

**Alltwen Primary School**  
**Strategic Equality Plan**  
**2026-2029**



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# 1. Our Distinctive Character, Priorities and Aims

## 1.1 School values

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

## 1.2 Characteristics of our school

Alltwen Primary School is situated in a small village within the Swansea Valley and caters for children from three to eleven years old, in the county borough of Neath Port Talbot. It is a local authority maintained school designated as a 'Community School'. It is situated close to the town of Pontardawe.

The school was built in 1903 and celebrated its centenary in 2003. Initially it was built as a junior school and then amalgamated with the Infants school to create a primary school on this site. In order to ensure there was enough accommodation three demountable buildings were built in the school yard.

The school is 122 years old. It was due to close on the 31<sup>st</sup> August 2024 and merge with two other local primary schools in a new build school, near to Cwmtawe Comprehensive School. Therefore, all maintenance and repair work was halted from September 2017. However, the school merge did not take place and there is a backlog of maintenance and repair work that needs to be completed on a rolling programme over the next ten years.

The double-demountable building was extended in 2003 in order that our Early Years classes could be adequately accommodated. We have the privilege of housing a childcare facility (Hoots) for children aged from two years old in a second demountable building. This facility is managed privately and employs its own body of care workers. The facility is used by some of our morning nursery pupils as a wraparound facility. As well as the afternoon childcare, Hoots also facilitate an after-school childcare facility.

Our school hall is located at the heart of the main building and is not only used for assemblies, PE, drama and music but we also have a breakfast club between 8.10am to 8.40am and use it as a dining hall from 12.00pm to 1.00pm

The school has three designated yards, a large playing field and a woodland area. We have a targeted plan for developing the grounds, and for utilising the space we have to enhance teaching and learning.

Our school draws in pupils from a wide catchment, covering not only the village of Alltwen but partly the town of Pontardawe, and is the designated English Medium school for the area of Trebanos. The immediate vicinity of the school has a mix of privately owned and some housing association homes. According to the Welsh Index of Multiple Deprivation (WIMD), Alltwen ranks at 1343 out of 1917 LSOA's making it the 73rd most deprived constituency in Neath Port Talbot (out of 90).

The Valley has a strong cultural Welsh tradition. A small percentage of our children come from homes where their parents and/or grandparents speak Welsh. The vast majority of pupils come from homes where English is the main language and a small minority of pupils come from ethnic backgrounds where they are bilingual. All our pupils transfer to Cwmtawe Community School, where we have strong links through our transition policy.

### **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:**

- national priorities
- views expressed by stakeholders that have been involved in the development of the scheme;

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 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 various protected characteristics. The governing body:

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

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

## **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

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

## **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:

- 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.

## 4. Equality Impact Assessment

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

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

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

## 5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. To ensure that the performance of our eFSM pupils improves from their relative starting points*
- 2. To improve attendance for all pupils highlighted at being below 90%.*
- 3. To ensure that we guarantee physical/environmental access to the school for all our potential pupils and parents/carers as far as reasonably possible.*

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 cross referenced with the School Improvement 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 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 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 September 2029

# Alltwen Primary School

## Strategic Equality Plan 2026 – 2029

### Appendices

- App. 1** Local Authority Equality Objectives
- App. 2** School Equality Objectives and Action Plan
- App. 3** Current School Access Plan

## Appendix 1

### Local Authority Equality Objectives

1. Education – to ensure children and young people are the best they can be
2. Health and Wellbeing – to promote wellbeing and good mental health and tackle mental health stigma and discrimination
3. Personal Safety – to ensure people and communities are safe, respected and free from violence and abuse
4. Employment – to ensure our workforce is more reflective of our community, our policies are fair and equitable and gender pay gaps are reduced
5. Participation – to ensure services are accessible for all and people and communities are able to better influence decisions that affect them
6. Living standards – to work to reduce poverty and support independent living

## Strategic Equality Plan 2026 – 2029 Equality Objectives and Action Plan

<b>Equality Objective 1</b> <i>To improve attendance for all pupils highlighted at being below 90%.</i>				
<b>Our Research:</b> <i>School's attendance trends</i>				
<b>Information from Engagement:</b> <i>Highlight persistent poor attendees, HT to send letter 1 and letter 2 to parents/carers, HT/FEO to meet with parents/carers, EWO to send letter or visit. School newsletter to keep up-to-date attendance information.</i>				
<b>Data Development:</b> <i>Regular data checks by EWO, FEO and SLT</i>				
<b>This objective will be judged to be successful if...</b>  <i>There is an increase in whole school attendance</i>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	EWO to work closely with HT and FEO to monitor individual pupils.	HT, EWO	Jan 26	Ongoing
1.2	EWO, HT and FEO to highlight and contact persistent poor attendees -90%	EWO	Jan. 26	Ongoing
1.3	Attendance information to be shared with governors and parents.	HT	Sept. 26	Ongoing

*Alltwen Primary School*  
**Strategic Equality Plan 2026 – 2029**  
**Equality Objectives and Action Plan**

