Roch CP School
Ysgol Y Garn

Strategic Equality Plan
And
Access Plan
2024 - 2028

Adopted:
Review every 4 years (Access & Disability Plans – annually)
Next Review

Contents of our Strategic Equality Plan (SEP)

1. Our distinctive character, values, priorities and aims **5**

1.1 School values
1.2 Characteristics of our school
1.3 Mainstreaming equality into policy and practice
1.4 Setting our equality objectives

2. Responsibilities **7**

2.1 Governing Body
2.2 Senior Leadership Team
2.3 Staff – teaching and non-teaching

3. Information gathering and Engagement **8**

3.1 Purpose and process
3.2 Types of information gathered
3.3 Engagement

4. Equality Impact Assessment **10**

5. Objectives and Action Plans **10**

6. Publication and reporting **11**

7. Monitor and Review **11**

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 School Access Plan

1. Our Distinctive Character, priorities and Aims

1.1 School values

"Open hearts, open doors, open minds"

At Roch Community 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 Roch, 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

Roch Community Primary School is situated between Haverfordwest and St Davids in the small, rural village of Roch
Pupils who attend the school come from a large rural catchment area that is neither economically or socially disadvantaged. 11% percent of pupils have additional learning needs two of those pupils have a statement of Educational Need. Approximately 10% of pupils are entitled to free school meals. Nearly all pupils come from homes where the predominant language spoken is English and nearly all pupils are from white ethnic backgrounds. Currently, there are no children who have English as an additional language.
The school is a values school and promotes positive values which underpin its ethos. The school offers care before and after school through its breakfast and kids club and also offers a range of after school clubs to the children. The school is a health promoting community and strives to act sustainably and encourage the children to be global citizens. The school is a values promoting school. The school works closely with the local community.

In Roch Community School our mission is to: -

Provide a secure, happy, healthy and caring environment in which all children and staff flourish and achieve their full potential.

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;
- 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 regional 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 (p.10) 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 Leadership Team (LT)

The LT 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

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:

- pupil attainment and progress data relating to some of the different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- records of bullying and harassment on the grounds of any equality issue;

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 all stakeholders are taken into account when we set priorities for example:

- Questionnaires given to all families
- Informal feedback from parents at parent's evenings, school events etc
- Feedback from staff and staff meetings;
- Feedback from the School Council, PSE lessons;
- Data from Pembrokeshire KS 2 Anti bullying survey

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 or 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

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

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. A copy of the current SEP will be placed on the school website.

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 and in Safeguarding, Health & Safety sub committee.

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;

We will undertake a full review of our SEP by September 2025

APPENDIX 1

Regional Equality Objectives

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

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

2. **Implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales.

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

4. **Reduce the number of NEETs**

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

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

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

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

Nonstatutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors.

APPENDIX 2

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 1. **Reduce the attainment gap between all learners with due regard to more disadvantaged learners and reluctant readers, particularly in LLC with a view to more equity in progress and attainment.**				
Our Research: Analysis of annual data and performance				
Information from Engagement: Learner feedback suggest that pupils respond well to greater choice in learning.				
Data Development: Lexia Reading scores				
This objective will be judged to be successful if… All learners show progress in their reading skills. There is great engagement by the peer tutors in reading. The reluctant readers are greater engaged in reading.				
Actions:				
	Description	**Responsibility**	**Start date**	**End date**
1.1	Lexia Guided reading	Headteacher Lit Coord	Sept 2024	July 2026
Progress:				
1.2	Ensure catch up programmes are targeted at an early stage to facilitate early intervention – phonics programmes	Assessment Coord ALNCo Foundation Phase Leader	Sept 2024	July 2026
Progress:				
1.3	Ensure all classes/pedagogy include literacy and numeracy skills activities, within a suitably challenging environment.	Teachers	Sept 2024	July 2026
Progress:				

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 2. **Improve the attendance of all groups of learners across the school community.**				
Our Research: Analysis of annual attendance data				
Information from Engagement: Parents in pastoral support meetings report difficulties in supporting good attendance, and that pupils can be disaffected by poor self-esteem and expectations.				
Data Development: Additional regular monitoring of specific groups of pupils				
This objective will be judged to be successful if… There is a reduction in the attendance gap between pupils from disadvantaged backgrounds when compared with other pupils. There is evidence that pupils in specific groups as identified on the intervention database make good progress.				
Actions:				
	Description	**Responsibility**	**Start date**	**End date**
1.1	Target family learning initiatives towards FSM//identified low attendance pupils their parents	Headteacher	Sept 2024	July 2026
Progress:				
1.2	Implement new attendance monitoring systems, introduction of attendance initiatives and prioritise improvements for families of children with FSM/identified low attendance.	EWO	Sept 2024	July 2026
Progress:				
1.3	Ensure pupils' from FSM//identified low attendance families are considered as a priority for target pupil activities	Teachers	Sept 2024	July 2026
Progress:				

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 3.

