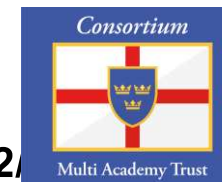




# Helmingham Primary School

## Single Equality Scheme Action Plan/ Accessibility Plan

2022/



This action plan is produced in line with the Consortium Trust Single Equality Scheme framework Policy to ensure that we deliver the best equality outcomes for our school community. It ensures that we are considering access to all areas of the school site and outlines where we can make improvements to access the physical environment. Helmingham Primary school is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. In drawing up the accessibility plan the school aims to provide safe access throughout the school for all users. We aim to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs. We will provide training to staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Heading	Current good practise	Actions	Who	When	Impact and next steps
<b>PHYSICAL ACCESSIBILITY</b> <i>School environment</i>	<p>Accessible toilet facilities available</p> <p>Access to specialist support and equipment as needed</p> <p>One level flooring throughout the majority of the school</p> <p>Liaison with parents and families with regard to health conditions and disability on entry to the school</p> <p>Designated parking for disabled visitors</p> <p>Internal emergency signage and escape routes clearly marked</p> <p>PEPs are put in place as required</p>	<p>Review access for disability- can this be made any easier. How can disabled visitors access school grounds quickly?</p> <p>Investigate how reception access can be improved</p> <p>School council/ Pupil parliament to complete a grounds audit for accessibility</p>	<p>SH Facilities</p> <p>Facilities</p> <p>SH and BJ</p>	<p>Autumn 2022</p> <p>School council meeting and assembly</p>	<p><b>BUDGET REQUEST:</b></p> <p><b>Handrail for either side of outside steps £500</b></p> <p><b>Clearly mark-up disabled parking bays outside rear entrance of school £100</b></p> <p><i>Planning permission is being investigated for the installation of the handrails- apparently is isn't as straight forward as having them fitted. We continue to have these conversations with Robin.</i></p> <p><i>Again, the ground markings need to be agreed through the estates team but Michael and Kevin are looking at getting the paint to replace like for like.</i></p>



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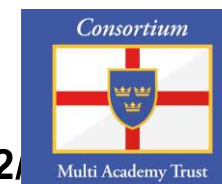
<b>ACCESSIBILITY/ DISABILITY</b> <i>*Review Accessibility plan</i> <i>*Analysis of pupil data inc progress and attainment</i>	<p>All access points wheelchair accessible except front office.  Ramp to main school from playground- visitors would access reception from inside.  Differentiated curriculum for all pupils.  Resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>Review accessibility plan and carry out audit</p>	SLT		
	<p>Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Renew contrasting markings on steps</p>	Facilities	Oct 2022	<p><i>Again, the ground markings need to be agreed through the estates team but Michael and Kevin are looking at getting the paint to replace like for like.</i></p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Review security button for access to playground- can this be less accessible from the outside</p>	Facilities	September 2022	<p><i>Kevin has investigated materials and methods for securing access to the security button. This continues to be ongoing due to the materials on the existing gate/ fencing</i></p>
	<p>Emergency lighting and adequate lighting maintained throughout the buildings  Accessible toilet facilities</p>	<p>Investigate possibility of installing a hand rail for steps to the office</p> <p>Clear shrubbery from path ways</p>	Facilities	Spring 2022	
			Facilities	Ongoing	<p><i>Pathways have been made clearer and MB maintains these regularly allowing greater access for children and safer play away from sharp shrubbery.</i></p>



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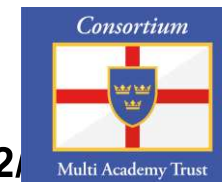


