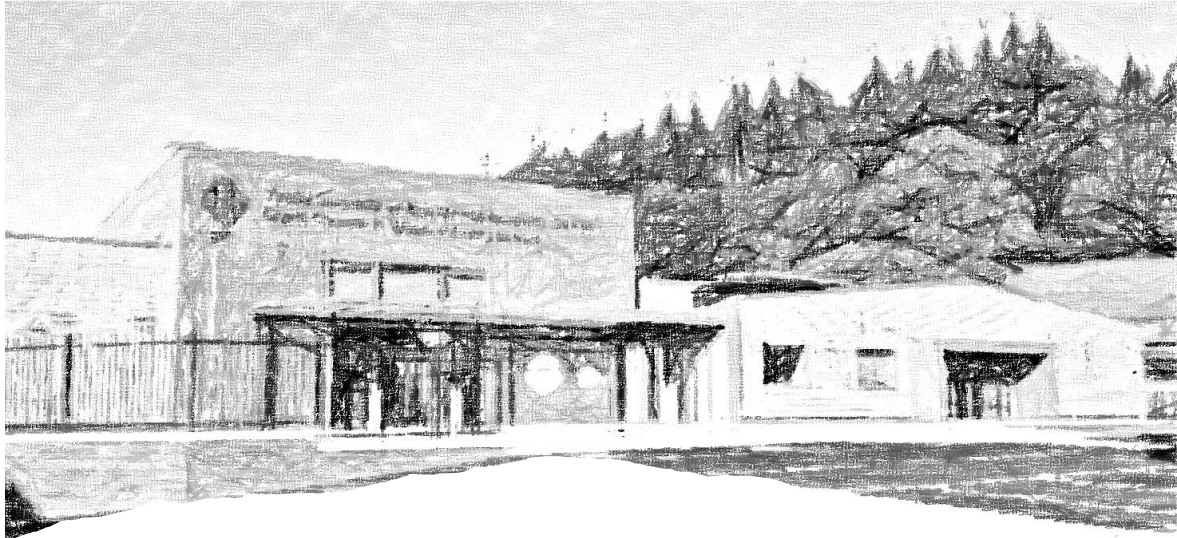




Clyro C.I.W. Primary School

Many hands build a house, many hearts build a school.



EQUALITY PLAN

Date adopted by Headteacher and Governing Body:	April 2026
Review date:	April 2030
Signed by Chair of Governors:	<i>H Elliott</i>
Signed by Headteacher:	<i>L McCrohon</i>

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values



Our vision 'Nurture, Wonder, Thrive' and values at Clyro Church in Wales Primary School are at the core of everything that we do.

Our values underpin our teaching and learning, our daily school life and provide an environment which prepares our pupils as confident, happy, resilient and healthy citizens who are ready, safe and respectful, prepared for future life.

Nurture - values; supported; confidence; resilience; empathy; health; wellbeing; positive relationships.

Wonder - apply skills and knowledge; independence; innovation; confidence; respect needs and rights; risk takers; team player; have fun; lifelong experiences.

Thrive - face challenges; sustainability of planet; think creatively; solve problems; responsibility; prepared for life.

Our school vision is based on the four purposes of the Curriculum for Wales, which we want all our pupils to develop during their time with us.

At Clyro Church in Wales Primary School, we want our learners to be:

- Ambitious, capable learners.
- Enterprising, creative contributors.
 - Ethical, informed citizens.
- Healthy, confident individuals.

Our vision at Clyro Church in Wales Primary School is to foster in each individual child a love of learning by nurturing and developing curiosity, awe and wonder. We aim to expand pupils' horizons by providing creative, inspiring and challenging experiences and opportunities which allow our children to thrive, leaving us as confident, capable and well-rounded citizens, equipped for the future.

At Clyro Church in Wales Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Clyro Church in Wales Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school



Clyro Church in Wales Primary School is a small rural school located just outside the village of Clyro, nestled in the Wye Valley. The school has been on its current site since 1977, having relocated from its original Victorian building in the centre of the village.

