



Craigfelen Primary School

Annual Governor Report to Parents & Carers



Introduction



The 2021-2022 academic year brought challenges but also optimism and smiles for our school. We were hugely affected by the pandemic in the autumn and into the spring. Our fantastic staff worked tirelessly to support the community through this time, and to keep our children happy, healthy and enjoying learning. Fortunately, the impact of the pandemic on our school lessened through 2022, and the staff and children were able to welcome back families and the wider community to take part in the traditional calendar of events such as the Whole School Express Event and Sports Day. This report gives you key info from the last year. It's one way your Governing Body lets you know about the school's progress. You'll see in this report some of the effects of the pandemic on our school over the year: attendance figures are one obvious example. However, you'll also see that there has been strong progress made in many areas, with clear progress on our previous priorities, and exciting developments in our innovative curriculum and assessment approach. You'll also see what children think about their school. The children's voices shared in this report give an insight into their experiences. This is essential for us as a Governing Body – we hugely valued Pupil Power Plan prepared for us last year by pupils, and this has helped inform our evaluation of progress against the school development plan. A huge thank you on behalf of the whole Governing Body to the whole community of Craigfelen Primary: to the Head teacher and staff; the children; and the families and community members that support our children to learn together and have fun as there is room here for everyone'.

Current Governing Body Structure

NAME	ADDRESS	TELEPHONE	TYPE	TERM END	POSTI
Mrs. Alison Williams	Craigfelen Primary School, Woodside Crescent, Clydach, Swansea SA6 5DP	01792 843278	HT		OTH
Mrs. Beverley Bennett	Craigfelen Primary School, Woodside Crescent, Clydach, Swansea SA6 5DP	01792 843278	CLK		OTH
Mrs. Sue Feathers	9 Bryn Hawddgar, Clydach, Swansea SA6 5LA Wk 01792 783785	01792 843717	CO	25.04.2025	OTH
Mr. Ian Jenkins	164, Pontardawe Road, Clydach, Swansea SA6 5PA Wk 01792 384089	01792 843895	CO	25.04.2025	CHR
Cllr Paulette Smith	The Coppins, 1 Heol Y Ffin, Trebanos, Pontardawe, Swansea, SA8 4DA	01792 843423	CO	25.04.2025	OTH
Mr. Richard Bevan	54 Ffynnon Wen, Clydach, Swansea, SA6 5EQ	07942491306	LEA	20.06.2024	OTH
Mr. Dylan Williams	16 Western Road Clydach Swansea SA6 5DY	07738950603	LEA	23.03.2026	OTH
Mrs. Sally Sullivan	10, Martin Street, Clydach, Swansea	01792 846734	PAR	12.12.2024	OTH
Mrs Claire Jones	85 Heol Graig Felen, Clydach, Swansea, SA6 5DJ	07871393916	PAR	05.01.2024	OTH
Mrs. Amanda Foster	56, Hillrise Park, Clydach, Swansea SA6 5DX	01792 845290	PAR	03.03.2023	VC
Mr. Darran Roper	19 FFynon Wen, Clydach, Swansea SA6 5EQ	01792 842236	PAR	11.12.2024	OTH
Mrs. Dawn Arnold	Craigfelen Primary School, Woodside Crescent, Clydach, Swansea SA6 5DP	01792 843278	TEA	21.02.2025	OTH
Miss Katie Davies	420, Heol Las, Birchgrove, Swansea SA7 9DR	07901792681	STAFF	20.05.2023	OTH



Current Staffing Structure

Nurs- DA	BB SG KJ (Alpha Tots BB/KJ)
Rec- LN	NC HJ(BC) CE
Y1- BD	LC(ZO) EP KD
Y2- AB/ AB	HE(LL) CJ(RB) CW
Y34- JP / JW	CD (OF) SH (LP) JW
Y45- NM	HP (SJ to cover Fri PPA)
Y56- JT	AL CV (Fri PPA cover TBC)

DA Afternoon Timetable	
Mon	Team Teach- Reception – In the Moment
Tues	Team Teach- Reception – In the Moment
Wed	NQT/Mentoring Time
Thurs	Year 5/6 Cover Management time
Fri	PPA

ALNCO time to be covered by JW as she is teaching 70% of timetable.

