Ysgol Dyffryn Trannon

Equality Plan
2026 - 2030

Introduction and Context

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. Previous Equality plans covered the periods 2012-2016, 2016-2020 and 2021-2025 with this Plan covering the period 2025- 2029.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data, will form the basis of the equality objectives within the school's Equality Plan for the next four years.

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan.

The requirement to record, monitor and report on all racial incidents remains the same.

YSGOL DYFFRYN TRANNON

Equality Plan
2026 – 2030

Equality Plan agreed by Governors:

D Jerman **(Signed by Chair)**
September 2026 **(Date)**

CRYFACH tecach GWYRDDACH STRONGER fairer GREENER Powys

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

The school motto:

‘Pawb o bwys yn ein hysgol ni – Ysgol Dyffryn Trannon, Calon Ein Bro’

‘Everyone matters in our school – Ysgol Dyffryn Trannon, the Heart of our Community’

Our Values

At Ysgol Dyffryn Trannon, we aim to work together as a community to provide the best possible education and equip our children with the knowledge, skills and confidence they need for life and work.

- **We show respect**
- **We are confident**
- **We are independent**
- **We are inclusive**

‘Everyone Matters in Our School – Ysgol Dyffryn Trannon, Calon Ein Bro.’

At Ysgol Dyffryn Trannon, we believe that everyone belongs and that everyone has something valuable to contribute. We are an inclusive and caring community where every individual is valued, respected and encouraged to be the best version of themselves.

We celebrate diversity and welcome difference, recognising that our experiences, talents and perspectives enrich our school community and our learning. We promote kindness, understanding and respect, and encourage everyone to be true to themselves, to be brave in standing up for what is right and to support others.

In a changing world, we encourage our learners to be curious, open to new ideas and willing to see things from different perspectives. We develop their confidence to think for themselves, make positive choices and contribute to their communities and the wider world.

Resilience is an important part of learning. We embrace challenge, learn from mistakes and understand that progress comes through perseverance, reflection and courage. We celebrate effort as well as achievement, recognising that every step forward matters.

As **Calon Ein Bro**, the heart of our community, we encourage our learners to take pride in their local area while developing an understanding of their place in the wider world. Through pupil voice, community engagement and meaningful partnerships, they learn that they can make a positive contribution to the communities around them and beyond.

Outdoor learning is an integral part of life at Ysgol Dyffryn Trannon. Through rich experiences beyond the classroom, pupils develop independence, creativity, teamwork and problem-solving skills, alongside a deep appreciation of the natural world.

Above all, we celebrate the strengths, talents and achievements of every pupil. We believe in one another, support one another and encourage one another to be the very best versions of ourselves.

Together, as **Calon Ein Bro**, we nurture confident, compassionate and capable young people who believe in themselves, value others and strive to make tomorrow's world a better place.

1.2 Characteristics of our school

Ysgol Dyffryn Trannon is situated in the village of Trefeglwys, in the heart of Montgomeryshire. Surrounded by farmland and part of a close-knit rural community, the school plays an important role in village life and proudly embraces its place as **Calon Ein Bro – the heart of our community.**

Our school community is welcoming, inclusive and caring. We are committed to ensuring that every pupil, member of staff, parent and visitor feels valued, respected and able to participate fully in school life. Our building has been adapted to meet a range of needs, and accessibility remains an important consideration in the development of the school through our Accessibility Plan.

The Welsh language is an important part of our identity and daily life. From September 2026, Ysgol Dyffryn Trannon has become an Ysgol Gymraeg, reflecting our commitment to promoting the Welsh language and culture and supporting all learners to develop confidence and pride in their bilingual journey.

We recognise that every child is unique. Each learner brings their own strengths, talents, interests and experiences, and we are committed to providing the support and opportunities they need to thrive.

Our philosophy is captured in the saying:

“Pethau bach, pob peth o bwys yma yn Nhrefeglwys”
“Remembering the little things – everything matters here in Trefeglwys.”

This reflects our belief that everyone matters, every achievement is valued, and every child deserves to be known, supported and celebrated.

School Profile, Diversity and Equalities Context

Ysgol Dyffryn Trannon is a primary school with 108 pupils on roll, serving a wide rural catchment area including Trefeglwys, Llangurig, Llidiartywaen, Staylittle, Llanidloes, Caersws, Llanwnog and Pontdolgoch. The school site also accommodates Cylch Trannon and a Flying Start setting, supporting strong links with children and families from the earliest years.