The local community includes a mix of long-established farming families and a more diverse population of professionals and retirees who have moved into the area. While the farming community remains strong, it has faced challenges, including younger generations leaving the area in search of employment.

In 2012, two local primary schools closed, and Clyro became the receiving school for those pupils. In 2018, the school moved into a new purpose-built building, and a new Headteacher was appointed in February 2026.

The majority of our pupils transfer to Gwernyfed High School. However, due to our proximity to the English border, a number of pupils have historically moved on to Lady Hawkins' School and Fairfield High School.

The school currently has 72 pupils on roll. Fewer than 5% of pupils are eligible for Free School Meal (eFSM) benefits, and the number of learners within other groups

is also relatively small. As a result, data should be interpreted with caution, as small cohort sizes can limit the reliability of comparisons and trends.

Current data indicates no significant gender-related disparities. Furthermore, there have been no recorded incidents of bullying related to race, gender, or disability discrimination within the past twelve years.

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:

- 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;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include 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 (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, 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 **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

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

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; 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
 - 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.

Our Equality Plan and Equality Objectives are set in the light of:

- The local authority equality objectives identified in **Appendix 2**;
- views expressed by stakeholders who have been involved in the development of the Plan;
- issues arising as a result of an analysis of pupil data, e.g. progress of boys v. girls;

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and 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 will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in the school

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan 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 Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment 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 the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging 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 the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. 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 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 groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's 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 are 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.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school 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.

Clyro Church in Wales Primary School is a fully inclusive provider, committed to supporting all learners. We operate an open-door policy, maintaining strong lines of communication with parents and other stakeholders. This approach ensures that information, as well as our aims and priorities for improvement, are easily shared and understood.

We publish a half-termly newsletter, which is available on our website and displayed on the school noticeboard. Our new prospectus, approved by the Governing Body in January 2026, is accessible via the school website, with a paper copy also available in the school foyer. The website is regularly updated to keep our community informed, and a redesigned, more accessible and user-friendly platform is due to be launched in June 2026.

At the start of each academic year, we host a "Meet and Greet the Teacher" event for parents. In addition, we offer parent workshops, information evenings, and regular parent consultation evenings. Parents of children with Additional Learning Needs meet regularly with class teachers to review progress and support.

We organise transition sessions for pre-school children and their parents, and have established strong partnerships with local high schools in both Powys and Hereford to ensure smooth and seamless progression for our pupils.

The school actively engages with the wider community, contributing regularly to a display board in the local church. Members of the church and wider community also volunteer within the school, further strengthening these links.

The School Council meets half-termly to discuss key issues and contribute to school development. In November 2025, pupils played an active role in the interview process for the appointment of our new Headteacher.

We conducted parental questionnaires in October 2025 to gather views and feedback. The results indicated that 90% of parents felt their child was safe in school, 65% reported that their child enjoyed school and was happy to attend, and 73% felt their child was treated fairly and with respect.

Following the appointment in February 2026, the new Headteacher met with parents to share the school's vision and ongoing development priorities. At the end of the summer term, a revised parent and pupil questionnaire will be issued to gather further feedback. The outcomes will inform the School Development Plan for the next academic year.

There are no barriers in terms of language, as all stakeholders use English as their first language, while pupils are also taught Welsh. The school building is fully accessible for individuals with mobility difficulties, and the grounds are suitable for pushchairs and wheelchairs. Governors provide an annual report to parents.

We have a comprehensive range of policies in place to address issues relating to disability, equality, and expectations around how children treat one another, as well

as how they are treated by both peers and adults. This document, alongside its associated action plans, strengthens these policies, ensuring our provision remains effective and that we can respond promptly and appropriately when concerns arise.

We adhere to the guidelines issued by Powys County Council should it ever be necessary to consider excluding a pupil. In such cases, a Pastoral Support Plan would be implemented, bringing together a team around the child to provide support and to help restore positive practices and relationships.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. To strengthen pupil voice by:

- Expanding the role of the School Council to include representation from diverse pupil groups.
- Involving pupils in key decisions, including policy reviews and school improvement priorities.

