



Trinity Fields School and Resource Centre: Strategic Equality Plan 2025 - 2028

Learning together in a changing world creating SUCCESS for all.
Developing all pupils as ambitious, enterprising, ethical and healthy learners.

Equality Objective 1: “Equality of Opportunity” firmly embedded within our whole school inclusive ethos for all pupils and staff.

Our Research:

- IQM Award and IQM Centre of Excellence reports, Investors in Families 5th re-accreditation report (Diamond Award), Embedding a Whole School Approach to wellbeing Reports, Healthy School Network reports, information received from visitors’ comments, RRSA report (UNICEF), Governors link visit reports, event evaluations, listening and talking with pupils and other stakeholders, entries in home school diaries from parents/carers, “Seesaw” messages, stakeholder questionnaires and consultations, formal lesson evaluations (termly) etc.

Data Development:

- Continue to develop and use stakeholder questionnaires and consultations in order to gain first hand evidence; **with an ongoing focus on “pupil voice”**.
- Act immediately upon any issues perceived as barriers to equality of opportunity.
- Engagement with stakeholders at various school events, including formal evaluations of events, comments in home school diaries, on “Seesaw” etc.
- Continue to monitor comments in relation to what visitors say about our school- particularly regarding our inclusive ethos.

Success Criteria:

- Vision and aims reviewed annually and clearly focus on equality of opportunity for all, **with pupils at the heart of everything that we do**.
- Whole school commitment to the guiding principles of UNCRC is evident across all aspects of our work resulting in timely re-accreditation
- Wide range of positive comments regarding our inclusive and positive ethos detailed in a range of sources: governor reports, visitors’ comments, IQM reports etc.
- Formal termly lesson evaluations and learning walks provide rich evidence of the impact of our SEP upon positive behaviour and our whole school inclusive ethos, clearly demonstrating that everyone has an equal opportunity to succeed at our school.

Actions		Responsibility	Start date	End date
1.1	Annual review of school vision and aims to ensure they focus on equality of opportunity for all and that are explicitly linked to UNCRC articles and “pupil voice”.	DJ/SLT	July 2025	Annually
1.2	Embed the use of questionnaires/consultations (with a range of stakeholders; again pupils will be KEY in this) to support our SEP and other school improvement planning processes.	DJ	July 2025	Annually
1.3	Continue with the school refurbishment programme to secure a new roof on the existing building. Whilst doing so, ensure parking is adequate, access to play is robust and inclusive and access to accessible toilets and changing rooms are secured	DJ	Mar 2025	July 2027
1.4	Undertake re-accreditation with RRS	TMcG	March 2025	March 2026
1.5	Ensure equal access to educational visits for pupils with the most complex needs. Further improve pupils’ access to assistive technology by replacing old/broken equipment	LB – EVC AR – Assistive Tech	September 2025	March 2027
1.6	Ensure equitable access to external play equipment. Refurbish pond area, Pontllanfraith and Heolddu satellite external areas. Re-install wheelchair accessible swing and roundabout	DJ	March 2025	March 2028



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Equality Objective 2: Ensure all pupils achieve their full potential and make the progress commensurate with their learning needs.

Our Research:

- B-Squared assessment data, Routes for Learning, Reading tests, Digital Competence; MOTIONAL, Going for Gold targets, IDP Targets), annual presentation of data to GB, pupils' termly progress reviews, annual review paperwork, listening to learners, formal lesson evaluations, learning walks, pupil questionnaires, EAS/Caerphilly review of school performance, etc. Governors to continue their first hand data collection processes by continuous involvement in quality assurance

Data Development:

- Continued use of pupil questionnaires and self-evaluation/pupil participation tools to inform school development plan and termly reports to GB.
- Data from termly progress reviews including lesson evaluations/governors' learning walks, work scrutiny etc...
- PCP annual review paperwork, including feedback and comments from parents/carers. Pupils' bi-annual Going for Gold target analysis
- Listening to learners and "Pupil Centred Planning" tools, as part of the Welsh Government's Statutory ALN reform.

Success Criteria:

- A range of quantitative and qualitative assessment data clearly demonstrates that all pupils are making their expected (or better) progress.
- Our "Pupil Centred" approach is embedded into whole school culture – higher % of pupils taking part in their PCP
- Parental/carers feedback indicates positive individual pupil progress and achievements.
- Where possible, pupils work with staff to establish their own challenging bi-annual targets which link to new specialist assessment frameworks and IDP

Actions		Responsibility	Start date	End date
2.1	Annual review of vision, aims and policies, as per agreed cycle to ensure they focus on improving outcomes for all pupils.	DJ/SLT Phase Lead	March 2025	Annually
2.2	Rigorous termly analysis of individual progress data through pupil progress reviews. Analyse trends, individual/cohort performance. Governors to 'test' information first hand to ensure pupils make good or better progress in Lit, Num, Digital Competence and Going for Gold Targets/IDP	LB Phase Leads	March 2025	Annually
2.3	Pupils, wherever possible to be fully involved/lead their annual reviews. Embed "Pupil Centred" working practices across all aspects of our work.	CT HP	Autumn 2025	On-going
2.4	Undertake annual review of whole school performance (with EAS/CCBC Improvement Partner); use data to set whole school, group and individual targets for improvement.	LB/All class staff Support from EAS	Autumn 2025	On-going



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Equality Objective 3: Provide relevant training and support to pupils, staff, parents/carers, governors and other stakeholders on equality issues and the protected characteristics (being mindful of the specific learning/behavioural needs of our pupils).

