

Knighton CIW Primary School Ysgol Gynradd Tref-y-Clawdd

Equality Plan 2022-2026



Equality Plan agreed by Governors:

..... (Signed by Chair)

November 2025

(Date)

Plan due for review: Autumn 2026

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

TRUST that we will always treat each other with care

ENVIRONMENT that is exciting and encouraging!

ASPIRING and active individuals

MOTIVATED to make memories

TEULU a CYNEFIN

RESPECT all round

EXPERTS in Mantle FFIN

Cymru a Lloegr YSGOL

UNEDIG!

1.2 Characteristics of our school

Knighton Church in Wales Primary School is a voluntary controlled church school situated in the small border town of Knighton. The school is within Powys Local Education Authority and the diocese of Swansea and Brecon. The school shares a site with the town's leisure centre.

The school caters for pupils aged four to eleven years. Children are admitted to Reception at the start of the academic year in which they turn five.

The number of pupils on roll is currently 171, excluding the 3s in the Children's Centre (November 2025). Pupils are organised into 7 classes; some of which are mixed-age classes (two Reception/Y1 classes, one Y2 class, one Y3 class, two Y4/Y5 classes and one Y6 class). The school has 14% of pupils who are entitled to Free School Meals. 30% of our pupils have Additional Learning Needs. 6% of pupils speak English as an additional language (EAL). No pupils speak Welsh as their first language.

An Area Resource Based Specialist Centre is based at the school, centrally funded but managed on a day to day basis by the school. It caters for pupils who are at school IDP or LA IDP.

1.3 Mainstreaming equality into policy and practice

We aim to provide a high standard of education for all and ensure that the culture and ethos of the school creates an environment which treats all individuals with dignity and respect and values them equally.

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:

- Support pupils through their individual learning journey; planning experiences for each phase that pupils can do in lessons that allow them to make progress towards the learning intentions for knowledge and skills
- Throughout the learning experience, refer the pupil back repeatedly to the learning intentions as part of the formative assessment process
- Use observation, conversation and feedback sessions in class to assess the progress each pupil is making and adjust the number and difficulty of the learning intentions based on the individual pupil
- Reflect on the progress made in relation to the learning intentions and identify whether the pupil has met the expectations, exceeded expectations or is working towards those expectations
- 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;

- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; using Jigsaw PSHE resources where applicable
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

**Please also refer to our ALN 'school offer', Prospectus and Progress Cycle for further information on how we support pupils on their individual learning journeys*

1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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

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

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

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

- The local authority equality objectives identified in **Appendix 2**;
- Views expressed by stakeholders who have been involved in the development of the Plan;

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

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

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

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

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

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;

- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, and governors following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views are actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;

- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

- *Questionnaires sent to all parents/carers and staff.*
- *Questionnaires completed by all pupils*
- *Well-being ‘think tanks’ set up for pupils (meet termly)*
- *School councils’ meetings (meet half-termly, with additional meetings as and when required)*
- *Regular meetings for all staff groups within school (SLT, TA, Dinner Supervisors, Cleaners)*

Stakeholders	Collaboration and consultation through:
Pupils	<ul style="list-style-type: none"> • School Council • Eco-Committee • Criw Cymraeg • Sports Council • Worship Council • E-Safety Council • Healthy Schools Council • School of Sanctuary work • Listening to Learners • Pupil Questionnaires • Well-being think tank group • Emotion Coaching and Zones of Regulation • Contact with governors
Parents/Carers	<ul style="list-style-type: none"> • Questionnaires & Parent Voice sheets • Parents’ Evenings and class assemblies • Open door Policy • Direct contact with individuals – verbally or written • Friends of School • Contact with governors