Monitor and analyse pupil achievement by pupils in other protected groups, and act upon any trends or patterns in the data that require additional support for pupils in order to narrow the gap.

Our Research:
The tracking systems in use at the school require an overhaul to ensure they appropriately monitor pupil progress regardless of which group of learners they fall in to.

Information from Engagement:
Staff do not feel fully knowledgeable about identifying which pupils are from some of the protected groups.

Data Development:
Additional regular monitoring of specific groups of pupils on EduKey database.

This objective will be judged to be successful if…
There is greater knowledge by staff of pupils in protected groups.
These pupils can be demonstrated to make at least appropriate progress.

Actions:

	Description	**Responsibility**	**Start date**	**End date**
1.1	All teachers to track these pupils on the EduKey database.	Headteacher ALNCo	Sep 2024	July 2026
Progress:				
1.2	Ensure pupils' from these protected groups are considered as a priority for target pupil activities	Teachers Assess Coord ALNCo	September 2024	July 2026
Progress:				
1.3	Use EduKey, and in-house assessment tool to track these pupils	Assess Coord ALNCo Teachers	Sept 2024	July 2026
Progress:				

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 4. **Extend all pupils' opportunity to make a positive contribution to the life of the school**				
Our Research: Pupils have very good involvement in decision making about learning, but not in the development of safety and facility development.				
Information from Engagement: School council meetings show that pupils would like to have more input into facility development. Feedback from all pupil voice groups				
Data Development: Use SHRN and pupil questionnaires to consider pupils' specific opinions about school safety and access.				
This objective will be judged to be successful if… Facility development has been developed in consultation with pupils Pupil surveys indicate pupils are fully engaged.				
Actions:				
	Description	**Responsibility**	**Start date**	**End date**
1.1	Include specific safety and access items on the school council agenda	Pupil voice leader	Sept 2024	July 2026
Progress:				
1.2	Use SHRN analyse results and plan intervention	All staff	Sept 2024	July 2026
Progress:				
1.3	Continue to involve pupils and parents in the development of the Curriculum for Wales through regular questionnaires and workshops.	Headteacher Teachers	Sept 2024	Ongoing
Progress:				

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 5. **Improve access to information and learning for parents who are disabled or disadvantaged**				
Our Research: We have no record of information requested for specific protected groups, and so we cannot have 'reached' them.				
Information from Engagement: No evidence.				
Data Development: Acquire consultation data from wider sources.				
This objective will be judged to be successful if… All requests for information are handled successfully.				
Actions:				
	Description	**Responsibility**	**Start date**	**End date**
1.1	Implement new record keeping of parents/carers who are in protected groups.	HT	September 2024	Ongoing
Progress:				
1.2	Ensure all parents have access to information in alternative formats including phone calls/home visits if required. Encourage use of Schoop, faebook and school website.	Headteacher	September 2024	Ongoing
Progress:				

Strategic Equality Plan - Equality Objectives and Action Plan

Equality Objective 6. **Extend how well we publish and promote the Equality Policy to all stakeholders**				
Our Research: That staff promote equality well, and that the school serves disadvantaged pupils very well. However, understanding of the Law and the plan is patchy.				
Information from Engagement: Through discussions and questionnaires with parents it was found that more information needed to be shared to aid understanding of existing discrimination/accessibility policies. Staff discussions showed that members of staff were also unaware of the purpose and aims of the Equality plan.				
Data Development: Further data will be collected from consulting with stakeholders.				
This objective will be judged to be successful if… Parents understand the equality plan and promote equality within our community. Staff extend the good promotion of equality through learning and teaching.				
Actions:				
	Description	**Responsibility**	**Start date**	**End date**
1.1	Continue to use the school environment to promote positive attitudes to all protected groups; ensuring that they are represented in posters, books, displays and learning materials.	Teachers	September 2024	Ongoing
Progress:				
1.2	Publish equality plan on website and use newsletters to promote equality	Headteacher	Sept 2024	Annually
Progress:				
1.3	Continue to promote equality when facilitating parental engagement activities.	Headteacher FLO	September 2024	Ongoing