Dance, music and sign language to continue (timetables may need adjusting)

Pupil Numbers

Sept 2022 Total Children
(including nursery) = 188

- Total FTE = 175
- N2 = 22
- N1 = 3
-



Children's Rights



Children's rights are the human rights of children set out in the United Nation Convention on the Rights of the Child (UNCRC). Children need their human rights to be happy, healthy and safe. The key principles of the UNCRC are the rights of all children to:

- Equality and non-discrimination;
 - Decision making in their best interests;
 - Survival and development;
 - Participation of the child in decisions that affects their life.
- Craigfelen school is a rights-respecting school. This means that these principles of children's rights are at the centre of decision making in the school. Our school vision is 'to inspire learners to be the best they can be!' This is based on Article 29 of the UNCRC, the right of all children to develop their talents and skills to the full.

School Performance

As Curriculum for Wales rolls out in schools and settings across Wales, it marks a significant shift in the role of assessment within education, at both a national and a school/setting level. The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW), as defined in the Supporting Learner Progression: Assessment Guidance sets out the three key reasons for assessment:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

To enable this approach to assessment, aspects of the previous arrangements have been removed and new requirements have been introduced to ensure that supporting learners to make progress is at the heart of assessment going forward



Assessment



As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate progress. Parents receive regular information on their child's progress, and are given help to understand their next steps in learning. Assessment arrangements include:-

- On-entry assessment

Day to day formative assessment

Identifying, capturing and reflecting on learner progress over time

Understanding group progress

A shared understanding of the principles of progression

Learner progress meetings

Opportunities to plan and refine progression and assessment practices—in school and across cluster, • personalised assessments

parent/carer involvement

As a school we also monitor the well-being of every pupil to ensure they are getting the support they need to have the best life opportunities

Attendance Data 2021-22



Group	Presen ts	AEA	Author ised Absen ces	Unaut horise d Absen ces	Possib le	% Attend
Nursery	85.5	0.0	14.0	0.4	100.0	85.6
Reception	85.5	1.0	11.5	2.0	100.0	86.6
Year 1	85.3	1.6	10.5	2.6	100.0	86.9
Year 2	87.9	1.6	8.2	2.3	100.0	89.5
Y3/4	84.6	1.3	8.8	5.3	100.0	86.0
Y4/5	87.5	2.1	8.5	1.9	100.0	89.6
Y5/6	83.0	4.1	9.4	3.5	100.0	87.1
Totals	85.5	1.9	9.9	2.8	100.0	87.4



Additional Learning Needs (ALN)

We are currently working with two ALN systems the Special educational needs code for Wales 2002 and the new Additional Learning Needs Code for Wales 2021. The transformation program will take three years and we began the process of transferring to the new system in January 2022. We are currently moving pupils in specific year groups from IEP's to IDP's if required. All identified pupils are discussed with school staff, ALNCo and the Headteacher and decisions are made on whether the school can meet that pupils needs through Universal Provision or whether they require more targeted intervention or support from an outside agency. Parents are notified throughout the process and are fully involved in discussions and listened to through Team Around the Child (TAC) and Pupil Centred Review (PCR) meetings.



How is the ALN Register Constructed?



When a parent, carer or member staff has a concern related to the academic progress, emotional development or medical condition of a pupil, they bring their concerns to the attention of the Additional Learning Needs co-ordinator (ALNCO). The ALNCO, appropriate staff members and parents will then meet to discuss the pupil and decide on a course of action. Identified pupils on the old SEN system would be graded, dependent on their needs e.g. School Action, School Action Plus (require outside agency support e.g. Speech and language) and Statemented pupils. The new system would mean that newly identified pupils would follow a graduated response where progress would be monitored over a decided short period of time. If progress was limited and the gap between peers was significant for that pupil then the process of writing an IDP would begin. There are currently 17 pupils on our dual system ALN register: 4 pupils are School Action(SA), 10 pupils are School Action Plus(SA+), 2 are statemented and 1 already has an IDP. During the 2022 academic year these pupils, dependent on their year group will be transferred over to IDP's as needed

How is the ALN Register Constructed?

The definition of ALN and ALP (please refer to Chapter 2 of the ALN Code)

This school policy adopts the definition of 'additional learning needs' (ALN) as given:

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability

arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or a person over that age has a learning difficulty or disability if he or she:-

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of

facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools

or mainstream institutions in the further education sector.

A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will

be taught is different from a language (or form of language) which is or has been used at home. in the ALN Code



How is the ALN Register Constructed?