<b>RACE</b> <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i> <i>*Promote good relations between different ethnic groups</i>	<p>Opportunities to discuss race. Religion and ethnic diversity through Emmanuel RE syllabus across the school</p> <p>School responds to current affairs globally and locally sensitively to help children make sense of the word around them</p>	<p>Difference and diversity focus day, make a link with minority groups</p> <p>Develop awareness of cultural diversity in the UK</p> <p>Improve links with different faith groups for assemblies</p>	<p>SLT</p> <p>All</p> <p>All</p>	<p>Spring term 2023</p> <p>Ongoing</p>	<p><b>BUDGET REQUEST:</b>  <b>£50 EYFS Dolls of different race</b>  <b>£100 Costumes of different traditions according to topics- ie Kinono for Japan</b></p> <p><i>Dolls from different races and representations from different places around the world purchased and supported EYFS and KS1 topics. Children have access to these in free flow play and are regularly used.</i></p>
<b>GENDER</b> <i>*Analysis of all pupil achievement and performance by gender</i> <i>*Promote equality of opportunity</i> <i>* Range of gender friendly teaching styles and strategies</i>	<p>All pupils have opportunities to participate in clubs, teams and school activities</p> <p>Sports clubs actively promote inclusion</p> <p>Teaching resources are inclusive</p>	<p>Subject leaders to analyse data by gender</p> <p>Plan assemblies to look at role models and heroes</p> <p>Clubs analysis of attendance and groups</p>	<p>AAH's</p> <p>MS</p>	<p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p><b>BUDGET REQUEST:</b>  <b>£250 Reading/ library resource books which represent different family groups</b></p>
<b>SEXUAL ORIENTATION</b> <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i>	<p>Equal opportunities for all</p> <p>Included in PSHE/ RSHE planning</p> <p>RSE document used to plan in each topic.</p>	<p>Audit of resources</p> <p>Promote understanding of sexual orientation and diversity in family groups by using LGBT specific reading and teaching materials in class</p> <p>Continue to build children's resilience and ability to empathise with others</p>	<p>SH</p> <p>All</p> <p>All</p>	<p>Autumn 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p><i>A selection of books costing £280 was purchased. They provide a range of new reading materials for the different age groups and will be introduced into the library and reading scheme with the introduction of accelerated reader throughout the Summer term. Books represent different faiths, cultures, family groups and a range of ethnic representation.</i></p>



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<b>CURRICULUM FOR EQUALITY</b> <i>*Extracurricular opportunities</i> <i>*Relationships with others/PSHE</i> <i>*Resources</i>	<p>ELSA practitioner in school 2 days per week</p>	<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability</p>	SLT	Ongoing	<b>BUDGET REQUEST:</b> <i>ELSA training for TD already applied for and allocated</i> <i>ELSA provided targeted 1:1 support for many children across the school. ELSA leads are leading training on PD Day for all staff to demonstrate key skills and concepts as well as adult wellbeing techniques.</i>  <b>£250 Curriculum resource updates (link to new topics)</b> <b>£50 School council badges and resources</b>  <i>School council badges allowed children to demonstrate a sense of place and purpose. House leads proudly wear these in school.</i>
	<p>Pupil parliament and school council House captain and vice-captain opportunities for all, through voting systems in house groups</p>	<p>Ensure that displays in classrooms and corridors promote diversity</p>	All	Ongoing	
	<p>Behaviour/ effort reward scheme in pupil passports (with support of FOHS)</p>	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc</p>	All	Annual elections	
	<p>Extra-curricular activities, residential trips and educational visits are planned to be fully inclusive</p>	<p>Purchase further resources to promote equality and diversity</p>	SH		
	<p>All children are involved in fund raising activities to support different local and national charities</p>				



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<b>COMMUNITY COHESION</b> <i>*Targeting underachieving groups</i> <i>*Family learning</i> <i>*Parents and the community</i> <i>*Global Links</i>	Parents are encouraged to come in to school for activities throughout the year including mental health day, craft projects, performances etc.	Promoting social action across the school- making links with community groups to develop joint community projects  Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities  Provide more opportunities for parents and community to come in to school	SLT   All   SLT		<i>Coronation activities allowed us to invite parents in for a tea party/ social event.</i>  <i>Parents are invited into school for National Numeracy Day on 17th May to work with the children in the classes for Maths activities</i>  <i>Plans for outdoor school play</i>  <i>Parents invited to open afternoon session in outdoor learning week to share successes of the children.</i>
<b>ALL EQUALITIES</b> <i>*Staff and LC representation</i> <i>*Exclusions</i> <i>*Training needs</i>	Staff have a wellbeing champion for support  Safer recruitment trained staff  Applications for job vacancies are inclusive, not discriminatory  Staff accessibility needs met and additional resources bought to ease pain during working hours  All staff aware of emergency procedures for lock-down or evacuation (Baden Powell)				