	<ul style="list-style-type: none"> • Website and closed FB page
Staff	<ul style="list-style-type: none"> • Staff Meetings • Daily contact/discussions • Lessons Observations • Learning Walks • Professional Development Meetings • Open door policy • Well-being time (termly) • Contact with governors
Governors	<ul style="list-style-type: none"> • Governors' Meetings • Sub-committee meetings • Regular contact with Governors through meetings//email, monitoring visits, learning walks • Website and closed FB page
Local Authority	<ul style="list-style-type: none"> • School visits • Cluster Meetings • FADE reports following visits by SIA
Wider Community	<ul style="list-style-type: none"> • School social events (discos, fayres) • School Visits (cinema trips, theatre trips, Cardiff, Oaker Wood, Church and Brecon Cathedral) • Local Industry (Radnor Hills, Clayton Engineering) • School Visitors – e.g Diocesan Director of Education, Pupils2Parliament, Knighton & District Refugee Group, authors (Dai Woolridge), artists (Ciara Lewis), poets (Cheryl Moskowitz)
Social Services	<ul style="list-style-type: none"> • CLA review meetings, CP Conferences, Core group meetings and reviews, Early Help Intervention
Powys Local Health Board	<ul style="list-style-type: none"> • Contact with the school nurse, CAMHS • Regular contact with Physiotherapists, SALT and OT

4. Equality Impact Assessment

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

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

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1) Improving communication with parents/carers and staff.
- 2) Providing governors with information about specific areas identified by the questionnaire.
- 3) School Council to update their anti-bullying leaflet for pupils. This to be shared with all stakeholders (updated January 2023).
- 4) Continue to enhance wellbeing of all pupils.
 1. Review school's positive behaviour policy and complaints policy with all stakeholders
 2. To raise awareness of equality and diversity issues among pupils, staff and governors
 3. Ensure all pupils access an individual learning journey that builds on skills and knowledge and encourages/supports each pupil to develop in all areas of learning

We have action plans covering all relevant protected characteristics (**Appendix 3**). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are included in the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus available on the school website includes a reference to the Equality Plan and the values underpinning it.

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

All data collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

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

- revisiting and analysing the information and data used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan by **30th June 2026**.

Knighton CIW Primary School Ysgol Gynradd Tref-y-Clawdd

Equality Plan 2022-2026

Appendices

Appendix 1	Protected Characteristics
Appendix 2	School Equality Objectives and Action Plan
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Appendix 1

Protected Characteristics under the Equality Act 2010

- **Age***
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**

- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

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

Appendix 2

Knighton CIW Primary School Ysgol Gynradd Trey-y-Clawdd Equality Plan 2022-2026 Equality Objectives and Action Plans

Equality Objective 1

Improving communication with parents/carers and staff.



Parent Questionnaire
AUTUMN 2024.docx



SPRING TERM 2025
WELLBEING SURVEY F

Our Research:

All figures below relate to returned questionnaires.

88% of parents felt that our school was good or very good at providing ways of helping them communicate with staff (Spring 2023)

96% of parents felt that our school was good or very good at helping their child with their learning; providing sufficient support and challenge to help them do well (Spring 2023) 97% of staff felt that communication from the SLT/HT was clear and effective (Spring 2023) (3% 'not always')

93% of staff felt that they were kept informed about matters that affected them (Spring 2023) ('mostly' 3%, 'not always' 3%)

97% of staff felt that they were kept well-informed of any changes to school policies and procedures (Spring 2023) ('no answer' 3%) 100% of staff understood their responsibilities in relation to such policies and procedures

'Would be nice to have more updates and photos/videos on Facebook and website about the day-to-day activities at school'

'Would be lovely to have more feedback about how he is getting on and what happens from day to day'

Feedback from parent/carer questionnaire from Autumn 2024 (whole document embedded above for reference)

97% of parents felt that our school was good or very good at providing ways of helping them communicate with staff

95% of parents felt that our school was good or very good at helping their child with their learning; providing sufficient support and challenge to help them do well

Feedback from staff questionnaire Spring 2025 (whole document embedded above for reference)

