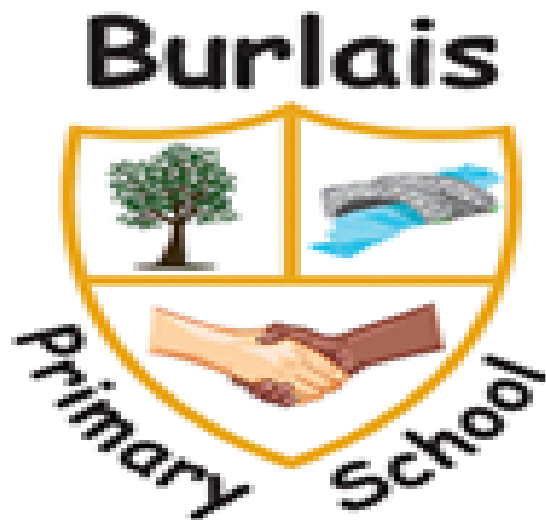


**Strategic Equality Plan & Accessibility Plan
2024-2028
Burlais Primary School**



Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

Date: April 2024

Reviewed annually

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Burlais, 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 Burlais we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Diversity is valued as a rich resource that supports the learning, employment and involvement of all. In this school, inclusion recognises the child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to his/her individual abilities, talents and personal qualities. Inclusion also ensures rich and positive experiences for employees and others involved in the school community. Every possible effort will be made to ensure that the needs of children, employees and visitors with impairments, or families of different ethnic backgrounds, are considered at admissions meetings, staff recruitment and during all other school activities and events. In all activities, this school will endeavour to make every adjustment possible to remove barriers (physical and attitudinal) so that impairment does not necessarily lead to disability.

The achievement of pupils (of all groups) will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. Recruitment and employment procedures will also be monitored and evaluated very carefully. The opinions of all stakeholders will be sought regularly in order to identify needs for improvement. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Burlais Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

1.2 Characteristics of our school (PLASC January 2024)

Our pupils:

- 482 pupils including 47 nursery pupils(472 pupils including 43 nursery pupils last year)
- 4 exclusions in the past 3 terms – 4 pupils totalling 6 days (4 exclusions in 2022.23 academic year – 3 pupils totalling 7.5 days)
- 2 Pupils on the CP Register

- FSM 32.4% (36. last year), 3 year average = 34.8 (36.7 last year) Swansea averages 21.7 and 23.1
- ALN 11.9% (17.4% last year)
- We currently support 21 pupils with IDPs and 27 pupils with Statements.
- EAL 13.4 % (14.4% last year) A-C

Our staff:

- Headteacher appointed Sept 2021
- Deputy Headteacher - Curriculum and Assessment strategic lead
- Assistant Headteacher - Well being strategic lead, TA Line Manager
- ALNCO 0.8 non contact
- 1 staff member with a TLR 2a
- 2 staff with a TLR 2b
- 16.8 FTE teachers
- 31.8 FTE TAs

Our classes:

- The school has a Special Teaching Facility for pupils with Speech, Language and Communication Difficulties with 23 planned places
- Full time Nursery with a morning and afternoon session
- 15 mainstream classes
- 53.1% (57.5% last year) of pupils live in the catchment area
- Infant average class size =27, Juniors = 31.6
- pupil to teacher ratio =23.8

Our locality:

- 45.7% of pupils on roll living in areas classed in WIMD as being in the most deprived 30% of all areas.
- Terraced housing is the main accommodation type with 70% owner occupied
- Average household income joint 8th lowest of 31 wards in the city.
- Lower proportion of managerial and professional occupations compared to other wards
- large conurbation with green area around school

1.3 Mainstreaming equality into policy and practice

Burlas Primary School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Burlais Primary School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full

potential during their time with us. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Swansea LA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

Children of both genders have equal opportunity within, and equal access to, all areas of the School Curriculum. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning materials and in our teaching styles.
- Materials are selected carefully for all areas of the Curriculum to avoid sexual stereotypes and gender bias.
- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together.
- Opportunities are given for children to work with male and female teaching and non-teaching staff.

Teaching and other groupings, such as dinner queues, Assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race, for example, age, ability, friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children.

- Discipline – notably rewards and sanctions – are the same for all children.
- Our school uniform policy embodies the same standards for all children.
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children. Equal Opportunities are included in all school policies.