From September 2026, the school has become an Ysgol Gymraeg. While most pupils come from English-speaking homes, Welsh is now an integral part of school life and learning. Most members of staff are fluent Welsh speakers and actively support learners to develop confidence and pride in using the Welsh language.

The school's pupil population broadly reflects the demographics of the local area. Most pupils are White British/Welsh, there are currently no pupils with English as an Additional Language (EAL), and a small number of pupils are eligible for eFSM or have identified Additional Learning Needs (ALN). The school works closely with parents/carers, health professionals and external agencies to identify and address barriers to learning, participation and wellbeing at an early stage.

We recognise that diversity extends beyond ethnicity, language or disability. Every learner brings their own experiences, strengths, talents and needs. Our commitment is to ensure that all pupils have equitable opportunities to participate, achieve and flourish, while recognising and responding to the individual circumstances of each child.

As a rural school, we recognise that our pupils may have fewer opportunities to encounter some aspects of diversity in their everyday lives. Our Equality Plan therefore includes a specific focus on broadening pupils' understanding and experience of cultures, religions, identities, family structures and lived experiences beyond our local community.

We work in partnership with pupils, staff, parents/carers, governors and the wider community to promote equality, celebrate difference and challenge discrimination. Through our curriculum and wider school experiences, we aim to develop learners who understand their place within their local community and the wider world.

This commitment is reflected in our school motto:
“Everyone Matters in Our School – Ysgol Dyffryn Trannon, Calon Ein Bro.”

1.3 Mainstreaming equality into policy and practice

As well as the specific actions identified within this Strategic Equality Plan, Ysgol Dyffryn Trannon promotes equality, inclusion and respect through its day-to-day practice.

We aim to provide all learners with the opportunity to succeed and to achieve the highest possible educational, personal and social outcomes. In doing so, we strive to ensure that every learner feels valued, supported and able to fulfil their potential.
To achieve this, we:

- use contextual and attainment data to identify needs and improve support for individual learners and groups of learners;
- monitor outcomes across all groups and take action to address any significant gaps in achievement, participation or wellbeing;
- consider the progress and needs of all learners when planning future learning and setting appropriately challenging targets;
- ensure equality of access to all aspects of school life and prepare learners to thrive in a diverse and changing society;

- use learning materials and resources that reflect and celebrate diversity without stereotyping;
- actively promote attitudes and values that challenge discrimination, prejudice, bullying and intolerance in all its forms;
- provide opportunities for learners to develop an appreciation of their own identity, culture and heritage, whilst valuing and respecting those of others;
- promote the Welsh language, culture and heritage as an integral part of our identity as an Ysgol Gymraeg;
- work in partnership with parents, carers and the wider community to support learner wellbeing, achievement and inclusion;
- engage with external agencies and specialist services where appropriate to support learners and their families;
- encourage discussion and reflection on equality, diversity, fairness and social responsibility throughout school life;
- foster a culture of mutual respect, kindness and empathy, where everyone is valued and feels that they belong.

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;
- issues arising as a result of an analysis of pupil data, e.g. progress of boys v. girls; the attainment of pupils entitled to free school meals and the attainment of pupils with additional learning needs.

The delivery of the Equality Plan will contribute to all 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 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, 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 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.

In preparing this Strategic Equality Plan, Ysgol Dyffryn Trannon consulted with pupils, parents/carers, staff and governors through questionnaires, staff meetings and Governing

Body discussions. The Governing Body provides a further link with the wider local community.

The school did not undertake separate consultation with individual protected characteristic groups. As a small rural school, representation from some protected groups within the school community is limited. The school has therefore considered the views gathered through consultation alongside information from school self-evaluation, pupil wellbeing information, parent/carer feedback and, where appropriate, information shared by external agencies.

The school recognises that not all experiences of equality and diversity will be directly represented through consultation. The needs of individuals are considered as they arise, and the school remains committed to identifying and responding to barriers to participation, communication and inclusion.

The engagement undertaken, together with the wider evidence available to the school, has informed the priorities within this Equality Plan. These include broadening pupils' understanding and experience of diversity beyond their local community and ensuring equitable communication, support and engagement for all parents and carers.

