

# Poringland Primary School and Nursery



## Single Equality Policy and Accessibility Action Plan

**Date of Policy:**  
**Review Date:**

**Aut 2021**  
**Aut 2024**

**Happy Active Inspired Healthy Learners**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Monitoring</b>
<b>All staff are aware of the Single Equality Policy and have awareness of their responsibilities</b>	<ul style="list-style-type: none"> <li>Raise awareness of Single Equality Policy at induction and staff meetings</li> </ul>	Ongoing	HT, DHT	Governors
<b>To ensure that the Single Equality Policy and Action Plan is shared with parents/carers and the wider community</b>	<ul style="list-style-type: none"> <li>Single Equality Policy and Action Plan will be available on website, and in the entrance foyer. Parents/carers will be notified about this through the school newsletter.</li> <li>FGB will receive regular updates on progress regarding the Single Equality Policy.</li> </ul>	Ongoing	HT	Governors
<b>To ensure that there is a pupil voice regarding equality</b>	<ul style="list-style-type: none"> <li>Establish School Council on an annual basis.</li> <li>Ensure that there are opportunities to promote and discuss issues relating to equality within PSHE curriculum, PATHS and RSE.</li> <li>Complete annual pupil surveys and report key findings to staff, governors and parents/carers.</li> </ul>	Annually	HT	Governors
<b>To be aware of the progress and attainment of all groups of pupils within the school</b>	<ul style="list-style-type: none"> <li>Analysis of data to include the performance of minority groups and findings to be shared with staff and governors.</li> <li>Monitor participation in extra-curricular activities.</li> </ul>	Ongoing	Class Teachers, HT, DHT, SENDCo, PP Champion	Governors
<b>To ensure that the statutory requirements for the RSE Curriculum are in place</b>	<ul style="list-style-type: none"> <li>Access to relevant training.</li> <li>Purchase of resources and Scheme of Work.</li> <li>Program of Staff training through INSET and staff meetings.</li> <li>Communication with Parents/Carers.</li> <li>Updating website with full curriculum content, key vocabulary, and advice for talking to your child about RSE.</li> </ul>	RSE Curriculum launched in September 2021	SP SLT	Governors
<b>To create a new TLR role of Pupil Premium Champion in order to monitor the progress and attainment of vulnerable SENDCO and direct funding towards the achievement of the best outcomes for these groups</b>	<ul style="list-style-type: none"> <li>Training for LB (to include LAC and Post LAC training).</li> <li>Collaboration with other schools/professionals.</li> <li>Designated weekly non-contact time to work alongside pupils (including PP children, Forces Children, LAC &amp; Post LAC children), and to monitor the progress and attainment of these groups.</li> </ul>	Academic Year 2021-2022	LB, HT	Governors
<b>To establish a new SENDCo and to achieve the best outcomes for pupils with SEND</b>	<ul style="list-style-type: none"> <li>Access to training for JW</li> <li>Collaboration with other schools/professionals.</li> <li>Designated non-contact time (2 days) to conduct the role</li> <li>Establish a new SEND team, to include 3 Teaching Assistants who will conduct interventions across the school to promote Mental Health, Social Skills and Self-Esteem</li> </ul>	Academic Year 2021-2022	JW, TH, SC & CG	Governors

<b>Review School Uniform to ensure that school policy promotes gender equality</b>	<ul style="list-style-type: none"> <li>• Ongoing review of school uniform (including PE kit) so that there is parity in expectations for both genders</li> </ul>	Academic Year 2021-2022	SLT	Governors
<b>To ensure that access to school buildings and site can meet diverse pupil need</b>	<ul style="list-style-type: none"> <li>• Accessibility and clarity of signs around school</li> <li>• Awareness of independent access</li> </ul>	Ongoing	SLT	Governors
<b>To ensure access to appropriate resources and technology for pupils with disabilities.</b>	<ul style="list-style-type: none"> <li>• Purchase appropriate resources and technology as required for pupils with disabilities.</li> <li>• School staff to be trained to use available technology.</li> <li>• Ongoing use of amplification technology to support pupils with hearing impairment.</li> <li>• Ongoing use of Visualisers and IWBs</li> </ul>	As required unless needs of pupils in school require immediate action.	JW, HT	