SCHOOL ACCESSIBILITY PLAN 2024-28

SCHOOL : Roch Community Primary School

COMPLETED BY : Mr. O.Good

DATE : Sept 2024

ACCESSIBILITY PLAN OUTCOME – PART A

Increasing the extent to which disabled pupils can participate in the school curriculum

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
What specific tasks do we plan to undertake to achieve our planned outcome?	*How will we know whether we have achieved our target?*	*Who, Where*		*What evidence will be gathered? Who will collect it and how?*	*How effective is the action?*
Short Term (1 Year) All teachers to be responsible for inclusion of all children. Ensure all staff have read all external agency reports and are putting in place recommendations for particular learners in their class	Teachers plan inclusive lessons and cater for all pupils with learning difficulties / disabilities effectively in the class room.	Headteacher / ALNCO	As needed	Head teacher , planning documentation, work scrutiny learning walks, lesson observation	
All staff to take account of specific needs when arranging visits and	Clubs and school visits accessible to all pupils.	Headteacher	As needed	Headteacher to monitor attendance of pupils on school trips &	

clubs.				**participation in clubs.**	
Ensure technology is used to enhance educational experience of all pupils **Ensure laptops/ipads available on a daily basis for those learners who require them**	**Purchase of appropriate "apps" use of suitable programmes, websites etc.**	**All staff**	**Dependant on App cost.** **Approx £450 per laptop and £350 per ipad**	**ICT coordinator to monitor work as part of work scrutiny**	
<u>Medium Term (2 Years)</u> **Undertake staff audit to assess where staff feel they need more training in order to appropriately deal with children with diagnosed medical conditions such as ASC & ADHD** **Audit to inform planning and arranging of staff training.**	**Planning events held and staff using knowledge gained on a day to day basis to help**	**Headteacher / ALNCO**	**0** **Training to be accessed from the ALN department 'in house training for schools'.**	**Audits scrutinised.** **Staff to complete pre and post training questionnaires assessing their own self confidence.**	

<u>Long Term (3 Years)</u> **School staff to have received all the training offered by the LA inclusion department.**	**Nearly all staff will have received the training.**	**Headteacher**	**£0**		

SCHOOL ACCESSIBILITY PLAN 2024-2028

SCHOOL :Roch Community Primary School

COMPLETED BY : Mr. O.Good

DATE : Sept 2024

ACCESSIBILITY PLAN OUTCOME – PART B

Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
What specific tasks do we plan to undertake to achieve our planned outcome?	***How will we know whether we have achieved our target?***	***Who, Where***		***What evidence will be gathered? Who will collect it and how?***	***How effective is the action?***
Short Term (1 Year) **If there are any refurbishments to school undertaken ensure that improvements to access are considered and carried out as part of the work.**					
Repair and maintenance of the lift to allow wheelchair access to the upper part of the school.	**Working lift** **Service reports**	**Headteacher** **Cardiff lift company**	**£0 – no on-going cost to the school**		**Regular checks on the lift**

<u>Medium Term (2 Years)</u> **As above**					
<u>Long Term (3 Years)</u> • **Invite Pembrokeshire Access Officer to re-visit the school**	**Review during buildings sub-committee meeting**	**Headteacher Governing Body**	**0**	**Does the access audit reflect the current situation in the school and meet the needs of individual pupils.**	

SCHOOL ACCESSIBILITY PLAN 2024-2028

SCHOOL : ROCH C.P. SCHOOL

COMPLETED BY : Mr. O. Good

DATE : Sept 2024

ACCESSIBILITY PLAN OUTCOME – PART C

Improving the delivery to disabled pupils of written information provided to pupils who are not disabled

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
What specific tasks do we plan to undertake to achieve our planned outcome?	*How will we know whether we have achieved our target?*	*Who, Where*		*What evidence will be gathered? Who will collect it and how?*	*How effective is the action?*
Short Term (1 Year) Ensure that all presentations / lessons are carried out in a way that is inclusive e.g enlarged print, colour backgrounds, acetate reading strips. Use of digital tools to allow children with visual impairments to access information.	All pupils access information	Headteacher All staff	As needed	Work scrutiny, learning walks.	
Medium Term (2 Years) Ensure school reacts proactively to any pupils attending in future that may need modifications in delivery of information.		Headteacher	As needed		
<u>Long Term (3 Years</u>) • Invite Pembrokeshire Access Officer to re-					

visit the school					