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

Equality Objective 1:
Broaden pupils' understanding and experience of diversity beyond our local community.

Equality Objective 2:
Ensure equitable communication, support and engagement for all parents and carers.

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 cross referenced with 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 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 review of our Equality Plan – Autumn Term 2027.

Ysgol Dyffryn Trannon

Equality Plan 2026–2030

Appendices

Appendix 1 **Protected Characteristics**
Appendix 2 **Local Authority Equality Objectives**
Appendix 3 **School Equality Objectives and Action Plan**
Appendix 4 **School Accessibility Plan**
Appendix 5 **Stakeholder Consultation Questionnaires**

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

Local Authority Equality Objectives

Stronger, Fairer, Greener - Our Corporate Plan

Our Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives we will focus on to help make our vision a reality.

The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet our objectives.

Our ambition is that by 2027, we will be:

- **Stronger** - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- **Fairer** - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- **Greener** - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.

To achieve our ambition, we have set the three objectives below that are the core aims of this Corporate and Strategic Equality Plan:

1. We will improve people's awareness of services, and how to access them, so that they can make informed choices.
2. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
3. We will work to tackle poverty and inequality to support the well-being of the people of Powys.

Appendix 3

Ysgol Dyffryn Trannon

Equality Plan 2026- 2030
Equality Objectives and Action Plans

Equality Objective 1 Broaden pupils' understanding and experience of diversity beyond our local community.
Our Research: The school has undertaken consultation with pupils, parents/carers, staff and governors as part of the development of the Equality Plan. The feedback indicates that the school has a strong and inclusive approach to equality, with stakeholders recognising the school's commitment to making pupils and families feel welcome, recognising individual needs and responding appropriately to barriers where they arise. The staff consultation considered issues including access and participation, reasonable adjustments, recognition of equality, barriers faced by pupils with protected characteristics, opportunities to promote equality, training and staff confidence in meeting diverse needs. No clear additional area of development emerged from the staff consultation that would require a separate strategic equality objective. A key area for development identified through the wider consultation is the opportunity to broaden pupils' experience and understanding of diversity. This is particularly relevant within the school's rural context, where pupils may have fewer opportunities to encounter different cultures, religions, family structures, identities and lived experiences in their everyday lives. Governor feedback highlighted the value of providing pupils with opportunities to experience diversity beyond the local community, including potential links or exchanges with schools in more diverse areas. Parent feedback similarly suggested greater opportunities for pupils to learn about different religions, cultures and family structures, including LGBTQ+ families. The evidence therefore suggests that the school should build on its existing inclusive practice by providing meaningful opportunities for pupils to encounter, understand and value diversity beyond their immediate community.

Information from Engagement:
Stakeholder feedback suggests that the school should:

- ❖ provide greater opportunities for pupils to learn about different cultures, religions and ways of life;
- ❖ ensure that curriculum resources reflect a range of family structures, identities and lived experiences, including LGBTQ+ families;
- ❖ provide opportunities for pupils to encounter perspectives and experiences that may not be represented within their immediate community;
- ❖ explore links, visits, visitors or collaborative opportunities with schools and communities in more diverse areas;
- ❖ continue to ensure that equality and diversity are embedded naturally across the curriculum.

Data Development:
The school will strengthen its understanding of this area by:

- ❖ reviewing curriculum resources and learning experiences to consider how well they reflect a range of cultures, religions, family structures, identities and lived experiences;
- ❖ gathering pupil voice to establish pupils' current understanding of diversity and their experiences of learning about people whose backgrounds or experiences differ from their own;
- ❖ recording and reviewing opportunities for pupils to encounter different perspectives through the curriculum, visitors, visits and links with others;
- ❖ using pupil voice, curriculum evidence and stakeholder feedback to evaluate the impact of the work and inform future planning.

This objective will be judged to be successful if…

- ✓ Pupils demonstrate a growing understanding, respect and acceptance of people whose cultures, identities, family backgrounds and life experiences differ from their own.
- ✓ Pupils have a broader range of experiences and opportunities to encounter different cultures, perspectives and communities beyond their local area.
- ✓ The curriculum and learning resources reflect diversity meaningfully and appropriately across a range of subjects and learning experiences.
- ✓ Pupil voice indicates that pupils are becoming more confident in talking about, understanding and valuing difference.