2. To improve engagement with stakeholders by:

- Increasing parental response rates to surveys and consultations by at least 15% over the next academic year.
- Ensuring representation from all key groups (including those with Additional Learning Needs and disadvantaged backgrounds) in feedback activities.
- Providing at least three inclusive engagement opportunities annually (e.g. pedagogy workshops, parent forum, or information sessions).

3. To improve the diversity of resources within the school library by:

- Auditing current stock to identify gaps in representation (e.g. race, culture, disability, gender, family structures).
- Increasing the number of books and materials that reflect a wide range of backgrounds and experiences.
- Ensuring all year groups have access to diverse and inclusive texts.
- Gathering pupil voice to inform the selection of new resources.

4. To promote the Welsh language and culture across the school, ensuring all pupils and stakeholders have equitable opportunities to engage with and develop their Welsh language skills.

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 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 its Equality Plan 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 Equality Plan and action plans 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 Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

All data collected will be used solely for the purpose of analysing trends by protected groups 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 identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

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

- revisiting and analysing the information and data used to identify priorities for the Equality Plan 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 groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan 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 evidence 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 Equality Plan every four years.



Clyro C.I.W. Primary School

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Equality Plan 2025–2029

Appendices

- Appendix 1** Protected Characteristics
- Appendix 2** Local Authority Equality Objectives
- Appendix 3** School Equality Objectives and Action Plan
- Appendix 4** School Accessibility Plan
- Appendix 5** Stakeholder Consultation Questionnaires

Protected Characteristics under the Equality Act 2010

- **Age***
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Local Authority Equality Objectives

Stronger, Fairer, Greener - Our Corporate Plan

Our Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives we will focus on to help make our vision a reality.

The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet our objectives.

Our ambition is that by 2027, we will be:

- **Stronger** - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- **Fairer** - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- **Greener** - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.

To achieve our ambition, we have set the three objectives below that are the core aims of this Corporate and Strategic Equality Plan:

1. We will improve people's awareness of services, and how to access them, so that they can make informed choices.
2. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
3. We will work to tackle poverty and inequality to support the well-being of the people of Powys.



Equality Plan 2026- 2030

Equality Objectives and Action Plans

Equality Objective 1

To strengthen pupil voice by:

- Expanding the role of the School Council to include representation from diverse pupil groups
- Involving pupils in key decisions, including policy reviews and school improvement priorities

Our Research:

Findings show that schools with stronger pupil voice have higher engagement, improved behaviour, and better outcomes. However, current representation is uneven, with limited input from diverse pupil groups and minimal involvement in policy review or school improvement planning

Information from Engagement:

Pupils, staff, and parents recommended greater involvement of pupils in decision-making, particularly in policy reviews and school improvement planning, to ensure their views meaningfully influence school priorities.

Data Development:

Collect more detailed pupil voice data (e.g., by year group, ALN, EAL, disadvantaged groups) to identify gaps in representation and participation. Gather baseline and follow-up data on School Council membership diversity, pupil engagement in decision-making processes, and involvement in policy reviews and school improvement activities. Include regular pupil surveys and focus group feedback to track changes over time.

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

- There is increased representation of diverse pupil groups within the School Council.
- There is clear evidence that pupils are actively involved in key decisions, including policy reviews and school improvement planning.
- Pupil feedback shows increased confidence that their views are listened to and acted upon.
- Engagement levels in pupil voice activities show an upward trend across all groups.
- School Council minutes and actions demonstrate measurable impact on school priorities and policies.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
	<ul style="list-style-type: none"> • Review current School Council structure and introduce clearer representation criteria for diverse pupil groups. • Actively recruit underrepresented pupils (e.g. ALN , EAL, neuro-diverse pupils). • Provide training/support for School Council members on leadership and decision-making. • Establish regular opportunities for pupils to contribute to policy reviews and school improvement planning. • Set up structured pupil consultation mechanisms (e.g. surveys, focus groups, forums). • Continue to ensure feedback loops so pupils see how their input has influenced decisions including attendance/ presenting at a Governing Body meeting / sub-groups. 	DHT	<ul style="list-style-type: none"> • Devoted staff / leadership time for coordination of School Council and pupil engagement activities. • Training resources for School Council members and staff facilitators. • Administrative support for surveys, data collection, and analysis. • Time allocation within curriculum/assemblies for pupil voice activities. 	April 2026	Termly