The definition of additional learning provision (ALP) (1) ‘Additional learning provision’ for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in –

- Mainstream maintained schools in Wales,
- Mainstream institutions in the further education sector in Wales, or
- Places in Wales at which nursery education is provided. (2) “Additional learning provision” for a child aged under three means educational provision of any kind. (3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

School Decision Making Process In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

Does the child or young person have a greater difficulty in learning than the majority of others of the same age?

- i) ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream FEIs. If the answer to either (or both) question is ‘yes’, it is necessary to proceed to apply the second test.

If the answer is ‘no’ to both questions, the child or young person does not have ALN.

(b) Does the learning difficulty or disability call for ALP? If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act.

Individual Development Plans

What is an individual Development Plan and Who is issued one?

All pupils listed on the ALN Register will have an IEP (Individual Education Plan) or a Statement of special educational needs. The New ALN code states that all schools will follow a decision making process and where an Additional Learning provision is needed and IDP will be written, constructed with direct reference to their individual needs.

In accordance with the requirements of the Code of Practice, the view of parents and pupils are sought and recorded within the review process. In most cases an IDP is maintained by the school but there are instances where a it is maintained by the Local Authority.

LAC – Looked after Children - A local authority is responsible for making decisions about ALN and maintaining any IDPs for all children it looks after who are in the area of a local authority.

Dual registered pupils – The Local Authority will be responsible for writing and maintaing IDP in the case of pupils who are registered in two settings e.g. Nursery schools & Creche, ABA home/ school provision.

Who is Responsible for Delivering ALN Support Within Our School?

Miss Parcell is the ALNCO (Additional Needs Co-Coordinator). Support is also provided by Teachers & Teaching Assistants, Miss Parcell is always happy to discuss your child's progress in relation to special needs, should you wish to do so.

Who is the Governor with Responsibility for Special Needs? The Code of Practice requires that a member of the governing body is allocated the responsibility of liaising with the ALNCO and Head Teacher, in order to maintain a high standard of provision for children with special needs. In the case of Craigfelen Primary School this is Amanda Foster



Arrangements for the teaching of Welsh



Craigfelen is an English medium school and communications with parents are provided in English. Welsh is taught as a second language from Nursery age. The National Curriculum requires children to develop skills in speaking, listening, writing and reading Welsh. Craigfelen Primary school aims to use the Welsh language so that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities. Children also have an opportunity to learn about Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day celebrations. Our teaching of Welsh is supported by the LA's team of peripatetic Welsh teachers (Athrawon Bro), who visit the school regularly to work alongside teachers and pupils in developing Welsh Language. All staff undertake relevant training to improve their competency in teaching and learning Welsh

Arrangements for the teaching of Sport at Craigfelen

As a school we have decided to participate in the Happen Project in conjunction with Swansea University and Swansea Council. This project researches the views and opportunities of young people towards sport. Our current year 6 pupils began the project back in May. They have received a number of sporting sessions from Sport Swansea and have completed a survey to gather their views. This survey will then help us to better plan sporting opportunities for our pupils. This project has also enabled us to build stronger relationships with Sport Swansea which resulted in weekly Community Sport club for pupils of Craigfelen as well as a weekly holiday session through the Summer holidays.



Towards the end of Summer Term we have entered in to a new partnership with Cricket Wales to ensure that our pupils get access to quality cricket coaching in the hope that they will go on to represent their local cricket club Clydach CC. These sessions will run throughout the 22-23 school year.

For the first time since 2019 we were able to go on our annual residential visit with year 5 and 6 to Borfa. We took 36 pupils to Borfa this year with 3 members of staff and a volunteer accompanying the children. Once again it was a huge success with children participating in activities they have never done before such as surfing and climbing. The smiles and memories of this trip go to show how valuable this experience is. A huge thank you to the staff who volunteer to accompany the pupils on such a worthwhile experience.

Due to the ongoing effects of the Covid 19 pandemic inter school sport was once again badly affected with many festivals being cancelled or postponed.

Year 3/4 took part in rugby development sessions with Ospreys in the Community which they thoroughly enjoyed and close links with Vardre RFC have ensured that many of our pupils represent their local community rugby club on a regular basis. We will continue to strengthen this relationship this year by hosting regular festivals at Vardre RFC.