Actions:					
	Description – what will we do?	**Lead**	**Resource Implications**	**Start date**	**Review date**
1.1	**Audit curriculum representation:** Review books, resources and curriculum content to identify how well pupils encounter a range of cultures, religions, family structures, identities and lived experiences. Identify key gaps and priorities.	Curriculum Leads	Staff planning time	September 2026	November 2026
1.2	**Address identified gaps:** Use the findings of the audit to strengthen representation within curriculum planning, reading materials and learning experiences.	Class teachers and TA's	Staff planning time; resources where required	November 2026	January 2027
1.3	**Develop opportunities to look beyond our local community:** Identify and provide age-appropriate opportunities for pupils to learn about different communities, cultures and experiences through visitors, virtual links, projects, visits or links with other schools.	Headteacher / Curriculum Leads	Staff time; possible visitor, transport or visit costs	September 2026	July 2027
1.4	**Embed diversity across the curriculum:** Ensure opportunities to explore difference and diversity are incorporated naturally within existing topics and curriculum areas, rather than being limited to individual lessons or events.	Class teachers	Existing planning time and resources	October 2026	July 2027
1.5	**Gather pupil voice and establish impact:** Establish a simple baseline of pupils' understanding and experience of diversity, with a follow-up to identify changes in pupils' understanding, confidence and attitudes.	Headteacher / Curriculum Leads	Staff time; pupil voice activities.	January 2027	July 2027

1.6	**Evaluate and identify next steps:** Review pupil voice, curriculum evidence and stakeholder feedback to evaluate the impact of the work and identify priorities for future planning.	Headteacher / Curriculum leads	Staff time	July 2027	Annually

Equality Objective 2 To ensure equitable communication, support and engagement for all parents and carers.
Our Research: The school has undertaken consultation with pupils, parents/carers, staff and governors as part of the development of the Equality Plan. The feedback indicates that the school has strong and positive relationships with families, with stakeholders recognising the school's commitment to making parents and carers feel welcome, listening to their views and responding appropriately to individual needs. The consultation highlighted the importance of ensuring that all parents and carers are able to access information, communicate with the school, contribute their views and engage with school life. This is particularly important where individual circumstances may create barriers to communication or participation, including disability, language, literacy, digital access, working patterns or other family circumstances. Parent and carer feedback highlighted the value of clear, timely and accessible communication, together with opportunities to engage with the school in ways that recognise different circumstances and needs. Staff feedback also emphasised the importance of understanding individual family circumstances and making appropriate adjustments where barriers to communication, support or engagement arise. The evidence therefore suggests that the school should build on its existing positive relationships with families by ensuring that communication, support and opportunities to engage are accessible, inclusive and responsive to the needs of all parents and carers.
Information from Engagement: Stakeholder feedback suggests that the school should: ❖ provide clear, timely and accessible information to all parents and carers; ❖ identify and respond appropriately to barriers that may affect parents' and carers' ability to access information, communicate with school or participate in school life;

- ensure that reasonable adjustments and appropriate support are considered where individual needs affect communication or engagement;
- provide a range of appropriate opportunities for parents and carers to share their views and engage with the school;
- ensure that parents and carers know how to access support and who to contact when they have questions, concerns or require additional help.

Data Development:
The school will strengthen its understanding of this area by:

- reviewing current communication methods and information provided to parents and carers to consider how accessible, clear and effective they are;
- gathering parent and carer voice to establish their views and experiences of communication, support and opportunities to engage with the school;
- recording and reviewing any recurring barriers to communication or participation and considering whether further adjustments or support are required;
- using parent/carer, pupil and staff feedback to evaluate the effectiveness of communication and engagement and inform future planning.

This objective will be judged to be successful if…

- ✓ Parents and carers report that they can access and understand important information from the school.
- ✓ Parents and carers are able to communicate with the school and access support in ways that take account of their individual needs and circumstances.
- ✓ The school identifies and responds appropriately to barriers that may affect communication, participation or engagement.
- ✓ Parent and carer feedback indicates increased confidence in communicating with the school and engaging with school life.