Equality Objective 2

To improve engagement with stakeholders by:

- Increasing parental response rates to surveys and consultations by at least 20% over the next academic year
- Ensuring representation from all key groups (including those with Additional Learning Needs and disadvantaged backgrounds) in feedback activities
- Providing at least three inclusive engagement opportunities annually (e.g. workshops, forums, or information sessions)

Our Research:

We reviewed parental engagement data from surveys, consultation events, and workshops, alongside pupil voice and feedback from staff and governors. We also considered the school's demographic profile to ensure inclusive participation across all groups, including pupils with Additional Learning Needs and disadvantaged backgrounds.

Findings show that while some parents engage regularly, overall survey response rates could be improved and engagement from some groups is less consistent. Key barriers include timing, communication methods, and accessibility. This indicates a need to widen and improve engagement opportunities to ensure all stakeholder voices are represented.

Information from Engagement:

Feedback from parents, pupils, staff, and governors highlighted the need to improve survey response rates and ensure a wider range of voices are represented in consultations, particularly from parents of pupils with Additional Learning Needs and disadvantaged backgrounds. Stakeholders suggested offering more flexible and accessible ways to engage, including varied timing of events and a mix of digital and face-to-face opportunities. They also identified the value of providing more regular workshops, forums, and information sessions to strengthen communication and involvement.

Data Development:

We need to gather more detailed data on parental engagement, including survey response rates broken down by key groups (e.g. ALN, eFSM and other vulnerable learners), and attendance/participation data from consultation events, workshops, and information sessions. Additional data on preferred methods and timing of communication will also be collected to better understand barriers to engagement and to inform future improvements.

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

Parental response rates to surveys and consultations increase by at least 20% over the academic year. Engagement data shows improved and more representative participation from all key groups, including pupils with Additional Learning Needs and disadvantaged backgrounds. At least three inclusive engagement opportunities are delivered annually, with increased attendance and positive feedback indicating that stakeholders feel better informed, involved, and able to contribute to school improvement.

Actions:					
	Description	Lead Responsibility	Resource Implications	Start date	Review date
	<ul style="list-style-type: none"> • Review and improve survey methods to increase accessibility (e.g. shorter surveys, digital and paper formats, reminders via multiple channels) • Target communication to ensure inclusion of all key groups, including ALN and disadvantaged families • Offer varied timing and formats for consultations (e.g. morning/afternoon/evening, in-person and virtual options) • <input type="checkbox"/> Analyse engagement data regularly to monitor participation trends and identify gaps 	LM/ RB	<ul style="list-style-type: none"> • Staff time for redesigning surveys and analysing responses; possible use of online survey tools (although initial conversations with parents suggest they don't like using the online form). • Additional staff time for tracking engagement data and targeted follow-up communications. • Staff cover and potential extended working hours for events. • Leadership time for data analysis and reporting. 	April 2026	Termly

Equality Objective 3 (linked to library development project Summer term 2026)

To improve the diversity of resources within the school library by:

- Auditing current stock to identify gaps in representation (e.g. race, culture, disability, gender, family structures)
- Increasing the number of books and materials that reflect a wide range of backgrounds and experiences
- Ensuring all year groups have access to diverse and inclusive texts
- Gathering pupil voice to inform the selection of new resources

Our Research:

We undertook an audit of current library stock to review representation across a range of areas, including race, culture, disability, gender, and family structures. We also gathered pupil voice with older pupils to understand their experiences of and interest in diverse texts, alongside discussions with staff about curriculum links and current resource use.

