non-welsh speaking families.

0 pupils are currently 'Looked After' by the Local Authority.

Most of our Nursery pupils stay on to full time education. We do receive pupils from other state nurseries and private childcare facilities.

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. We are committed to providing equality and excellence for all in order to promote the highest standards.

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:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

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 Torfaen equality objectives identified in **Appendix 1**;
- 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;

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

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

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 child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;

- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, 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 ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

2.4 Learning and Teaching

- All pupils have access to the mainstream curriculum in accordance with WG guidelines.
- All classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and that their contributions are valued.
- Teaching styles include collaborative learning and AFL practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.
- All classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of a range of people

living in the United Kingdom. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

2.5 School curriculum

- Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum experience for pupils of all backgrounds.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.
- Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all pupils. The school gives due regard to parental preferences and concerns.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

2.6 Admissions, attendance, behaviour, discipline and exclusion

- In line with WG guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils
- Comprehensive information regarding pupils' ethnicity, home language, religion, physical needs, diet, known allergies etc is included in all admission forms
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.
- Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils
- Absence is always followed up by appropriate personnel in compliance with agreed procedures stipulates within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Anti-bullying, Behaviour and Discipline, Inclusion, Disability discrimination, Gender and Anti-Sexist, Race Equality) are all linked to this Strategic Equality Plan.

- Appropriate provision is made for leave of absence for religious observance for pupils and staff.

2.7 Attainment, progress and assessment.

- Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

- The monitoring and analysis of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

- Staff use a range of methods and strategies to assess pupil progress. The school ensures that all formative and summative assessment is free of gender, racial, cultural and social bias.

- Self-evaluation and peer assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

2.8 Partnerships with parents and the community

- The school endeavours to provide information materials for parents in accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community languages and alternative formats upon request. This includes use of the School website www.ysgolgymraegcwmbbran.co.uk and X as well as a text messaging service.

- Progress reports to parents are provided in a range of formats in order to ensure that all parents/carers have the opportunity to participate in the dialogue. The school works towards a 100% engagement level of all parents/carers in consultations about pupil progress.

- All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all.

- Parental involvement is monitored to ensure the participation of parents from all groups whose children are at the school. Actions are included in the schools Strategic Equality objectives to address any inconsistencies. When appropriate the school will take steps to encourage the involvement and participation of underrepresented groups of parents and sections of the community.

- The school works in close partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times may target minority or marginalised groups.
- The school's premises and facilities are accessible for use by all groups within the community. The school endeavours to address accessibility difficulties.
- The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives

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 do accurate impact assessment 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 the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

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 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.

Questionnaires are used to gain information from stakeholders. The results of which are analysed and are used to determine certain priorities for the School Development Plan. The results of the pupil's questionnaire are discussed with the School Council and Governors. The School Council then determine initiatives to address any areas highlighted. All correspondence is bilingual and parents are notified by letter, by Schoop, X and through the School website.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

- 1. Improve the way we collect and act on the pupil's voice*
- 2. To educate all children in racial and sexual equality.*
- 3. To ensure that pupils are not disadvantaged by poverty/inability to access devices when there is increasing emphasis on improving digital competency.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are incorporated into the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

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.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

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 and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- 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 annually.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.

This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. –

(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)**

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

**We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System.
(Executive Member For Children And Young People)**

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Ysgol Gymraeg Cwmbrân

Strategic Equality Plan 2021-2025 Equality Objectives and Action Plan

Equality Objective 1. Improve the way we collect and act on pupils voice				
Our Research: It has become evident that the existing pupil led committees need to develop greater autonomy. This will enable them to contribute more confidently to decision making and planning within the school.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • Pupils can identify the way they have contributed to changes within the school. • Pupils become confident within their roles and the committees become more independent in decision making. • Committees can lead confidently on initiatives within the school. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Refine the roles and responsibilities of pupil led committees.	BD CE HY ENJ ER	09/21	Ongoing
1.2	Ensure representation from all groups and equal opportunity for all	BD CE HY ENJ ER	09/21	Ongoing
1.3	Relevant staff to ensure that the committees meet regularly.	BD CE HY ENJ ER	09/21	Ongoing
1.4	Ensure sufficient time is assigned to enable committees to work collaboratively on developing whole school initiatives and events.	BD CE HY ENJ ER		Ongoing
1.5	Pupil questionnaires to be undertaken annually to ascertain views and gather suggestions.	CE CP	06/22	Ongoing
1.6	Increase opportunities for pupils to plan their learning and have a key role in determining themes and lines of enquiry.	All staff	01/22	Ongoing

Equality Objective 2.

To educate all children in racial equality.

Our Research:

Discussions between the Show Racism the Red Card Team and school staff highlighted that the unawareness of the impact of racism can be attributed to the demographic of the area. In addition, we wish to promote a greater understanding of protected characteristics at an age-appropriate level.