95% of staff felt that communication from the SLT/HT was clear and effective (always 91%, mostly 4%)

4% of staff felt that it was 'sometimes', 'depending on the context')

87% of staff felt that they were always kept informed about matters that affected them (most of the time/mostly 13%)

100% of staff felt that they were kept well-informed of any changes to school policies and procedures

100% of staff understood their responsibilities in relation to such policies and procedures

100% of staff felt that there was someone in school that they could discuss their wellbeing with

100% of staff felt that they would be comfortable approaching a member of SLT/HT if they needed support

Information from Engagement: Positive

comments:

'I found the new report very good and it kept me informed of my child's learning. Brilliant idea'

'I really thought the end of term reports were a great idea...Good to have an idea of how the children are getting on throughout the year! Thank you for all you do!'

'Communication on the whole is very good'

'The roll out of the new curriculum has been amazing and both girls have flourished. Thank you for all the hard work put in by all the staff'

'Thank you all, leading from the front which trickles down to each staff member and eventually each pupil 😊'

'Communication with Mrs Rimmer is easy with her being on the school gates and emails are always read and replied to quickly'

'I felt the reports the children had were a fabulous idea! Really nice to know how they are getting on more often! Thank you for all you do!'

'Much more positive environment, other parents have commented on this too. Also better communication. Everyone seems much happier'

From Parent Voice sheets introduced as of 2025 (parents/carers are encouraged to complete them after class assemblies when they go back to their child's class to look at their work), in monitoring file

Data Development:

See research information above.

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

- All staff are sure of who to speak to for advice and feel that they are kept informed of matters affecting them.
- All staff are aware of any barriers or difficulties at school which may affect pupils from the protected characteristic groups.
- Nearly all parents feel that communication between school and home is good or very good

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
1.1	Use staff meetings and INSET day meetings to communicate relevant information and email out to all relevant staff. Teachers and TAs are emailed weekly with minutes from staff meetings	HT	none	September 2023	March 2024 November 2025
1.2	Remind all staff about appropriate use of confidential information relating to medical and behavioural issues relating to individual children.	HT	none	September 2023	March 2024 November 2025
1.3	Regular use of closed Facebook page, website, fortnightly newsletters, class assemblies and progress meetings with parents to ensure that good communication with parents is established	HT	none	June 2023	March 2024 November 2025

Equality Objective 2

School Council to update their anti-bullying leaflet for pupils. This to be shared with all stakeholders.

Latest version of anti-bullying leaflet embedded (reviewed by school council annually)



School Council
Anti-Bullying Leaflet V

Our Research:

Regular meetings with all staff groups and with each school council group (minutes taken and filed)

Jigsaw (PSHE) sessions with pupils throughout school

Pupil questionnaire about well-being (Spring 2023):-

97% of pupils felt happy at school

98% of pupils felt safe at school

From Spring 2025 pupil feedback from questionnaires:-



eFSM pupil
questionnaire feedback



Pupil Well-being
Feedback Questionnaire

Information from Engagement:*Positive comments:*

- 'Always looking at the positive of a situation and encouraging positive behaviour wherever there is negative'

Spring 2025 comments:-

'I like my teachers and friends in school, they make me happy'

'I like school because I can learn and play with my friends'

'I feel safe in school because the gates are always shut and the teachers have a qualification'

'I know the staff are there for me'

'The teachers always try to make us safe'

'I like this school because I have teachers who care about me'

Data Development:

See above

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

- *There is an increased awareness of the school's anti-bullying procedures for all stakeholders (school councils' minutes in folder and annual pupil questionnaire feedback)*
- *There is regular information provided in reports to governors about equality issues (see governor minutes in folders)*

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
3.1	School Council to update child-friendly anti-bullying procedure and present it to whole school	HT	none	January 2023	September 2023 March 2025
3.2	Present updated anti-bullying procedure to FGB	HT	none	October 2023	October 2024 Spring 2025
3.3	Include information about anti-bullying procedure on one newsletter every term	HT	none	September 2023	January 2024 November 2025
3.4	Include report of progress with Equality Plan as part of each HT report to governors	HT	none	July 2023	July 2024 December 2025

Equality Objective 3

Continue to enhance wellbeing of all pupils and staff.