The findings show that while the library contains a range of fiction and non-fiction texts, representation of diverse backgrounds and experiences is limited in some areas. Pupil feedback highlighted a desire for more inclusive and contemporary books that reflect different cultures, identities, and family structures. This indicates a need to further develop and expand the library collection to ensure it is more representative and inclusive for all learners.

Information from Engagement:

Pupil voice and staff feedback highlighted a clear need for greater diversity within the library collection. Pupils expressed a desire for more books that reflect a wider range of cultures, backgrounds, family structures, and lived experiences, as well as more contemporary and relatable texts. Staff also identified the importance of ensuring that diverse texts are embedded across all year groups and linked more closely to the curriculum. Stakeholders suggested involving pupils more directly in the selection of new resources to ensure the library better reflects the school community and promotes inclusion.

Data Development:

We need to gather detailed audit data on current library stock, categorising texts by areas of representation (e.g. culture, race, disability, gender, and family structures) and year group accessibility. Pupil voice data should also be collected on reading preferences and perceptions of representation within the library. In addition, borrowing and usage data should be analysed to identify which texts are most accessed and any gaps in engagement with diverse materials. This will help inform future purchasing and ensure a more inclusive and representative library collection.

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

- A completed audit shows clear identification of gaps in representation within the library stock.
- There is a measurable increase in the number and proportion of diverse and inclusive texts across all year groups.
- Library usage show increased engagement with diverse texts by pupils.
- Pupil voice feedback indicates that resources better reflect their identities and experiences.
- Staff and pupil evaluations confirm improved satisfaction with the range and inclusivity of library materials.
- All year groups demonstrate equitable access to diverse literature through curriculum and library provision.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
	<ul style="list-style-type: none"> • Conduct a full library audit to identify gaps in representation (race, culture, disability, gender, family structures, etc.). • Source and acquire new diverse and inclusive texts across genres and year groups. • Map and ensure coverage so all year groups have regular access to diverse texts (library and curriculum links). • Establish a pupil voice group or surveys to inform book selection and recommendations. • Update library displays to highlight diverse authors and themes. • Monitor usage and review stock annually to maintain inclusivity. 	LM	<ul style="list-style-type: none"> • Staff time for auditing, planning, and ongoing monitoring of the library stock. • Possible subscription or access costs for diverse digital reading platforms. • Time for pupil engagement activities (surveys, focus groups, library committees). 	April 2026	Termly

			<ul style="list-style-type: none">• Library staff time for cataloguing, display changes, and resource management.• Potential training or guidance for staff on selecting inclusive and representative texts		
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Equality Objective 4

To promote the Welsh language and culture across the school, ensuring all pupils and stakeholders have equitable opportunities to engage with and develop their Welsh language skills.

Our Research:

We reviewed current Welsh language provision across the school, including curriculum delivery, extra-curricular opportunities, and visibility of Welsh culture in the learning environment. We analysed pupil attainment and engagement data in Welsh, staff confidence in delivering Welsh language learning, and uptake of Welsh-related activities. Pupil voice and staff feedback highlighted variable confidence and limited everyday use of Welsh outside formal lessons. Research into effective bilingual education indicates that regular exposure, consistent whole-school use, and cultural integration improve language acquisition and engagement. Findings show that while provision exists, opportunities for meaningful, everyday use of Welsh and cultural engagement are inconsistent across year groups and settings.

Information from Engagement:

Stakeholders suggested increasing the visibility and everyday use of the Welsh language across the school, not just within formal lessons. Pupils recommended more informal opportunities to speak Welsh and more engaging, practical activities to build confidence. Staff identified a need for additional training and resources to support consistent delivery of Welsh across all year groups. Parents and governors highlighted the importance of strengthening links to Welsh culture through events, displays, and whole-school initiatives, and ensuring clear progression pathways so all learners can develop their Welsh language skills more effectively.