Actions:

	Description – what will we do?	Lead	Resource Implications	Start date	Review date
2.1	**Review current communication:** Audit current communication methods and key information shared with parents and carers to consider whether it is clear, consistent and accessible. Identify key areas for improvement.	Headteacher / Admin	Staff time	September 2026	November 2026

2.2	**Identify and address barriers:** Consider barriers that may affect individual parents' and carers' ability to access information, communicate with school or participate in school life. Put appropriate adjustments or support in place where required.	Headteacher / ALNCo / Staff	Staff time; resources or external support where required	September 2026	July 2027
2.3	**Improve accessibility of information:** Review the format, language and methods used to share key information, including consideration of translation, digital access and alternative formats where appropriate.	Headteacher / Admin	Staff time	October 2026	January 2027
2.4	**Strengthen opportunities for engagement:** Provide a range of appropriate opportunities for parents and carers to share their views, ask questions and contribute to school life, recognising that families may engage in different ways.	Headteacher / Staff	Existing planning time and resources	October 2026	July 2027
2.5	**Gather parent and carer voice and establish impact:** Establish a simple baseline of parents' and carers' views about communication, support and engagement, with a follow-up to identify changes in accessibility, confidence and participation.	Headteacher / Admin	Staff time; feedback activities.	January 2027	July 2027
2.6	**Evaluate and identify next steps:** Review parent/carer feedback, staff feedback and evidence of adjustments to evaluate the impact of the work and identify priorities for future planning.	Headteacher / Curriculum leads	Staff time	July 2027	Annually

Appendix 4

Ysgol Dyffryn Trannon
School Accessibility Plan
2026-2030

The purpose of this Accessibility Plan is to ensure that disabled pupils are able to access the curriculum, school environment, information and wider opportunities on an equitable basis.
The plan forms part of the school's wider commitment to equality and inclusion and will be reviewed annually. The school will work with pupils, parents/carers and staff to identify and address barriers as they arise.

Curriculum and Learning		
Target 1 To ensure that disabled pupils can access and participate fully in the curriculum and receive appropriate support to meet their individual needs.		
Strategies – what will we do?	**Intended Outcome**	**Frequency / Review**
Identify and review barriers to learning and participation for individual pupils and make appropriate reasonable adjustments.	Disabled pupils are able to access and participate in learning alongside their peers.	Ongoing

Adapt teaching, resources, activities and assessment approaches to meet individual needs.	Teaching and learning approaches reflect individual needs and enable pupils to make progress.	Ongoing / Termly review
Use appropriate resources, technology and equipment to support access to learning.	Appropriate resources and equipment are available where required.	As required
Ensure advice from the ALNCo and relevant professionals is reflected in classroom practice where appropriate.	Support and strategies are consistent and appropriate to individual needs.	Ongoing
Develop staff understanding of disability and the barriers it may create for learning and participation.	Staff have increased knowledge and confidence in supporting disabled pupils.	Annually / As required
Review the effectiveness of support and adjustments with pupils and parents/carers.	Support is reviewed and adapted in response to changing needs.	Termly / As required
Ensure disabled pupils are supported to participate in educational visits, clubs and wider school experiences.	Disabled pupils participate fully in the wider life of the school.	Ongoing

Physical Environment		
Target 2 To ensure that the school environment is accessible and that physical barriers to learning and participation are identified and addressed.		
Strategies – what will we do?	**Intended Outcome**	**Frequency / Review**
Review the accessibility of classrooms, communal areas, toilets, entrances and outdoor spaces.	Physical barriers are identified and appropriate action is taken.	Annual Review
Ensure furniture, equipment and classroom layouts can be adapted to meet individual needs.	Pupils can use learning spaces and equipment safely and comfortably.	Ongoing / As required
Maintain clear and accessible routes around the school and ensure accessible facilities remain available for their intended use.	Pupils can move around the school safely and as independently as possible.	Ongoing
Consider accessibility when purchasing equipment or making changes to the school environment.	Accessibility is considered as part of school development and premises planning.	As required
Make reasonable adjustments to enable disabled pupils to participate in assemblies, performances, sports, school events and visits.	Disabled pupils are able to participate in school activities alongside their peers.	Ongoing

Record and respond to identified physical access issues and consider longer-term improvements where required.	Identified barriers are addressed appropriately and within available resources.	Ongoing / Annual review