Pupil Well-being
Feedback Questionnaire



SPRING TERM 2025
WELLBEING SURVEY F

Spring 2025

Our Research:

97% of pupils felt happy at school (Spring 2023)

98% of pupils felt safe at school (Spring 2023)

99% of pupils felt that there are adults in school who really care about them

99% of pupils felt that there are adults who they trust in school

95% of parents felt that our school is good or very good at making their child feel happy and safe (Spring 2023)

95% of parents felt that our school was good or very good at helping to develop wellbeing and positive behaviour in class (Spring 2023)

100% of staff felt that there was someone that they could discuss their wellbeing with in school (Spring 2023)

90% of staff felt that their workload was manageable (Spring 2023)

93% of staff felt that they could maintain a good work-life balance (Spring 2023)

100% of staff felt that they got support from the Senior Leadership Team/Headteacher (Spring 2023)

100% of staff agreed that the Senior Leadership Team offered support (Spring 2023)

100% of staff agreed that they would feel comfortable approaching a member of the SLT/HT if they needed support (Spring 2023)

100% of staff felt that the school has a positive culture of wellbeing towards all (Spring 2023)

93% of staff felt that their general mental health and wellbeing was good (Spring 2023)(3% 'reasonably' and 3% no answer)

80% of staff felt that they knew which agencies they could approach outside of school for support if they didn't feel they were able to speak to anyone within the school setting (Spring 2023) (N/A 17% and 'not sure' 3%)

From staff well-being survey Spring 2025:-

100% of staff felt that there was someone in school that they could discuss their wellbeing with

100% of staff felt that they would be comfortable approaching a member of SLT/HT if they needed support

Information from Engagement: Positive comments:
 'The wellbeing of all staff is well cared for in the setting. We are a great team who care for each other always' 'Wonderful team to be part of'
 'Appreciate the team support'
 'Feel very happy to be part of the team'
 'Work is always recognised, mental health well supported, given time away from school each term'
 'Checked on regularly by head, well-being afternoon'

Data Development: See above

- This objective will be judged to be successful if...**
- **All pupils feel happy and safe at school**
 - **All staff are aware of which agencies that they can approach outside of school for support if they don't feel able to speak with anyone within the school setting**
 - **All stakeholders understand how the school supports pupils and staff/volunteers, ensuring there are no social or physical barriers to accessing the whole school environment.**

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
3.1	One meeting per term with all staff will review the way in which all pupils/staff are supported to ensure equal access.	HT	none	September 2023	July 2024
3.2	Staff complete Equality Act (2010) training Staff training is up-to-date Staff reminded of/made aware of Vivup support 14/02/25 Well-being on agenda weekly for staff meetings (see minutes) Posters relating to support for well-being in staff room	HT	Additional hours paid for TAs, dinner supervisors and cleaners to attend training	April 2023	September 2023 November 2025
3.3	Well-being think tank meetings with pupils each half term to review well-being and discuss ideas for well-being activities (minutes of meetings in folder and on well-being display)	HT & JF	none	September 2023	July 2024 November 2025
3.4	Information about the way in which all pupils are supported to ensure equal access; included in school prospectus and ALN offer to parents/carers.	HT & ALNCo	none	July 2023	July 2024 November 2025

School Accessibility Plan

School Development Plan – Accessibility

Key Question	1	2	3	Area for Development – addressing the requirements of the Equality Act 2010
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Where are we now?/Recent developments