Data Development:

Gather baseline data on pupils' Welsh language attainment, confidence, and usage across year groups. Collect staff data on confidence and consistency in teaching and using Welsh across the curriculum. Track participation rates in Welsh language and cultural activities. Use pupil, staff, and parent surveys to measure attitudes towards Welsh language and identify barriers to engagement. Analyse pupil participation and learning walks to assess the frequency, celebration and quality of Welsh language used in daily school life. Monitor progression data to identify gaps between year groups.

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

- There is an increase in pupils' confidence, attainment, and engagement in Welsh language learning across all year groups.
- Welsh language is used more consistently in everyday school life beyond formal lessons.
- Participation in Welsh cultural events and activities shows an upward trend across pupils and staff.
- Staff report increased confidence in delivering and using Welsh across the curriculum.
- Pupil, staff, and parent feedback indicates improved attitudes towards Welsh language and culture.
- Evidence from monitoring (e.g. learning walks, observations) shows greater visibility and integration of Welsh language across the school environment.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
	<ul style="list-style-type: none">• There is increased use of Welsh across the whole school, supported by the introduction of	EM	<ul style="list-style-type: none">• Staff time for planning, launching, and	April 2026	Termly

	<p>a whole-school “<i>Sgrŵs</i>” (Welsh language communication approach).</p> <ul style="list-style-type: none"> • The learning environment shows clear and consistent promotion of Welsh language and culture (e.g. displays, signage, and resources). • Welsh and ‘being Welsh’ visible in the new library development. • Pupils and staff regularly use the “Welsh Phrase of the Week” in appropriate contexts, showing growing confidence and participation. • Engagement with parents/carers in Welsh language activities and communications increases over time. • Pupil voice, staff feedback, and parental responses indicate improved confidence, awareness, and positive attitudes towards Welsh language and culture. • Monitoring evidence (e.g. learning walks, observations) shows increased everyday use of Welsh across lessons, routines, and informal settings. 		<p>embedding the whole-school <i>Sgrŵs</i> approach consistently across all classes and settings.</p> <ul style="list-style-type: none"> • Ongoing staff training and coaching to develop confidence and ensure consistent use of Welsh language routines. • Time to design, produce, and update bilingual displays, signage, and visual prompts throughout the school. • Development and maintenance time for “Welsh Phrase of the Week” resources, including staff guidance and pupil-facing materials. • Communication time and resources for engaging parents/carers (e.g. newsletters, digital updates, 		
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			<p>translated materials where needed).</p> <ul style="list-style-type: none">• Staff time to collect, analyse, and respond to pupil, staff, and parent feedback (surveys, forums, consultations).• Monitoring and evaluation time for learning walks, observations, and tracking of Welsh language use across the school.		
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School Accessibility Plan

Appendix 4

Accessibility Plan – Improving Access to the Curriculum					
TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	OUTCOMES
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.	All	Ongoing	Ongoing	Pupils are respectful and understand physical diversity
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	All	Ongoing	Ongoing	Pupils learn with appropriate curriculum matched to their needs.
Train staff and governors on ways to improve pupil access to the curriculum.	Monitor provision for children with ALN and assess if development opportunities would be beneficial. Organise staff training making use of relevant external agencies.	All	Ongoing	Ongoing	Staff and Governors are increasingly aware of and are able to meet the needs of children with regard to accessing the curriculum.
Improve children's awareness of disability issues.	Curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the curriculum.	All	Ongoing	Ongoing	Children have a greater understanding of disability issues.
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	All	Ongoing in response to need	On going	Staff have a greater understanding of disability issues.