For the first time in 3 years we were also able to hold extra curricular rugby club during summer term for pupils in Y4-6. This was a huge success with over 25 pupils regularly turning up to weekly sessions. This will continue in the Autumn Term.

We managed to attend one girls football festival where the girls played really well and did our school proud.



Despite the restrictions and guidelines around covid and PE all pupils had access to two weekly PE sessions including an hour of dance/gymnastics with Mr Franks. We also managed to welcome parents back for our annual sports day which was really well attended.

Breakfast Club

The school offers a free breakfast club from 8:20-8:50am for pupils of nursery age and above. This service offers a range of nutritious foods. Our breakfast/ lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at Craigfelen by working together. Their work is very much appreciated and doesn't go unnoticed



Pupil Voice & Active Citizenship



The school works with charities that promote active citizenship such as Comic Relief and Children in Need. Pupils and parents are encouraged to become aware of local, national and global issues faced by children. We promote a sense of community and respect. Craigfelen Primary School pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all. Children have a variety of roles through a wide range of pupil voice groups. Children take their responsibility very seriously and show commitment for the good of our school. These activities develop children's sense of wellbeing as they focus on needs of others around them and their relationship with those around them.

School Council

The school council at Craigfelen is an important pupil voice group. Pupils are elected by their peers to represent their class on the council. The school council devise their Pupil Power Plan annually and work closely with our governors to ensure we are successful in achieving our goals each year linked to the school's priorities. Mr Taylor is the link teacher for the school council



Pupil Power Plan
Improving our school
September 21- September 22



Where the journey to your future begins
Here are our plans for the school's three priorities this year ...



Priority 1: To make sure we are good speakers and listeners



Next Steps:

Action	Jan Review	Jul Review
Have more chances to speak		
Talk more on the yard		
Help people be good listeners and have listening rules		
See more words around school		

September Review:

School Finances Statement of Actual Expenditure 2021/22 Financial Year

SCHOOL:CRAIGFELEN PRIMARY SCHOOL

STATEMENT OF ACTUAL EXPENDITURE 2021/22 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	537,936		537,936
Salaries	483,012	31,709	514,721
Other Employee Costs	-142		-142
Premises	6,356		6,356
Transport			0
Supplies & Services	112,065		112,065
Recharges	83,617	300	83,917
Gross Expenditure	1,222,846	32,009	1,254,855
Grant Income	-445,258		-445,258
Other Income	-56,594		-56,594
Gross Income	-501,853	0	-501,853
Net Expenditure	720,993	32,009	753,002

RESERVES:	£
FINAL FORMULA ALLOCATION:	807,229
TOTAL NET EXPENDITURE:	720,993
TRANSFER TO / (FROM) RESERVES:	86,236
OPENING BALANCE ON RESERVES 01/04/21	150,592
CLOSING BALANCE ON RESERVES: 31/03/22	236,828

Community at Craigfelen

We have had confirmation that we will be taking over Graigfelen Hall. Our intention is to use the hall to support and benefit our community. Currently we are still awaiting hand over of the keys.



This year we have put out a community survey with result analysed and presented to the governing body. These results have then informed our community plan for how The Cwtch will be used.



Working in partnership with various Swansea Council departments we successfully managed to organise a number of holiday activities for the Graigfelen Community including family sessions and sports sessions. We also ran a successful holiday club.

We have also held our first Community Voice group where a number of community members attended a meeting at Graigfelen Hall to discuss our community plan, express any concerns and suggest improvements. A number of people expressed concerns that they have heard this before and nothing had ever happened. This was addressed by this being one of our main priorities in our school development plan. We have also successfully opened the Lilian Smith Inspiration room to provide the best possible learning opportunities for our



During the Summer we held a very successful uniform swap shop. We placed a uniform drop of point at school for people to donate old uniform, coats and equipment. We then created a uniform shop where parents could come and take items to use this year. The shop was very well received with many parents accessing it and other schools enquiring about our project. This will become a permanent feature of The Cwtch Craigfelen.

School Prospectus

The school prospectus is reviewed and updated regularly. This is posted on the school website. The prospectus contains information about the school's class structures and outlines the aims and vision of the school. For a full colour copy of the prospectus, please ask Mrs. Bennett in the school office



This prospectus will give you a taste of the high standards of education and the wide range of opportunities, activities and experiences that are available to everyone at Craiqfelen Primary School.