Communication and Information		
Target 3 To ensure that information provided by the school is accessible to disabled pupils, parents/carers and staff.		
Strategies – what will we do?	**Intended Outcome**	**Frequency / Review**
Provide information in clear, accessible formats and consider individual communication needs.	Pupils, parents/carers and staff can access important school information.	Ongoing
Provide alternative formats or reasonable adjustments where required.	Individual communication needs are identified and appropriately supported.	As required
Consider the accessibility of digital communication, online information and school systems.	Digital information can be accessed by those who require adjustments or additional support.	Annual review
Work with parents/carers to identify communication needs and agree appropriate ways of sharing information.	Parents/carers can communicate effectively with the school and access information.	Ongoing

Consider pupils' communication needs when providing instructions, visual information, displays and learning materials.	Pupils are supported to understand information and communicate their views and needs.	Ongoing
Ensure important information can be provided in Welsh / English as appropriate and consider additional communication support where required.	Communication is responsive to individual needs and language preferences.	Ongoing
Review communication arrangements where a pupil, parent/carer or staff member identifies a barrier.	Communication barriers are identified and addressed promptly.	As required

Participation and Engagement		
Target 4 To ensure that disabled pupils are able to participate fully in the social, cultural and wider life of the school.		
Strategies – what will we do?	**Intended Outcome**	**Frequency / Review**
Consider accessibility when planning school events, assemblies, performances, sports and celebrations.	Disabled pupils are able to participate fully in school events.	Ongoing

Ensure disabled pupils are supported to participate in educational visits, clubs and enrichment activities.	Disabled pupils have equitable access to wider school experiences.	Ongoing
Seek pupil voice to understand barriers to participation and identify appropriate adjustments.	Pupil views inform decisions about accessibility and support.	Termly / as required
Work with parents/carers to understand individual needs and support participation.	Adjustments reflect pupils' individual circumstances and needs.	Ongoing
Consider accessibility when organising meetings, events and opportunities for parents/carers to engage with the school.	Parents/carers are able to participate in school life and engagement opportunities.	Ongoing
Review reasonable adjustments where circumstances or individual needs change.	Support remains appropriate as needs change.	As required
Encourage and support disabled pupils to take an active part in school life.	Disabled pupils feel included, valued and able to contribute.	Ongoing

Monitoring and Review
The Accessibility Plan will be monitored by the Headteacher and reviewed annually. Evidence used to review progress will include: • pupil voice; • parent/carer feedback; • staff feedback; • identified barriers and reasonable adjustments; • accessibility audits; • participation in school activities and wider opportunities; • changes in individual pupil needs; • progress against the actions within the plan. The plan will be updated where necessary to reflect changes in pupil needs, the school environment, legislation or school priorities.

Appendix 5

Stakeholder Consultation (Welsh are shared)

Name of School

Questions for Pupils	Responses
Q1. When you started at this school did you feel welcomed? Q1a. Do you still feel this way?	Yes ○ Can't remember ○ No ○ Yes ○ Can't remember ○ No ○
Q2. Does the school make all its pupils feel included? (by this we mean that all pupils are given the same opportunity to take part fully in lessons, clubs, other activities, go on school trips etc)	Yes ○ Don't know ○ No ○
Q3. If you needed to, is there a person that you feel happy going to talk to, to help you feel part of the school?	Yes ○ Not sure ○ No ○
Q4. Are there any things which stop you feeling part of the school? If so, please tell us about them.	Yes ○ Not sure ○ No ○
Q5. What do you think about the way the school deals with bullying?	
Q6. Do you feel that you are treated differently from your classmates? If so, in what way are you treated differently?	Yes ○ Not sure ○ No ○

Q7. Has the school changed anything to help you play a full part in school life? Has this worked?	
Q8. What ONE thing could the school do to improve the way in which it makes pupils feel welcome and part of the school?	
Q9. Do you have any problems in taking part in lessons or school activities? If yes, please tell us about them.	