Our Research:

- School development plans, self-evaluation reports, annual costed CPD plan, individual staff training records, GB training records, questionnaires/consultation responses, listening to learners, data from termly lesson evaluations, learning walks etc.

Data Development:

- Course/training evaluations
- Information from termly lesson evaluations
- Listening to pupils
- Stakeholder questionnaires and consultations

Success Criteria:

- Rigorous annual PL/training programme in place for all staff and governors.
- Relevant support in place for school council and other pupils providing age/need appropriate information on equalities and the protected characteristics.
- Advice/support/training provided to parents/carers through our well-established programme of parent support group meetings- this will be used to address any equalities issues and the protected characteristics.
- Enhanced universal and targeted curriculum offer delivered through N-Gage to develop pupils' independence, behaviour, engagement, work related skills and sex and relationships knowledge.

Actions		Responsibility	Start date	End date
3.1	Review current CPD programme; provide annual equalities update to all staff and GB as part of the annual review of the school's vision and aims.	AR LG	March 2025	Annual
3.2	Agenda equalities as part of the work plan for the school council, being mindful of our pupils' complex needs. Ensure work is undertaken to further develop the work of the various student councils e.g. student council, Criw Cym, Eco-committee, digital champions	TMcG KT JD SG	July 2025	On-going
3.3	Embed "Pupil Centred Planning" in all our working practices, further review of PCP annual reviews in light of Welsh Government's statutory ALN reform. Make improved links with SRB provisions to ensure equity across the LA	CT	July 2025	March 2028
3.4	Further develop the team size, role and remit of the N-Gage team to promote improved literacy, forest school, PE, ICT, Music, Sensory processing, forest school, PBS, TIS	CT LC HP	July 2025	March 2028



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Equality Objective 4: Work in partnership with pupils to develop and review a range of pupil friendly policies that will include: Behaviour, Anti-Bullying (with reference to “Identity” based bullying) and a Pupil School Prospectus.

Our Research:

- School council minutes, listening to learners, formal lesson evaluations, discussions during playground duties etc.

Data Development:

- Pupil information to inform the new policies and Pupil Prospectus, including positive engagement.
- Impact of policies on behaviour, pupil outcomes, quality of learning and teaching etc.

Success Criteria:

- Pupil policies for: Behaviour and Anti-Bullying, and a Pupil Prospectus developed following consultation between School Council and pupils.
- Senior pupils (Head Girl/Head Boy) write some personal words for the Pupil Prospectus.
- Pupil friendly policies included in school prospectus and on the school website.
- Pupil friendly policies presented to governing body and approved.

Actions		Responsibility	Start date	End date
4.1	Senior staff to work with school council to review and develop a range of pupil friendly policies; including reviewing pupil friendly policies for: Positive Behaviour Support, Anti-Bullying (with reference to “Identity” based bullying) and a Pupil Prospectus.	TMcG DJ	July 2025	Annual cycle
4.2	Work with student council to design and implement a new whole school rules and reward system. Present this information to Governing Body and ensure consistent roll out	TMcG	March 2025	October 2025
4.3	With staff support, new Head Girl and Head Boy write some personal words that will be include in the foreword of our new Pupil Prospectus.	DJ	Sept 2025	Annually
4.4	Admin staff/IT technician to ensure that policies are included in school prospectus/pupil prospectus and on school website.	AR/MG/SG	Sept 2025	Annually
4.5	Pupil friendly policies/updated prospectus (including pupil friendly prospectus) presented to GB.	TMcG	Autumn 2025	Annual cycle



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Equality Objective 5: Everyone working together when making decisions about our schools and our education provision.

Our Research:

- School council minutes, listening to learners, formal lesson evaluations, discussions during playground duties etc.
- Annual Data Report and Self-Evaluation – teaching SER, Progress SER, Wellbeing SER, Professional Learning SER, ALN SER
- Pupil/Parent/Carer Voice – through questionnaire, parents evening, annual reviews, organic conversations
- MDT Voice
- School Improvement plan

Data Development:

- Continued use of pupil questionnaires, self-evaluation and pupil voice to inform school development plan and termly reports to Governing Body,
- Data from termly lesson evaluations and learning walks,
- Person Centred Review paperwork.

Success Criteria:

- Fully develop and implement literacy strategy leading to improved progress in reading, writing and communication for pre, semi and formal learners
- Fully embed the MOVE programme and gain Centre of Excellence Status
- Increased number of staff trained in HI, VI, MSI and improved resources for pupils with a sensory loss
- Gaining the Cymraeg Campus silver Award

Actions		Responsibility	Start date	End date
5.1	Development and implementation of a new literacy strategy which links to the new formality of learning structure of the school's curriculum. Complete yrs, 2,3,4 of the new curriculum design	LB SLT	March 2025	March 2028
5.2	To improvement arrangements for all pupils to be physically active around schools. Train more MOVE practitioners and form a small team. Enhance equitable access to PE and sport. Further develop the role of N-Gage	LB CT LC	March 2025	March 2028
5.3	To improve curriculum opportunities for pupils with VI, HI, MSI. Ensure advice from teachers of VI/HI/MSI are embedded into curriculum design and staff and access arrangements. Ensure robust links with Gwent HI/VI/MSI services to support pupils with sensory loss	AR LB	July 2025	July 2026
4.4	To improve the provision for Welsh Language Development by embedding it across the school by mapping it into the LLC AOLE contexts for learning. Further develop the work of Criw Cymraeg,	JD Phase Leads	Autumn 2025	Autumn 2027