I hope that the pages which follow convey the safe, caring and supportive environment that underpins our successful and improving school and illustrate why so many visitors are impressed with our learning community. They should also show that the available facilities, whether academic, sporting or the arts are second to none and play a significant part in creating a purposeful and attractive learning environment for teaching and learning.

Above all, they are intended to show how we put our educational aims and beliefs into practice: how the pupils, staff and Governing Body work together with our partners to build a successful and improving school that we can all be proud of, a school where high standards are not just encouraged but expected of all.

— Mrs Alison Williams, Headteacher

Our Vision - Ein Gweledigaeth

Our curriculum is all about **enrichment, enjoyment and achievement**. Allowing our learners to be prepared for their journey through education and life while also being proud of their community and eager to add to it.



The curriculum includes these vital building blocks along the journey:

- Children are happy and motivated.
- Children are challenged and achieve.
- Children experience a fun and enriched curriculum.
- All members of the school community have equal learning opportunities.
- Our school community enjoys learning and growing together on their journey.
- Children know where they fit in Swansea, Wales and the world.

Our vision is well summarised by our school motto:

"Where the journey to your future begins."

"Learning together and having fun, there is room here for everyone!"

The school's traditional motto is:

"Cadarn Pob Cyfiawn" or "The Righteous are Strong"

Or as the children say doing good makes us strong. Whilst steeped in tradition, underpins the school's vision and is itself reflected in the main school rule, one which every child knows:

"Most others as you would like to be best!"

About Us — Amdanion Ni

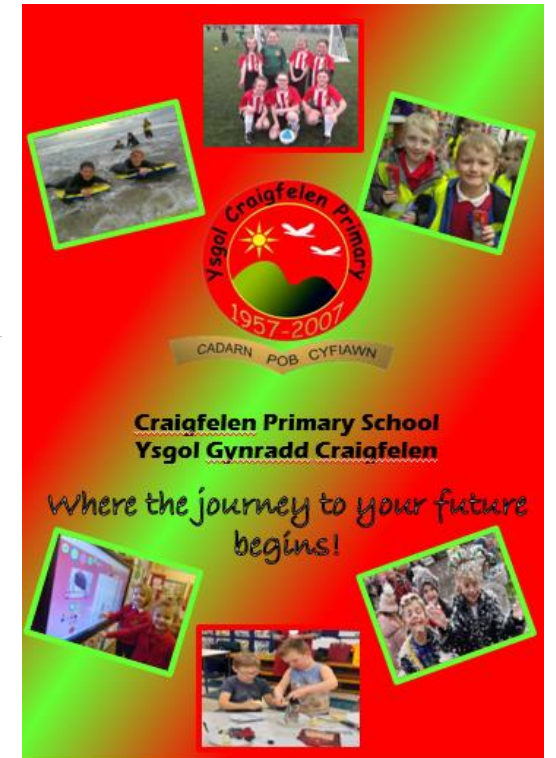
At Craiqfelen Primary School we aim to provide a stimulating and secure environment where:

- all individuals are valued;
- individuals' needs are met;
- everyone achieves their full potential;
- co-operation and friendliness are encouraged;
- effort and achievement are recognised and celebrated;
- similarities and differences are welcomed;
- moral and spiritual issues are explored; learning is enjoyable and challenging.
- Practical activities, which encourage enquiry, are central to the curriculum



We aim to provide a well-resourced, broad, balanced and differentiated curriculum, relevant to the needs of each child, so that children can learn:

- from mistakes in an atmosphere of trust and learn from them;
- how to make informed choices
- to plan and evaluate their own work;
- to respect and care for themselves, for others and for the environment; and can become:
- literate and numerate;
- effective speakers and listeners;
- active, independent and autonomous learners;
- creative, independent and questioning;
- caring and responsible members of the school community;
- physically active and able to develop a healthy lifestyle;
- motivated by an exciting and relevant curriculum.



