

Henllys Church in Wales School
Strategic Equality Plan
2024 - 2028



Growing together through our Faith and Love.

Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

17th March 2026

Plan due for review: March 2027

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1. Our distinctive character, priorities and aims

1.1 School Values

At Henllys Church in Wales 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 Henllys Church in Wales 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

GROWING TOGETHER THROUGH OUR FAITH AND LOVE



Inspire
Ysbrydoli



Challenge
Herio



Achieve
Cyflawni



Nurture
Meithrin



'Our vision is to provide a high-quality education, rooted in the Christian faith and values, with high expectations for all. Our aim is to nurture ethically informed citizens, who care deeply about their culture, community and the wider world. With a strong sense of belonging, our learners will lead healthy and fulfilled lives. United in belief and confidence, we CAN and will succeed.'

Henllys Church in Wales School is one of only two Church in Wales Voluntary Aided Primary Schools in Torfaen and one of only six in the Diocese of Monmouth. The school has a one form entry and caters for children from four to eleven. The school is often full with numbers on roll varying from 170 to 210.

As a church school, worship and Religious Education are very important to us and they feature heavily in the school. We take pride in our association with churches within the Ministry Area of Cwmbran and the clergy are regular visitors to the school and take an active interest in the fostering of good relationships between school, home and church. The school also receives welcome visits from representatives of the Diocese of Monmouth and Llandaff.

The school celebrates the major Christian festivals and there are many opportunities for parents and the wider community to join us at these frequent celebrations, and also to join us from time to time for our morning worships.

At Henllys Church in Wales School, we aim to develop the whole child and to work with children so that they acquire the knowledge, skills and experience, which will provide them with a firm foundation for the future.

We aim:

- To provide a happy school, based on Christian values where the children will be sensitively cared for.
- For each child to achieve their full potential in literacy and numeracy and in all areas of the curriculum.
- To help pupils develop a sense of pride in themselves and a commitment and a willingness to be an active and responsible member of the community.
- To help children understand the world in which they live and develop a respect for religious and moral values, tolerance for other races, religious ways of life.
- To build a partnership with parents and other members of the community.
- To keep parents informed about things that are happening in the school, especially on their child's progress.
- To be open and welcoming and offer opportunities for parents to become involved in the daily life of the school.

1.3 Mainstreaming equality into policy and practice

At Henllys Church in Wales School we are committed to providing equality and excellence for all, in order to promote the highest standards.

The **purpose** of this Strategic Equality Plan is to fulfil that duty in respect of each of the protected characteristic groups in establishing justice and equality in all aspects of our policies, procedures and practices.

The **principles** of this Strategic Equality Plan apply to all members of the school community.

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/carers 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 Equality Act 2010 sets out nine [protected characteristics](#). The seven characteristics relevant to schools are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex, and
- sexual orientation.

Age and marriage and civil partnership are protected characteristics, but they do not apply to pupils in schools (note: these apply to adults so would be relevant to parts of your SEP that relate to staffing, if included).

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 have given due regard to the **Public Sector Equality Duties**. This includes **the 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.

We are also duty bound to consider the **Wales Specific Duties**:

These duties require schools (as well as other public bodies in Wales) to:

- Prepare and publish equality objectives and have a Strategic Equality Plan to improve outcomes and document the steps that will be taken.
- Engage with people who represent protected groups and have an interest in how a school functions, to understand the full range of needs of a school's community.
- Assess and publish the impact of proposed policies and practices and monitor these impacts to better understand the likely or actual effect of policies and practices on learners with different protected characteristics.
- Publish relevant equality information to make sure equality related evidence is embedded into all of their work.
- Put in place staff training to make sure all staff are able to consider the general and specific duties in their work.
- Publish an annual report by 31 March of each year to show progress on equality.

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, disability data;
- Developing the school as an anti-racist organisation.
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of ALN, OPP+ and EAL pupils.

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
- acknowledges that it has a key leadership role in promoting equality and recognises the need to work with school staff and partnership organisations including the LA.

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 (S.L.T.)

The S.L.T. 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 WAG 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.

- The school Governing Body have 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 stipulated 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, Sex and Relationships Education) 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.

- 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.
- 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.
- The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

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.

- The school has also employed the use of dojo to disseminate information and gauge viewpoints.
- The school also undertakes a range of staff/pupil/parent questionnaires to gather evidence.

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:

OBJECTIVE 1

1) To create ethically informed citizens ensuring our school curriculum teaches and raises awareness and understanding of diversity and equality.

OBJECTIVE 2

2) To continue to raise the attainment of our vulnerable groups of learners i.e. ALN, OPP+ & EAL learners.

OBJECTIVE 3

3) To consistently and robustly respond to bullying, racism, discrimination and harassment, both with regards to the victim and the perpetrator.

OBJECTIVE 4

4) To ensure that all our pupils are listened to and influence decision making within the school.

OBJECTIVE 5

5) To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.

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 by March 2027.