Improving Access to the Environment					
TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	OUTCOMES
Improve the ease of movement in all classrooms for children with physical disabilities.	Evaluate the amount of free space in all classrooms. Make sure that doorways & movement around the classroom is sufficient for a wheelchair etc.	LM / Class Teachers	Ongoing	Ongoing	Children with physical disabilities will be able to move more freely within each classroom environment.
Assess children's & parents needs when applying for placement at the school & take appropriate action	Ask parents/carers whether they, or their child, have any special requirements Ensure that parents/carers are made aware of limitation of the internal/external access of the school buildings	Admissions Panel of GB	Ongoing	Ongoing	Parents & children that have specific requirements are identified prior to entry
Keep access to disabled toilets clear	Ensure sufficient space for potential wheelchair user to use facilities	All staff	Ongoing	Ongoing	Ease of access to disabled users
Ensure disabled bays are kept clear for disabled drivers	Ensure parking bay is kept clear at all times. Remind via newsletter, Facebook/Schoop posts.	LM	Ongoing	Ongoing	Clear parking space close to main door for disabled drivers
If req. develop Personal Emergency Evacuation Plans (PEEPs) for disabled pupils, staff, and visitors.	Ensure a PEEP is in place for any disabled pupils, staff and visitors	LM	Ongoing	Ongoing	Clear plan detailing clear route and support if an evacuation needs to take place.

Improving Communication and Information Sharing					
TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	OUTCOMES
School policies reflect a commitment to accessibility for all.	All relevant policies to be reviewed & have reference to disability equality and accessibility.	SLT	Ongoing	Ongoing	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure that school, parents & children understand and accept what is required of them	Parent Meetings Key information on school website. Modify child questionnaires with simplified language.	SLT	Ongoing	Ongoing	Greater harmony and understanding
Ensure that all information used in teaching is presented in an appropriate format.	Modify work –enlarge print, use of coloured overlays, simplify language, use audio/ICT equipment. Use appropriate language and taped/visual information in delivery if necessary. Modify newsletters/Use of ICT accessible to all	RB	Ongoing	Ongoing	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure all information is received by children in an appropriate format.	Key information available on website. Modify child questionnaires, e.g. simplify language, provide adult/peer support. ICT equipment & appropriate programs/software used,	Staff	Ongoing	Ongoing	Children with disabilities have greater access to information.

Ensure all information is received by parents/carers in an appropriate format.	Questionnaire for parents/carers & response from school Key information available on SCHOOP posted the same time as social media posts Newsletters/effective communication/ICT use accessible for all.	CW	Ongoing	Ongoing	A greater understanding by both school & parents/carers
Ensure all information is received by the GB in an appropriate format	Questionnaire - GB HT reports Key information available on HWB	LM / Clerk to GB	Ongoing	Ongoing	A greater understanding by both school & GB
Ensure all information received by parents/carers is in an appropriate format	Newsletters & all communication accessible to all needs – visually impaired/auditory	LM/ MG	Ongoing	Ongoing	Greater understanding by parents/carers

Stakeholder Consultation

Name of School _____

Questions for Pupils	Responses					
Q1. When you started at this school did you feel welcomed?	Yes	<input type="radio"/>	Can't remember	<input type="radio"/>	No	<input type="radio"/>
Q1a. Do you still feel this way?	Yes	<input type="radio"/>	Can't remember	<input type="radio"/>	No	<input type="radio"/>
Q2. Does the school make all its pupils feel included? (by this we mean that all pupils are given the same opportunity to take part fully in lessons, clubs, other activities, go on school trips etc)	Yes	<input type="radio"/>	Don't know	<input type="radio"/>	No	<input type="radio"/>
Q3. If you needed to, is there a person that you feel happy going to talk to, to help you feel part of the school?	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q4. Are there any things which stop you feeling part of the school? If so, please tell us about them.	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q5. What do you think about the way the school deals with bullying?						
Q6. Do you feel that you are treated differently from your classmates? If so, in what way are you treated differently?	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q7. Has the school changed anything to help you play a full part in school life? Has this worked?						
Q8. What ONE thing could the school do to improve the way in which it makes pupils feel welcome and part of the school?						