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 any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

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
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:

- Views expressed by our pupil Senedd, governing body, parents and community groups that have been involved in the development of the plan;
- 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 and improve outcomes;
- narrow the attainment gap in outcomes for children and young people;
- promote community cohesion

Our School Equality Objectives are set out in **Appendix 1**

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 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil 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 Headteacher / Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

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

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes 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, 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
- reviewing our performance.
- undertaking Equality Impact Assessments

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. 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; a template is available for this work
- pupil attainment and progress data relating to different groups;
- Pupil Senedd views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

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

During March 2024, the following groups were consulted in formulating the objectives for this plan:

- The pupil Senedd groups
- The staff, both teaching and non- teaching
- Parents
- The Governing Body

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are:

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups
- Publish and promote Equality Policy through school website, newsletters, staff meetings
- Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require additional support in order to narrow the gap
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity
- Ensure that displays in classrooms and corridors reflect the diversity of the community we serve
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies etc
- Engage with anti-racism charities and ethnic minority support agencies such as the Ethnic Minorities Youth Support Team (EYST) and Show Racism the Red Card (SRTRC) to promote positive relationships. Ensure racial incidents are reported, monitored and acted upon effectively
- To encourage girls to participate in sport outside of school and extra-curricular activities in school to ensure participation rates reflect the school population
- Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates

- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations.

Further information on how we will achieve these objectives is contained in **Appendix 1**

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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 analyzing 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 our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2028.

Burlais Primary School

Strategic Equality Plan 2024 – 2028

Appendices

- App. 1 School Equality Objectives and Action Plan**
- App. 2 Current school Accessibility Plan 2024-2027**

Appendix 1 –

Burlais Primary School

Strategic Equality Plan 2024 – 2028

Equality Objectives and Action Plan

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	<p>To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups</p> <p>Publish and promote Equality Policy through school website, newsletters, staff meetings</p>	<p>Specific question regarding equality to be continued in parent survey.</p> <p>Invitation for parents to respond to published document</p>	HT, GB	<p>By March 2025</p> <p>Annually thereafter</p>	<p>All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays</p> <p>Parents are aware of policy and have communicated interest / amendments</p>
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Annually	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased pupil participation, confidence and achievement levels	All staff	Sept 2024 – Sept 2028	Increase in participation and confidence of targeted group

Protected Characteristics	Ensure that displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through H & WB pupil groups	HT, SMT	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the pupil Senedd groups, class assemblies etc.	Pupil Senedd group representation monitored by race, gender, disability	HT	On-going	More diversity in school council membership
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Engage with anti-racism charities and ethnic minority support agencies such as the Ethnic Minorities Youth Support Team (EYST) and Show Racism the Red Card (SRTRC) to promote positive relationships. Ensure racial incidents are reported, monitored and acted upon effectively	The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified are pupils/parents satisfied with outcomes?	HT, Gov Body	Reporting in termly report to govs	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by G Body
Gender Equality	To encourage girls to participate in sport outside of school and extra-curricular activities in school to ensure participation rates reflect the school population	Increased participation of girls in sports clubs and extra= curricular activities	HT, SLT, H &WB Lead	Ongoing	Increased participation rates

Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	GBody	Ongoing	Increased number of applications from disabled candidates. Increased number of disabled GB members
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations	Survey of participant and stakeholder	PTFA, GB, SMT	On going	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis

Appendix 2

Policy for Accessibility and Plan

Accessibility:

It is a main aim of the school to ensure that no prejudice is borne in respect of disability, and that no disadvantage manifests as a result of disability.

Every effort will be made to ensure accessibility – to premises, facilities, procedures and information – for all members of the school and wider community.

- The school operates under a fully Inclusive ethos and believes that systems and procedures can be manipulated to ensure the inclusion of the individual.

Accessibility and Accessibility Plan

The school will always give careful consideration to accessibility issues, and will make every effort to ensure equality of opportunities in terms of physical accessibility to the premises and activities, together with accessibility for all to procedures and information. Impairment of any kind should not act as a barrier to prevent access.

The school will also strive to ensure equal opportunities to learners with general or specific difficulties. Great consideration will be given to ensure that language barriers are overcome so that opportunities are not missed.

Consideration will be given to ensure appropriate and adequate means of communication are offered to (eg: translations; coloured paper for helping with dyslexia, and to those who might be restricted by emotional or phobic difficulties).

It is the aim of the school to ensure equal opportunities for all members of the school community, and to ensure that no barriers exist to prevent members of the school or wider community accessing premises, procedures, information or opportunities. The school will also aim to ensure ongoing awareness raising, consultation and review of needs, changes and progress.