Questions for parents / carers	**Responses**
Q1. How effective is the school in recognising the needs of all pupils and ensuring that individual pupils are treated fairly and any differences/difficulties respected?	Very effective ○ Not very effective ○ Fairly effective ○ Not at all effective ○
Q2. Does your child experience any special difficulties in taking a full part in lessons or school activities? If so, please tell us about them.	
Q3. Do you feel that this school actively welcomes you and your child/children?	Yes ○ Not sure ○ No ○
Q4. Do you feel that there are any social or physical barriers to you, your child/children or anyone you know accessing the school environment? If yes, please state what they are.	Yes ○ Not sure ○ No ○
Q5. Do you feel that the school bullying procedures are effective?	Yes ○ Not sure ○ No ○

Q6. Do you think that the school approach to equalities is comprehensive and effective? If no, how could it be improved?	Yes ○ Not sure ○ No ○
Q7. Has the school changed anything to help your child/children (if they need it) play a full part in school life? If so, how successful do you feel they have been? (If this question is not applicable please ignore or write N/A - thank you)	
Q8. What do you think the school does well to make sure everyone feels welcome and part of the school community?	
Q9. What do you think are the most important things that the school could do to promote equality and inclusion?	

Questions for staff	**Responses**
Q1. Are there any social or physical barriers preventing you or any pupil, parent or another teacher from accessing the school environment or participating in school activities? (if yes please list them)	Yes ○ Not sure ○ No ○
Q2. If you face any problems relating to equality issues do you know who to speak to for advice?	Yes ○ Not sure ○ No ○
Q3. Do you feel that the school bullying procedures are effective?	Yes ○ Not sure ○ No ○

Q4. Do you feel that you are treated differently by your colleagues or peers? If you are, why/in what ways are you treated differently?	Yes ○ No ○
Q5. Has the school made any "adjustments" in order to provide you with equal access to school life. If so, how successful have they been? (If this question is not applicable to you please leave blank or write N/A in the space provided - thank you)	
Q6. How confident are you that the concept of equality has been recognised at this school? What area/issue do you feel could be improved upon?	Very confident ○ Not very confident ○ Fairly confident ○ Not at all confident ○
Q7. Do you feel pupils from any of the protected characteristic groups (see the listing provided) face any specific barriers/difficulties at this school? If so, what are the barriers and how could they be addressed?	Yes ○ Not sure ○ No ○
Q8. What could be improved and/or introduced at the school to promote equality of opportunity?	
Q9. Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues?	Yes ○ No ○
Q10. How confident are you that you are able to meet the diverse needs of all the pupils within your teaching groups?	Very confident ○ Not very confident ○ Fairly confident ○ Not at all confident ○
Questions for governors	**Responses**
Q1. How effectively does the school communicate with you about equality and diversity issues?	Very effectively ○ Not very effectively ○ Fairly effectively ○ Not at all effective ○

Q2. As a governor do you feel that there are any social or physical barriers that affect you or any pupil, parent, teacher or visitor from accessing the school environment?	Yes ○ Not sure ○ No ○
Q3. Does the governing body have a procedure in place for receiving information on equality and diversity issues within the school?	Yes ○ Not sure ○ No ○
Q4. Do you feel that school staff are appointed according to ability, irrespective of the protected characteristics? (see list provided)	Yes ○ Not sure ○ No ○
Q5. Do you feel that the school bullying procedures are effective?	Yes ○ Not sure ○ No ○
Q6. How comprehensive and effective do you think the school approach to equalities is? In what ways could they be improved?	
Q7. Do you feel that equality complaints are dealt with effectively? If not, how could they be improved?	Yes ○ Not sure ○ No ○
Q8. Has the school made any "adjustments" in order to provide equal access to school life for the whole school community? If so, please give details.	
Q9. How confident are you that the concept of equality has been recognised at this school? What areas/issues do you feel could be improved upon?	Very confident ○ Not very confident ○ Fairly confident ○ Not at all confident ○
Q10. Do you know of any pupils from any of the protected characteristic groups who face any specific barriers/difficulties at this school? If so, please state the characteristic and difficulties this	Yes ○ Not sure ○ No ○

pupil/pupils face and what role the governors play in helping to support this pupil/pupils.	
Q11. Does the school provide you with the training/information you require as a governor to ensure that you are able to deal with equality and diversity issues?	Yes ○ Not sure ○ No ○
Q12. What do you feel the school does well to make everyone feel welcome and part of the school community?	
Q13. Do the school and governing body work collaboratively to ensure that appropriate equality and diversity training/information is provided? Please give one example.	Yes ○ Not sure ○ No ○
Q14. Do you have any suggestions as to how the school can improve the environment for staff and pupils who have or belong to one or more of the protected characteristic groups?	
Q15. Has the governing body identified a Governor with specific responsibility for equalities issues?	Yes ○ Not sure ○ No ○