

Barker's Lane Community School
Annual Strategic Equality Plan (SEP) Report 2024-25



Date of review: 3rd November 2025

Section 1

Introduction, Background & Purpose of the Report

This report is intended to the Strategic Equality Plan (SEP) Annual Reporting Guidance Template: Schools – January 2013 and the Public Sector Equality Duty (PSED) under the Equality Act 2010.

The report is to describe how well we have met the General Duties in the Equality Act:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Timing of the Report

The information that follows relates to 2024-25.

Section 2

Identifying, Collecting and Using Relevant Information

There has been no change here in the steps outlined in the SEP and the methodologies used for information gathering and engagement, and the methods used are currently deemed as appropriate and adequate.

See Section 3 of the Strategic Equality Plan.

2.1 Parents & Pupils

We continue to utilise all available means of data analysis for meeting the three aims of the general duty:-

- Ensuring vulnerable pupils are supported and that appropriate intervention leads to maximising their potential;
- Ensuring all pupils are supported to allow them to achieve their maximum potential in literacy and numeracy.

The effectiveness of our arrangements for identifying and collecting relevant information is appropriate. Systems are regularly reviewed in line with guidance from the Local Authority.

2.2 Our Staff

Employment information is collected annually as part of SWAC.

Teaching Staff	Full Time Men	Full Time Women	Part Time Men	Total Directed Hours Per Week	Part Time Women	Total Directed Hours Per Week
Headteacher		1				
Deputy Head					1	21
Assistant Head						
Teachers	2	3			4	65.75

Employees who have left the school's employment: 4

Job descriptions are kept up to date. Teaching staff are provided with an annual salary review statement. Support staff salaries are also reviewed annually.

Support Staff	Full Time Men	Full Time Women	Part Time Men	Hours Per Week	Part Time Women	Hours Per Week
HLTA					1	34
Teaching Assistants					7	238.5
ALN Support Staff					5	99.5
Admin Staff			1	30	1	24
Caretaker, Cleaners & MDSAs			1	17.5	4	35

Section 3

(Evaluations: 21-22; 22-23; 23-24; 24-25)

Our Objectives

Objective 1: To improve the physical health, mental health and wellbeing of our pupils and staff.			Year: 2021– 2025
Action	Intended Outcome	Time Scale	Progress to Date
Review role of School Council and create pupil questionnaire.	Staff aware of how to promote health and wellbeing.	Dec 2021	<i>Impacted by staff and pupil absence - to be reviewed Sept 22. To be relaunched with an increased role in leadership from Sept 23.</i> <i>School Council play an active part in school life, have looked at pupils views and support mental health by promoting reading in 23-24.</i> <i>On-going in 24-25.</i>
Continue to raise awareness of CareFirst support and Education Support Partnership.	Staff supported and can access further support as needs arise.	On-going	<i>On-going; raised regularly via email</i> <i>24-25 New WCBC employee support programme Vivup launched; promoted to staff regularly</i>
Audit current practice using PHW pilot for emotional and mental health.	Sound current practice is identified and areas to develop are targeted.	Jan 2022	<i>On-going; impacted by staff absence. Review Aut 22.</i> <i>Audited used to develop priority action plan for 22-23.</i> <i>Continued to be a priority in SDP in 23-24. Training and support prioritized.</i> <i>On-going in 24-25.</i>
Analyse pupil questionnaire and create pupil action plan.	Pupil voice drives strategies to support health and wellbeing of all pupils.	Jan 2022 On-going	<i>Implementing Aut 22.</i> <i>On-going - will be used to relaunch School Council.</i> <i>On-going. Display in school hall.</i> <i>On-going in 24-25.</i>
Create dedicated nurture space in KS2 where children can access support.	Use of the Ystafell Enfys to be reviewed to create a safe space to share worries / concerns and to support emotional and mental health for the children.	Dec 2021	<i>Area established; impacted by staff absence initially. Area up and running and fully accessed by Feb 22.</i>