The Physical Environment

- The school is built on a flat and level site, and the school building is on one floor, without stairs.
- Disabled toilet in RBSC corridor and in Reception/Y1 corridor
- Wheelchair access/egress at main entrances and all fire exits
- Route from main gate to main entrance is signed
- All rooms accessible by wheelchair (although manoeuvrability will not be easy in smaller classrooms in original part of school)
- Appropriate glass panels in new doors.
- Adequate lighting in all areas.
- Carpet in most areas to reduce noise
- Classroom furniture at appropriate height
- New chairs and desks purchased for staff where required
- Play areas are accessible to wheelchair users

Curriculum & Support

- All areas of the curriculum are accessible to disabled pupils and all pupils partake in all activities
- All school visit sites are evaluated for possible visit by disabled pupils/volunteers/staff
- Staff have been informed of school's duties under Equality Act 2010 and informed of wider criteria for inclusion under the terms of Equality Act.
- Staff have completed the learning@Wales Equality Act (2010) training
- Whole-school audit has been carried out, identifying children that are termed as disabled under Equality Act 2010, Health Care Plans and PEEPS (Personal Emergency Evacuation Plan) have been put in place where required
- Differentiated work provided for those with learning difficulties
- Staff training regarding ALN and medical conditions/health care needs (regularly updated)
- Members of staff trained in Team Teach/PRICE training (RBSC and school staff)
- Specialist teachers on site (RBSC)

Communication

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents/carers will regard the school staff as being approachable with any concerns regarding disabilities.
- Close links with outside agencies that can provide support & expertise e.g. Health Services, Specialist Advisory Teachers, SALT, Occupational Therapists, Physiotherapists, Family Support Service,
- The Annual Governors' Report includes a section on disability

Addressing Needs

Despite the above advantages, the school is not complacent with regard to its increased duties under the Equality Act 2010 and, following consultation with LA advisors, partner schools, representatives of disabled groups in the community, parents/carers, governors and pupils, the following plan has been drawn up to cover the period 2022-2026. The plan will be reviewed annually. It will be available, on request, to all those listed above and an annual update will be included in the Annual Report to Parents.

The Physical Environment of the School – Issues to Address 2022-2026

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Improve signage	Increase number of signs directing visitors to main entrance	Visitors easily find way to main entrance	Head	Cost of signage	Autumn 2023	Dec 2023
Disabled parking spaces	To be confirmed with LA	Convenient parking for disabled drivers- disabled parking bay re-painted	Head	Financing changes to carpark- new disabled bay,	October 2025 completed	June 2026

				lay out of carpark, safe route from gates to school's reception (including crossing, fencing)		
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Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Safe wheelchair manoeuvrability in toilets	Ensure clear access at all times to disabled toilet.	Safe wheelchair movement	Head, wheelchair users, staff		Autumn 2023	On-going review

Knighton Church in Wales Primary School
School Development Plan – Accessibility

Involving the Wider School Community – Issues to Address 2022-2026

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
Ensure that disabled people with links to the school (e.g. parents, governors, volunteers) receive information	Newsletters etc. to be adapted where required	Full access to information for disabled people	Head & staff	Minor	When required	
Raise pupil awareness of issues of disability	Inclusion in PSHE schemes of work. School Council meetings and assemblies.	Improved understanding amongst pupils	Head & staff	Planning check Listening to learners	Ongoing	Annual
Widening consultation base	Network with other school families that have researched other aspects of disability	Accessibility Plan with wider scope	Head & headteacher colleagues	Heads' meetings	September 2023	Summer 2024

Knighton Church in Wales Primary School
School Development Plan – Accessibility

Employment Issues 2022-2026

There are currently no disabled members of staff employed at the school. There is currently one disabled regular volunteer supporting the school.

Target	Action to be taken	Success criteria	Monitoring & evaluating	Staffing/resource implications	Start date	Review deadline
To ensure that disabled people have equal opportunities with regard to employment or voluntary work at Knighton	Adherence to statutory requirements re. shortlisting		Governing Body		When required	