<b>Equality Objective 2</b>				
<i>To ensure that the performance of our eFSM pupils improves from their relative starting points</i>				
<b>Our Research:</b>				
<i>Internal tracking of data, pupil reviews</i>				
<b>Information from Engagement:</b>				
<i>Planning and data analysis, FEO input, parental consultations</i>				
<b>Data Development:</b>				
<i>Internal tracking of data,</i>				
<b>This objective will be judged to be successful if...</b>				
<i>If the performance of eFSM pupils improves from their relative starting points</i>				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	To use our tracking to set groups of learners and differentiate appropriately.	All staff	Jan 26	Ongoing
1.2	Where necessary targeted pupils to have access to specific intervention programmes.	RWI Lead teacher ALNCo	Sept 26	Ongoing

# Alltwen Primary School

## Strategic Equality Plan 2026 – 2029

### Equality Objectives and Action Plan

<b>Equality Objective 3</b>				
<i>To ensure that we guarantee physical/environmental access to the school for all our potential pupils and parents/carers as far as reasonably possible</i>				
<b>Our Research:</b>				
<i>At the date of writing (January 2026) all stakeholders i.e. pupils, staff, parents, governors, and the wider community have suitable access to the schools' facilities.</i>				
<b>Information from Engagement:</b>				
The school needs to develop a designated space to support sensory regulation for pupils with additional learning needs				
<b>Data Development:</b>				
N/A				
<b>This objective will be judged to be successful if...</b>				
<i>A designated space to support sensory regulation for pupils with additional learning needs is developed</i>				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
1.1	Maintain a close working relationship/communication with all stakeholders.	HT, FEO, ALNCo, FGB	Jan 26	Ongoing
1.2	Plan, resource and develop a sensory provision	HT, SLT, ALNCo, FGB	Feb 26	Ongoing
1.3	Monitor, review and audit the use of the sensory provision	HT, SLT, ALNCo, FGB	Jan 27	Ongoing

**Appendix 3  
Access Plan  
Short Term 2026 - 2029**

<b>Equality Strand</b>	<b>Objective</b>	<b>Action</b>	<b>Timeframes</b>	<b>Success criteria</b>
Procedures/Policies and Practices	To increase access to the curriculum, written information and physical environment through the delivery of the school accessibility plan	Ensure that all stakeholders have an input into the development of the SEP which is actioned in a timely manner over the timeframe of the plan	On going	
Access to the curriculum	To provide access to ICT equipment for learners with additional needs	Identify learners that need to use ICT to access the curriculum	Summer 26	Pupils able to effectively use ICT to support their recording of learning
Access to the curriculum/information and school	To create and implement new Additional Needs Policy in view of the revised Code of Practice		On going	New Additional Needs Policy in place identifying new and revised procedures and practices
Access to information	To provide visual support in areas of the school			Clear and accessible written/pictorial information for all learners
Access to information	To make available written materials in alternative forms	Upon request, written materials to be adapted to meet the needs of individuals		
Access to the school/physical environment	To create PEEPs for pupils/staff with disabilities	Identify pupils/staff with disabilities and determine the individual needs and special requirements by completing a PEEP	Spring 26	PEEPS written and shared with all staff for whole staff awareness so that Health and Safety procedures are in place to meet the needs of individuals.
Access to the school/physical environment	To upgrade access to the top yard	Create a ramp to the top yard to replace the steps to facilitate better access for disabled stakeholders	TBD	Ramp access to the top yard so that all learners and parents can access the area
Access to the school/physical environment	To resurface the bottom school yard	Bottom school yard resurfaced by LA to ensure a stable surface for better access for all stakeholders	TBD	Bottom yard resurfaced

## Medium Term Plan 2026 – 2029

Equality Strand	Objective	Action	Timeframes	Success criteria
Access to the school/physical environment	To provide access from the car park to the main school	Create a ramp from the car park to the side of the school to ensure better access for disabled stakeholders	TBD	Ramp access from car park to main school entrance for ease of use for all users
Access to the school/physical environment	To create ramp access to main school entrance	Remove step and create a ramp for main entrance	TBD	Ramp access from bottom yard to main school entrance for ease of use for all users

### DISABILITY ACCESS PLAN:

This plan should be read in conjunction with the school's new Strategic Equality Plan. This plan was first implemented in June 2004. It has been reviewed and revised in July 2012 to become part of the new Strategic Equality Plan in line with current legislation. The previous Disability Equality Statement has been assimilated into the new Strategic Equality Plan.

As a key objective of our plan, and in the spirit of this our Strategic Equality Plan, in matters of disability, we aim to initiate or respond quickly to matters in order to secure positive change for people with disability. Where matters are solely within the remit of the school, this may be achieved relatively quickly. Those matters that are Landlord / LEA responsibility may require longer-term solutions. However, the school aims to be alert to need and inform and consult with the LEA to accelerate change where we perceive a high-priority need.

The school governors accept their responsibilities in drawing up this plan and regarding the continual update of it. Governors, via the Headteacher, have endeavoured to identify short, medium and longer-term targets that will meet the requirements. Many identified targets are however not within the means or direct control of the school and depend greatly upon the Neath Port Talbot Local Education Authority / County Borough Council to meet its responsibilities (as landlord) to fund and agree the targets and determine the time scales indicated.