			<p>Fully accessed by pupils: valued as evidenced through listening to learners.</p> <p>On-going and extended to provision in Y1&2 in 23-24.</p> <p>Provision impacted by budget constraints and need to prioritise staff resources in 24-25. Nurture provision embedded.</p>
<p>School Council to implement and analyse anti-bullying questionnaire.</p> <p>Plan for assembly / workshops to ensure protected characteristics are incorporated.</p>	<p>Reduction in allegations of bullying.</p> <p>Pupils understand the impact of the actions on all pupils.</p> <p>Peer support is effective.</p> <p>Pupils are empowered to report any concerns.</p>	<p>Nov 2021</p> <p>On-going (annually)</p>	<p>Pupils involved in anti-bullying campaign. Review Nov 22.</p> <p>Continued to give high profile to anti-bullying. Pupil questionnaire high response to school dealing with any incidents.</p> <p>On-going. Pupil questionnaire and listening to learners in 23-24 indicate bullying is dealt with well.</p> <p>As above.</p>
<p>Increase staff awareness / training of the impact of Adverse Childhood Experiences (ACEs)</p>	<p>Staff to attend Trauma Informed Schools training.</p>	<p>Jan 2022</p>	<p>Staff accessed training. Further follow up work planned for Nov 22.</p> <p>2xSLT and 2xTAs accessed EY Trauma Informed training.</p> <p>Nearly all staff accessed Restorative Conversations training.</p> <p>23-24 - Training for 3-8s staff and all TAs at Noddfa.</p>
<p>Extend number of ELSA trained staff.</p>	<p>Increased access to support for emotional literacy, improving mental health.</p>	<p>July 2022</p>	<p>2x additional staff trained (Spr 22)</p> <p>3 x ELSA staff access supervision sessions through the year.</p> <p>Ongoing in 23-24.</p> <p>2xELSA staff trained at school due to one member leaving employment.</p>
<p>Staff training kept up to date - first aid, child protection, healthcare needs, emergency planning</p>	<p>Pupil needs are met.</p>	<p>Annually</p>	<p>On-going</p>

Objective 2: To reduce inequalities in educational outcomes to maximise individual potential.			Year: 2021 – 2025
Action	Intended Outcome	Time Scale	Progress to Date
Improve information gathering for PCP by increasing involvement of families. Continue to use PCPs to identify what is important to the child and how they can be supported. Review the quality of these.	All pupils identify strengths; what to improve and how they can be supported. Peer support. Utilise family questionnaires and review good day / bad day information. Review termly.	Annually	Questionnaires implemented to increase family involvement; comprehensive PCPs created (Set 21) Reviewed and implementation continued; utilised to support wellbeing and learning. 23-24 - embedded practice. 24-25 - fully embedded and reviewed termly.
Analyse progress data against all protected characteristics.	Data supports target setting and SIP. Inequalities are reduced	On-going	On-going
Analyse uptake of extra-curricular activities for all protected characteristics.	Maximum participation by all pupils. Extra-curricular activities are accessible to all.	Annually	Re-introduced Sum 22 Range of clubs offered by school staff in addition to paid clubs by external providers; uptake varies. On-going. 24-25 timetable of activities reviewed and on-going
Continue to consider diversity when identifying suitable intervention and reviewing curriculum planning.	ALNCo supports staff to ensure diversity considered when planning for individuals, groups and classes.	On-going	On-going Topic themes ensure consideration is taken in addition to whole school activities.
Analyse sports survey bi-annually and encourage uptake of sports across protected characteristics e.g. uptake of girls, etc	All groups of pupils participate in sports.	July 2022 Bi-annually	Less involvement of girls; 2x staff to access Disney Playmakers course Disney playmakers undertaken by Y2. Staff intensive and need different plan going forward.
Implementation changes for ALN Transformation Bill and analyse impact against protected characteristics.	ALN pupils reach maximum potential and are suitably supported. Multi-agency working is effective.	Jan 2022	On-going Completed
Implement changes to pedagogy and curriculum planning for new curriculum. Analyse impact against protected characteristics.	Inequalities are reduced. Maximum engagement in learning for all pupils.	Sept 2022	On-going