Appendices

App. 1 Torfaen Council's Strategic Equality Plan

App. 2 School Equality Objectives and Action Plan

App. 3 Model School Accessibility Plan

Appendix 1

Torfaen County Borough Council's Strategic Equality Plan



TCBC Strategic
Equality Plan.pdf

The Council's local authority wide corporate Strategic Equality Plan can be found on the Torfaen.gov.uk website in [English](#) or [Welsh](#).

Torfaen CBC's Strategic Equality Objectives for 2024 – 2028 are:

1. Torfaen County Borough Council provides and promotes equitable employment opportunities and has a workforce that respects people's rights and understands the importance of equality, diversity and inclusion
2. Understand the accessibility of our services, buildings, built environments and green space and take action to remove any disadvantages or barriers that make it difficult for some people to access the same opportunities as everyone else
3. Promote and facilitate safe, inclusive and cohesive communities
4. Play our part to deliver on the aspirations of Welsh Government strategies and plans relating to equality and diversity, including the Anti-Racist Wales Action Plan and LGBTQ+ Action Plan
5. Involve people and communities in matters that are important to them and the decisions that we make
6. Effectively monitor our compliance with our statutory equality and Welsh Language duties

Appendix 2

Henllys Church in Wales School Strategic Equality Plan 2024 – 2028 Equality Objectives and Action Plan

OBJECTIVE 1

To create ethically informed citizens ensuring our school curriculum teaches and raises awareness and understanding of diversity and equality.

Rationale: Embedding curriculum for Wales to ensuring a broad and balance of teaching of diversity, equity and inclusivity taking account of recent training of ways to develop diversity through the curriculum and life of the school.

Torfaen Equality Plan 2024-28: Torfaen County Borough Council provides and promotes equitable employment opportunities and has a workforce that respects people’s rights and understands the importance of equality, diversity and inclusion.

Actions/Professional Learning	Success Criteria	Staff	Resources & costs	Times cale	Monitoring	24/25	25/26	26/27	27/28
						RAG	RAG	RAG	RAG
1.1 Evaluate and improve school practices to ensure we promote diversity and equality.	Diversity, inclusivity and equity radiates through the school’s ethos, culture and welcome.	All staff	Additional resources	Ongoing	Listening to learners				
1.2 Ensure	Diversity, inclusivity and	All	Additional	Ongoing	Listening				

awareness, teaching and understanding the importance of diversity, equity and inclusion is built into curriculum.	equity build broadly and progressively into planning, teaching and learning through school spiral curriculum	staff	resources	ng	to learners			
1.3 Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype.	Staff confident in developing into an anti-racist organisation.	HT	DARPL No Boundaries training.	Ongoing	Staff meeting minutes			
1.4 Engage with our multi-cultural community to share their experiences and provide age - appropriate classroom workshops for all children.	All members of the school community feel valued.	SLT	No costs	Ongoing	Parent questionnaires			

OBJECTIVE 2

To continue to raise the attainment of our vulnerable groups of learners i.e. ALN, OPP+ & EAL learners.

Rationale: It is a WG directive to narrow the gap between vulnerable groups (ALN, OPP+ and EAL groups of learners).

Torfaen Equality Plan 2024-28: Torfaen County Borough Council provides and promotes equitable employment opportunities and has a workforce that respects people's rights and understands the importance of equality, diversity and inclusion.

Actions/Professional Learning	Success Criteria	Staff	Resources & costs	Times cale	Monitoring	24/25	25/26	26/27	27/28
						RAG	RAG	RAG	RAG
2.1 Monitor and analyse attainment and progress of vulnerable groups and act on trends, patterns in data that require additional support for pupils.	Vulnerable pupils make progress in line with non-vulnerable pupils.	SLT	Additional resources	At least 3 x per year.	Data analysis				
2.2 IDPs/OPP with targets effectively support the progress of our ALN, OPP+ and EAL pupils.	SMART targets are effectively set and reviewed.	SLT	Additional resources		Review of IDPs & OPPs				

OBJECTIVE 3

To consistently and robustly respond to bullying, racism, discrimination and harassment, both with regards to the victim and the perpetrator.

Rationale: Reduction in the number of incidents being observed/logged. Uplift in the pupil survey with regards to bullying. Improved attendance for specific pupils.

Torfaen Equality Plan 2024-28: Torfaen County Borough Council provides and promotes equitable employment opportunities and has a workforce that respects people's rights and understands the importance of equality, diversity and inclusion. Promote and facilitate safe, inclusive and cohesive communities.