This objective will be judged to be successful if...

- Staff are confident in delivering a curriculum which encompasses many aspects of cultural, ethnic and racial diversity.
- Reduction in the number of racial incidents.

Actions:

	Description	Responsibility	Start date	End date
1.1	Staff training/workshops to upskill staff to feel confident in embedding anti-racism education in their own teaching, as well as robustly challenge racism if it does occur.	All staff	10/21	10/21 – All staff have received training Training needs reviewed annually.
1.2	Annual workshops for children facilitated by Show Racism the Red Card.	CE	Oct 21	Ongoing
1.3	A broad selection of resources provided by Show Racism the Red Card to be discussed during whole staff meetings and revisited annually.	SMT	Ongoing	Ongoing
1.4	Annual participation in Show Racism the Red Card week.	All staff	Annually: Wearing Red Activities planned to mark the day.	Ongoing
1.5	Continue to add to the bank of topics and texts to stimulate discussion and improve pupils' understanding of racial equality and racism. Ensure that there are ample opportunities to learn about cultural diversity and the impact of racism.	All staff	01/22 A range of genres/stimulus have been chosen to enrich curriculum and develop pupils' understanding of diversity and	Ongoing

			racism. Staff will continue to choose texts which lend themselves to this.	
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Equality Objective 3.

To ensure that pupils are not disadvantaged by poverty/inability to access devices when there is increasing emphasis on improving digital competency.

Our Research:

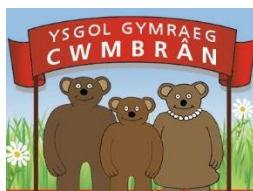
Targeted monitoring and support for pupils who have no access to devices at home will enable staff to plan more opportunities for these pupils to develop their skills in accordance with the DCF in school. It became evident during the period of enforced closure which pupils were disadvantaged as they had limited or no access to distance learning.

This objective will be judged to be successful if...

- There is no disparity in the acquisition of digital competency skills within cohorts.
- An increase in the number of pupils engaging with homework tasks and activities.

Actions:

	Description	Responsibility	Start date	End date
1.1	Questionnaire to all parents/guardians to ascertain their views on current homework arrangements.	CP	01/22	01/22
1.2	Review current homework arrangements to ensure most accessible methods are used.	All staff	02/22	02/22
1.3	Re-establish ICT extra-curricular club with a focus on engaging target group.	LA	03/22	Ongoing
1.4	Establish a loaning scheme. School to invest in additional Chromebooks which can be loaned to pupils.	CE	03/22	07/22
1.5	Mapping of provision and implementation of DCF across the school to become embedded in the school's monitoring cycle.	LA	11/22	Ongoing



SCHOOL ACCESS PLAN AS AT 2022-2025

Target - Physical Environment			
	Strategies	Timescale	By whom
Building	Building modifications carried out with approval from the Local Authority, adhering to their guidelines that address accessibility considerations	Ongoing	CE
Building	Ensure all school entrances and exits are wheelchair accessible with ramps and establish a routine maintenance plan to keep them in proper condition.	Ongoing	CE/JN
Trips	Include all children in trip risk assessments and implement necessary safety measures to ensure they can fully and safely participate in the trip.	Ongoing	CE
School grounds	Establish outdoor learning and recreational spaces to be accessible, with inclusive resources and seating areas that accommodate all students.	Ongoing	CE

Target - Curriculum			
	Strategies	Timescale	By whom
	Implement assistive technologies to accommodate students' diverse learning styles and needs.	As required	CE HB
	Identify the needs of new pupils and adjust their curriculum accordingly to fully support	Ongoing	All staff

	<p>them and help them achieve their full potential.</p> <p>Staff training to support all pupils with ASD, TIS, SPLD, and individual medical needs is current and revisited regularly inhouse and with the support of external agencies.</p> <p>Ensure that staff are trained to support all pupils in ASD, TIS, SPLD and Medical training as needed.</p> <p>Continue to implement teaching strategies that cater to diverse learning styles and abilities, including visual, auditory, and kinesthetic methods</p>		CE/HB
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Target - Information			
	Strategies	Timescale	By whom
	<p>Consult parents/carers about access needs during initial meetings before their child starts at the school.</p> <p>All correspondence is written in plain Welsh/English.</p> <p>Develop user friendly platforms that enable parents/carers to access important information and resources.</p> <p>All staff to be aware of parents who may need support in accessing materials and help with this.</p> <p>Provide school information in multiple formats, including braille, large print, and digital formats.</p>	Ongoing	<p>CE/HB</p> <p>SMT</p> <p>SMT</p> <p>All staff</p> <p>CE</p>