Objective 3: To ensure that staff and pupils feel confident to report issues of concern.			Year: 2021 – 2025
Action	Intended Outcome	Time Scale	Progress to Date
Digital Leaders to provide support for pupils with online concerns / worries.	Support available for children. Relevant concerns can be action planned accordingly.	On-going	Some information provided to classes; relaunch needed Sept 22 New Y5 group identified to work with AoLE lead for Sept 23. Strong group who have worked with cluster and led at school in 23-24. Continued group into Y6.
Staff to maintain familiarisation with WCBC policies e.g. Dignity at Work, Whistleblowing, Grievance.	As policies are reviewed, ensure staff are aware they are expected to familiarise themselves with content. Display on staff noticeboard.	July 2022 (annually)	On-going as part of policy timetable Policies reviewed in line with timetable On-going On-going review in line with timetable.
Review staff handbook to ensure conduct and how to report concerns is clear.	Staff are aware of expectations and how to report concerns.	Sept 2022	Needs updating Aut 22 On-going A-Z of procedures published for staff and parents in 23-24. Above updated and re-shared along with induction and refresher procedures.
Include up to date specific information on protected characteristics and identity based bullying etc. on school notice board for staff.	Information readily available for staff.	On-going	
Keep staff awareness and training up to date e.g. Domestic Violence; Prevent; Child Protection	Staff training up to date and staff aware of how to support pupils / report concerns.	On-going	Spectrum Training - May 22 Annual updates on CP and Prevent; mop up DV training Nov 22 On-going as per timetable. As above Accident reporting procedures reviewed.
Increase number of Level 2 Safeguarding trained staff.	Increase L2 trained staff from two to four.	Nov 21	2x additional staff trained LA training for three SLT and governor completed Summer 23

			DSP, Deputy DSP and two additional staff trained at Group C level
School Council to use responses from pupil questionnaire to identify any further actions.	Worry box available for children to raise concerns. Relevant concerns can be action planned accordingly.	On-going	<p>Relaunch Aut 22</p> <p><i>Worry boxes in classes; listening to learners these have high profile. Bubble time valued amongst older pupils.</i></p> <p><i>Library moved to more accessible location as direct result of listening to learners with governors in 23-24.</i></p>

Objective 4: To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors. (Accessibility Plan)			Year: 2021 – 2025
Action	Intended Outcome	Time Scale	Progress to Date
Improve visibility of outdoor steps around school.	Steps highlighted for visually impaired users on school site. Review all areas following completion of building work.	Jan 2022	Repainted - monitored as part of H&S <i>On-going</i> <i>On-going continued maintenance</i>
Ensure visual aids are in place for pupils / staff who require these for learning e.g. software; size of font	Coloured overlays for any children who require them. PC, appropriate software and large font ensure all staff can use IT equipment.	On-going	<i>On-going; pen readers and overlay rulers purchased Sum 22</i> <i>Staff IT equipment repaired LA</i>
Audit of disabled pupils in school to identify any factors which affect participation / accessibility. Action plan any needs accordingly.	Identify: patterns of attendance; areas of curriculum which are restricted; engagement in extra-curricular activities; areas of school with limited access.	July (annually)	<i>As and when necessary</i>
Audit of disabled staff and recruitment procedures. Action plan any needs accordingly.	Identify any necessary adjustments to environment or practices.	July (annually)	<i>On-going</i>
Audit of users to ensure site is accessible for all. Action plan any needs accordingly.	Identify users e.g. parents, other visitors, volunteers, etc.	July (annually)	<i>As and when necessary as part of H&S</i> <i>On-going</i> <i>On-going and monitored through H&S termly monitoring</i>
Continue to improve awareness of disability through the curriculum, assemblies and role-models.	Curriculum planning / short term planning. Raise staff awareness when planning assemblies / whole school activities.	On-going	<i>Inclusion topic (Aut 22); incorporated in assemblies; BSL and work with CSSEF</i> <i>Ongoing as part of whole school planning</i> <i>On-going; Croso Pawb topic addressed wide breadth of topics</i> <i>On-going through curriculum planning</i>
Monitor Healthcare Needs policy.	Needs of all pupils are met. Staff training is up to date.	On-going	<i>On-going</i> <i>On-line training completed</i> <i>Update training with school nurse completed</i>

All relevant policies to be equality impact assessed (EIA) in line with policy review schedule.	All policies meet requirements of Equality Act 2010 and the DES. Information is provided in appropriate formats. All information is published.	On-going in review cycle	On-going
Review accessibility when building work is complete in all areas.	Review with LA.	Dec 2021	Complete <i>Monitored through H&S monitoring</i>