Session Times

School Day

Morning Bell/Start of day: 08:50

Assembly: 9:00-9:20

Lesson 1: 9:20- 10:30

Break: 10:30-10:45

Lesson 2: 10:45 – 11:55

Lunch: 11:55 – 12:55

Lesson 3: 12:55 – 14:05

Break: 14:05 – 14:15

Lesson 4: 14:15 – 15:20

End of Day: 15:20

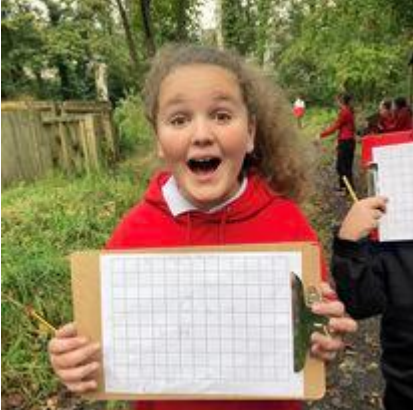
Secondary School

Our links with our partner secondary school, Birchgrove Comprehensive School have continued to be strong over the course of the year. The Year 6 children have attended different experiences and activities at the school. Birchgrove organise a 'transition period' in which our Year 6 children will spend several days at the school familiarising themselves with the layout of the site, the teachers, and procedures and routines in regards to lunchtimes etc.



Moral & Social Development

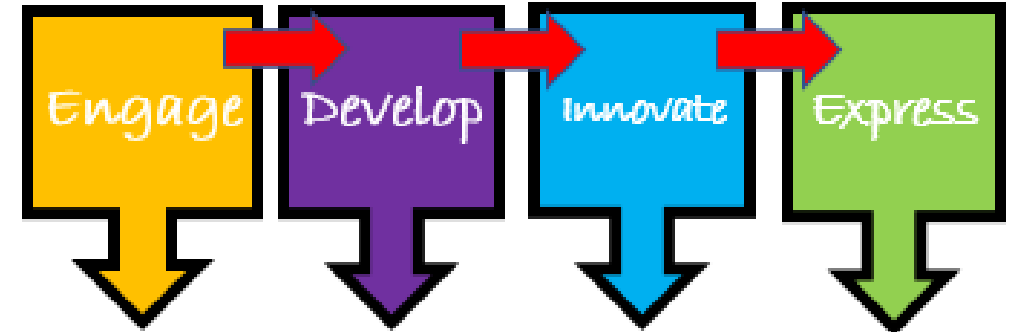
Our innovative curriculum helps guide and support the moral and social development of our pupils. Our school ethos and school policies plan and support this area. This is underpinned by the United Nations of the Rights of the Child and the Sustainable Development Goals.



The New Curriculum 2022



A new curriculum is being developed for schools in Wales. The new curriculum has more emphasis on equipping young people for life. It will build children's ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt. They will also get a deep understanding of how to thrive in an increasingly digital world. A digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents. Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners. The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching. Further information is available on the school website



Progress on our School Development Plan



Parents are made aware of the focus via newsletters, parent meetings and our school website. The SDP is available at the school office should any parent wish to read it in more detail and on our website. Our SDP runs from September to July each academic year. Our targets are devised using a number of sources. These include analysis of pupils books, standardised tests and teacher assessments; local and national priorities; Estyn recommendations; staff, parent, pupil and governor questionnaires and monitoring and audits undertaken by the Head teacher, Senior Management Team, Phase teams and external advisors.

School Policies

We regularly review and update our school policies. Reviews are undertaken on a rolling programme, led by relevant leaders. Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy. Copies of school policies can be obtained from the school website which can be accessed on the school website



Health & Safety & Safeguarding



Safeguarding is of paramount importance to the staff and governors of Craigfelen. All staff and governors are required to take child protection training every three years. The school provided training in Spring 2022. Mrs A Williams is the designated Child Protection Officer for the school. Mr I Jenkins is the designated Child Protection Governor for the School. Whilst encouraging independence and decision making, the school strives to provide the pupils with a safe environment in which to nurture their skills. Changes to the school over the last two years in terms of health and safety have included:

- New play area in foundation phase playground

- Repairs to school pond area and new fencing around nature reserve

- Restructuring of the internal space of the school to create a 'wellbeing room, inspiration room and new staff room

Toilet Facilities

Craigfelen Primary provides good quality toilet facilities throughout the school. The school recognises that well - maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well -being, and learning. Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings. There is a “Big Girls’ Toilet” for the use of all year 5 and 6 girls. This is equipped with appropriate sanitary protection and sanitary disposal equipment. The school makes appropriate use of the period poverty grant



Accessibility Plan & Disability Equality Plan



The school's Strategic Equality Plan - SEP - is reviewed every three years and was reviewed in Autumn 2020. It identifies access needs in order that the school may continue to be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests. A copy of the SEP is available from our school office. This is also be available via the school website

