



# Helmingham Primary School

## Single Equality Scheme Action Plan/ Accessibility Plan 2025/26



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 where there are no outsiders. 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.

<i>Heading</i>	<i>Current good practise</i>	<i>Actions</i>	<i>Who</i>	<i>When</i>	<i>Impact and next steps</i>
<b>PHYSICAL ACCESSIBILITY</b> <i>School environment</i>	Accessible toilet facilities available  Access to specialist support and equipment as needed  One level flooring throughout the majority of the school  Liaison with parents and families about health conditions and disability on entry to the school  Designated parking for disabled visitors  Internal emergency signage and escape routes clearly marked  PEPs are put in place as required	Review access for disability- can this be made any easier. How can disabled visitors access school grounds quickly?  Investigate how reception access can be improved  School council/ Pupil parliament to complete a grounds audit for accessibility  Explore possibility of having a handrail fitted to the steps near office	SH Facilities  Facilities  SH and BJ	Autumn 2025  School council meetings and assembly	<b>BUDGET REQUEST:</b> <b>Handrail for either side of outside steps £500</b> <i>Planning permission is being investigated for the installation of the handrails- apparently it isn't as straight forward as having them fitted. We continue to have these conversations with Robin/ Michael.</i>



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<p><b>ACCESSIBILITY/ DISABILITY</b>  <i>*Review Accessibility plan</i>  <i>*Analysis of pupil data inc progress and attainment</i></p>	<p>All access points are 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>Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Emergency lighting and adequate lighting maintained throughout the buildings  Accessible toilet facilities</p> <p>Staff trained to administer gastro port feeding through tube. Regular support from family and nursing team  Medical plans updated in consultation with child, family and GOSH</p>	<p>Review accessibility plan and carry out audit</p> <p>Renew contrasting markings on steps</p> <p>Clear shrubbery from path ways</p>	<p>SLT</p> <p>Facilities</p> <p>Facilities</p>	<p>Autumn 2025</p> <p>November 2025</p> <p>Ongoing</p>	<p><i>Pathways have been made clearer and M 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 RE syllabus and PSHE curriculum 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>Begin to use No outsiders assembly resources across the school, hub and trust</p> <p>Improve links with different faith groups for assemblies</p>	<p>SLT</p> <p>All</p> <p>All</p>	<p>Ongoing</p>	<b>BUDGET REQUEST:</b>
<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>SLT/OMs</p>	<p>Termly</p> <p>Ongoing</p> <p>Termly</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 and library</p> <p>Continue to build children's resilience and ability to empathise with others through learning characteristics activities</p>	<p>SH</p> <p>All</p> <p>All</p>	<p>Autumn 2022</p> <p>Ongoing</p> <p>Ongoing</p>	





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<p><b>COMMUNITY COHESION</b>  <i>*Targeting underachieving groups</i>  <i>*Family learning</i>  <i>*Parents and the community</i>  <i>*Global Links</i></p>	<p>Parents are encouraged to come in to school for activities throughout the year including mental health day, craft projects, performances etc.</p>	<p>Promoting social action across the school- making links with community groups to develop joint community projects</p> <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities</p> <p>Provide more opportunities for parents and community to come in to school</p> <p>Parent workshops and support groups for wellbeing, SEND and curriculum</p>	<p>SLT</p> <p>All</p> <p>SLT</p>		
<p><b>ALL EQUALITIES</b>  <i>*Staff and LC representation</i>  <i>*Exclusions</i>  <i>*Training needs</i></p>	<p>Staff have a wellbeing champion for support</p> <p>Safer recruitment trained staff</p> <p>Applications for job vacancies are inclusive, not discriminatory</p> <p>Staff accessibility needs met and additional resources bought to ease pain during working hours</p> <p>All staff aware of emergency procedures for lock-down or evacuation (Baden Powell)</p>				