Actions/Professional Learning	Success Criteria	Staff	Resources & costs	Timescale	Monitoring	24/25	25/26	26/27	27/28
						RAG	RAG	RAG	RAG
3.1 Whole school awareness of anti-bullying through anti-bullying week, show racism the red card initiatives.	Uplift in results from Torfaen's anti-bullying survey.	All staff	No cost	Autumn Term	Pupil questionnaires and PASS survey				
3.2 Ensure that the curriculum reflects this equality objective through the Health and Well-being AoLE.	Broad and balanced curriculum. Clear planning for progression in H & W.	All staff	No cost	Autumn Term	Planning scrutiny Book scrutinies				
3.3 Annual review of the Positive Relationships policy.	Policy reflects how the school promotes anti-bullying in line with Torfaen's.	HT H & W lead	No cost	Summer Term	Policy review				
OBJECTIVE 4									
To ensure that all our pupils are listened to and influence decision making within the school.									
Rationale: Pupils recognise that they are valued, listened to and that their opinions and views are important and taken into account when decisions are being made.									
Torfaen Equality Plan 2024-28: Involve people and communities in matters that are important to them and the decisions that we make.									

Actions/Professional Learning	Success Criteria	Staff	Resources & costs	Times cale	Monitoring	24/25	25/26	26/27	27/28
						RAG	RAG	RAG	RAG
4.1 Staff/pupil develop a knowledge and understanding of the Rights of the Child.	All stakeholders feel they have their rights respected and feel safe and included.	H & W lead	No cost	Ongoing	Listening to learners				
4.2 Pupil weekly feedback sheets influence what is being taught.	Pupil engagement improves as they have a say in what they want to learn about.	All staff	No cost	Ongoing	Planning scrutiny				
4.3 A broad range of learners are represented within the PV/pupil leadership groups.	Pupil voice groups are well represented. Action plans written and effectively evaluated termly.	HT TAs	No cost	Sept. 2024	PV lists and action plans				
4.4 Pupils are involved in self-evaluation activities.	Pupils involved in identifying areas of strength and areas for development.	SLT	No cost	Sept, 2024	MER cycle				

OBJECTIVE 5

To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.

Rationale: All stakeholders feel they have their rights respected and feel safe and included. All children with specific needs are fully integrated into the school and community.

Torfaen Equality Plan 2024-28: Understand the accessibility of our services, buildings, built environments and green space and take action to remove any disadvantages or barriers that make it difficult for some people to access the same opportunities as everyone else.

Actions/Professional Learning	Success Criteria	Staff	Resources & costs	Times cale	Monitoring	24/25 RAG	25/26 RAG	26/27 RAG	27/28 RAG
5.1 Share provision for pupil's accessing provision additional or different to aid transition between classes and from Year 6 to Year 7.	Smooth and effective transition as pupils move through the school.	All staff/ ALN Co	No cost	July (Every year)	Transition plans				
5.2 Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g. visual/hearing impairment, language/speech therapy, specific learning difficulties etc.	School is fully inclusive.	All staff	No cost	September/ July (Every year)	Listening to learners, pupil wellbeing. Pupil, parents and staff questionnaires.				
5.3 Maintain safe access round the interior and exterior of the school.	All pupils feel safe in school.	HT Caretaker	Costs associated	Summer term. (Every year)	Questionnaires.				
5.4 Evaluate day and	School trips are	SLT	No cost	September	Range of				

residential trips in light of current cohort.	fully inclusive.			number (Every year.)	trips.				
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Appendix 3

SCHOOL ACCESSIBILITY PLAN

The aim of this accessibility plan is to demonstrate how Henllys Church in Wales School intends to increase the accessibility to the built environment, curriculum and information.

The governors at Henllys Church in Wales School are fully committed to providing an inclusive environment for curriculum delivery for all pupils.

Aims and Objectives:

The plan aims to improve access to all aspects of education in a way to remove or limit the impact of existing barriers, widen the opportunities for all.

The Governing Body recognises its responsibilities under the legislation not to discriminate against disabled persons in their learning environment, not to treat disabled people less favourably and to make “reasonable adjustments” to avoid putting disabled users at a substantial disadvantage. The plan focuses on three key elements and puts forward strategies in the short, medium and long term to meet these objectives.

The three key elements are:

- Improvements to increase access to the built environment.

- Improvements to access the curriculum.
- Improvements in the provision of information to all.

Physical Environment	Strategies	Timescale	By whom
Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable.	Ensure Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors.	As needed	HT
Evaluate day and residential trips in light of current cohort.	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Possible pre-visits required for residential stays if ALN children are coming.	As needed	HT/teachers
Curriculum			
New pupils.	Make sure that any new pupils' needs are identified and the curriculum modified to meet their requirements.	On entry	Reception staff ALNCo
Training.	Ensure that staff are trained according to pupils' needs e.g. Autism Awareness training, Speech and Language or Epipen training, TIS training.	As needed	HT/ALNCo
Sharing Information			
Parents/carers.	Consult parents/carers about access needs when child is admitted to school. Review all letters home to check that they are written in Plain English. Produce newsletter in alternative formats e.g. large print, Braille, audio (on website) according to need Ensure office staff are able to use google translate to translate any written letters and	As needed	HT School Support Officer

	<p>newsletters and ensure parents know this is available. Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.</p>		
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