Burlais is an Inclusive School

Duties of the School

It is the duty of the school to:-

- constantly review needs to ensure equal opportunities for all;
- ensure accessibility for people with disability and/or impairments of any kind;
- constantly strive to improve the physical environment of the school premises;
- ensure any new premises projects fully consider accessibility and disability needs;
- constantly strive to improve and review accessibility of procedures and information;
- to be clear in the view that any form of prejudice or harassment is totally unacceptable.
-

Participation in the Curriculum

In the terms of the guidance in Circular No. 15/2004, the curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum will include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

The school will:

- continue to provide a broad and balanced curriculum for all pupils;
- continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities;
- identify all pupils and known prospective pupils who face barriers to learning and full participation;

- consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate;
- review and celebrate patterns of achievement and participation by disabled pupils in different areas of the curriculum;
- consider the approaches used when planning and delivering the curriculum;
- consider staff training needs in relation to increasing participation in the curriculum;
- consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum;
- consider pupil, and prospective pupil, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips;
- seek to develop and share good practice in this area and access the opportunities provided by the LEA and other schools to facilitate this process.

The School will strive to improve the premises for disabled pupils, staff and visitors

The school will:

- seek to include minor building works or developments to improve accessibility identified by the school, into the school development plan;
- continue to provide specialist aids/equipment to individual pupils, as necessary;
- ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement;
- continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future;
- consider how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

The school will make every effort to improve the delivery of information to disabled pupils, parents/guardians and members of the school community

The school will:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required;
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- consider the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

AREA FOR DEVELOPMENT: ACCESSIBILITY

KEY OBJECTIVE: To increase the extent to which disabled pupils can participate in the school curriculum.

KEY TASKS	SUCCESS CRITERIA	PERSON(S) RESPONSIBLE	TIMESCALE	RESOURCES / SUPPORT	COST
1. Identify training needs of staff on differentiating the curriculum for individual pupils on admission	Teachers and TAs able to fully meet the needs of disabled children with regards to accessing the curriculum.	HT Well Being Team ALN Manager	Annually	ADDs/PM reviews	Dependant on needs
2. Ensure that the learning needs of disabled pupils are met within the annual review process.	Progress and achievements of disabled pupils is in line with that of all pupils.		Ongoing	Education Psychologist (EP)	-
3. Continue to ensure appropriate differentiated experiences for all	Stimulating, appropriate accessible curriculum for all.		Ongoing	EP, Advisory teachers	
4. Refine the use of ICT to enable pupils with disabilities to access the curriculum appropriately.	Pupils with disabilities able to access the curriculum more effectively.		Ongoing	ALNco/IT advisory teachers	

MONITORING ACTION:

H/T Report to Governors

Annual PCR reviews. Regular monitoring by ALNco including classroom observations of teachers/TAs

Impact assessed through listening to views of pupils and parents

AREA FOR DEVELOPMENT: ACCESSIBILITY

KEY OBJECTIVE: To ensure that the physical environment of the school is accessible to all

KEY TASKS	SUCCESS CRITERIA	PERSON(S) RESPONSIBLE	TIMESCALE	RESOURCES / SUPPORT	COST
1. Ensure that physical access in and outside of school buildings remains compliant with Disability Legislation	Easy, unhindered access throughout corridors, classrooms and outdoor areas	Headteacher, H/S Committee. HT Caretaker	Health and Safety Audit Termly H/S Policy Update regularly		
2. Ensure that all walkways and corridors remain free from clutter for ease of movement around the school.	All pupils and parents clear about how to access the new build				
3. Ensure ropes to isolate the grass areas during winter have bunting to ensure better visibility for all.	Rope is visible to all.	Caretaker	November 2024		

MONITORING ACTION:

H/T Reports to Health and Safety/ Premises Committee. Consultation with parents and regular users of the building.
Impact assessed through discussion with parents and questionnaires.

EVALUATION:

AREA FOR DEVELOPMENT: ACCESSIBILITY

KEY OBJECTIVE: To improve the delivery to disabled pupils and all stakeholders of written information.

KEY TASKS b	SUCCESS CRITERIA	PERSON(S) RESPONSIBLE	TIMESCALE	RESOURCES / SUPPORT	COST
1. Ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings. (via regular communication methods)	The school able to make reasonable adjustments to enable disabled parents/Carers to visit school	HT	Ongoing	Dependent on Requests from parents.	
2. Check all key documentation to include information on disabilities & accessibility.	Forms amended to provide the necessary information.	HT	Ongoing	Foundation Phase/KS2 Leader/Admin staff	
3. Induction procedures for staff to include accessibility and disability issues.	Induction procedures adapted to include accessibility and communication issues.	HT	Ongoing	“	
4. Ascertain the need among parents/carers whether information is required in alternative formats	Improved school/home links for disabled parents/carers and pupils.	HT	Ongoing		
5. YouTube channel introduced for Headteacher newsletters. The newsletters will be read, allowing the subtitle function to be used for translation into different languages.	Newsletters are more accessible to all stakeholders.	HT	Summer term 2024		

MONITORING ACTION:

H/T reports to governors

Impact assessed through questionnaires for pupils and parents and through discussions e.g in PTFA meetings, annual reviews etc.

EVALUATION:

Following resources impacting on communication:-