Q9. Do you have any problems in taking part in lessons or school activities? If yes, please tell us about them.	
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Questions for parents / carers	Responses
Q1. How effective is the school in recognising the needs of all pupils and ensuring that individual pupils are treated fairly and any differences/difficulties respected?	Very effective <input type="radio"/> Not very effective <input type="radio"/> Fairly effective <input type="radio"/> Not at all effective <input type="radio"/>
Q2. Does your child experience any special difficulties in taking a full part in lessons or school activities? If so, please tell us about them.	
Q3. Do you feel that this school actively welcomes you and your child/children?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that there are any social or physical barriers to you, your child/children or anyone you know accessing the school environment? If yes, please state what they are.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q6. Do you think that the school approach to equalities is comprehensive and effective? If no, how could it be improved?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q7. Has the school changed anything to help your child/children (if they need it) play a full part in school life? If so, how successful do you feel they have been? (If this question is not applicable please ignore or write N/A - thank you)	
Q8. What do you think the school does well to make sure everyone feels welcome and part of the school community?	

Q9. What do you think are the most important things that the school could do to promote equality and inclusion?	
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Questions for staff	Responses
Q1. Are there any social or physical barriers preventing you or any pupil, parent or another teacher from accessing the school environment or participating in school activities? (if yes please list them)	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q2. If you face any problems relating to equality issues do you know who to speak to for advice?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q3. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that you are treated differently by your colleagues or peers? If you are, why/in what ways are you treated differently?	Yes <input type="radio"/> No <input type="radio"/>
Q5. Has the school made any "adjustments" in order to provide you with equal access to school life. If so, how successful have they been? (If this question is not applicable to you please leave blank or write N/A in the space provided - thank you)	
Q6. How confident are you that the concept of equality has been recognised at this school? What area/issue do you feel could be improved upon?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Q7. Do you feel pupils from any of the protected characteristic groups (see the listing provided) face any specific barriers/difficulties at this school? If so, what are the barriers and how could they be addressed?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q8. What could be improved and/or introduced at the school to promote equality of opportunity?	

Q9. Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues?	Yes <input type="radio"/> No <input type="radio"/>
Q10. How confident are you that you are able to meet the diverse needs of all the pupils within your teaching groups?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Questions for governors	Responses
Q1. How effectively does the school communicate with you about equality and diversity issues?	Very effectively <input type="radio"/> Not very effectively <input type="radio"/> Fairly effectively <input type="radio"/> Not at all effective <input type="radio"/>
Q2. As a governor do you feel that there are any social or physical barriers that affect you or any pupil, parent, teacher or visitor from accessing the school environment?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q3. Does the governing body have a procedure in place for receiving information on equality and diversity issues within the school?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that school staff are appointed according to ability, irrespective of the protected characteristics? (see list provided)	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q6. How comprehensive and effective do you think the school approach to equalities is? In what ways could they be improved?	
Q7. Do you feel that equality complaints are dealt with effectively? If not, how could they be improved?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q8. Has the school made any "adjustments" in order to provide equal access to school life for the whole school community? If so, please give details.	
Q9. How confident are you that the concept of equality has been recognised at this school? What areas/issues do you feel could be improved upon?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>

<p>Q10. Do you know of any pupils from any of the protected characteristic groups who face any specific barriers/difficulties at this school? If so, please state the characteristic and difficulties this pupil/pupils face and what role the governors play in helping to support this pupil/pupils.</p>	<p>Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/></p>
<p>Q11. Does the school provide you with the training/information you require as a governor to ensure that you are able to deal with equality and diversity issues?</p>	<p>Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/></p>
<p>Q12. What do you feel the school does well to make everyone feel welcome and part of the school community?</p>	
<p>Q13. Do the school and governing body work collaboratively to ensure that appropriate equality and diversity training/information is provided? Please give one example.</p>	<p>Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/></p>
<p>Q14. Do you have any suggestions as to how the school can improve the environment for staff and pupils who have or belong to one or more of the protected characteristic groups?</p>	
<p>Q15. Has the governing body identified a Governor with specific responsibility for equalities issues?</p>	<p>Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/></p>