



Heymann Primary and Nursery School Equality and Accessibility Plan 2018 -2021

Objective	Action	Success criteria	Monitoring	Led by	Cost	Start / End Date
Admissions and attendance	<ul style="list-style-type: none"> Ensure that all data is gathered accurately on entry to school particularly with reference to other languages spoken and disability and Pupil Premium Analyse attendance for any trend in absence with regard to any particular groups of pupils. Target pupils with low attendance Issuing EQT attendance fining letter Meeting parents of children with persistent absence Track progress of pupil premium children half termly 	<ul style="list-style-type: none"> Data collected accurate and Scholarpack system up to date Attendance continues to be above 97% Pupil premium children are identified and targeted so that at least expected progress is made 	<ul style="list-style-type: none"> Ensure that Scholarpack reflects accurately data collected on entry for twice yearly census HT report to governors show attendance trends Pupil Progress meeting reports 	HT	Pupil Premium funding (varies yr on year) Annual scholarpack subscription £2500	Jan 2018 - 2021
Objective	Action	Success / Impact	Monitoring	Led by	Cost	Start / End Date
Behaviour	<ul style="list-style-type: none"> Monitor behaviour logs to identify if any particular group of pupils has a higher level of log-ins Embed CPOMs system for tracking behaviour, logging parental contact, social records, prejudice based incidents, safeguarding concerns and confidential files Targeted intervention to support children with behaviour, self-esteem, anger and anxiety related concerns and bereavement 	<ul style="list-style-type: none"> Any groups with higher levels of log-ins are targeted and supported Log-ins are reduced Consistent use of recording incidents across the school Behaviour and anti-bullying policy are applied consistently across the school 	<ul style="list-style-type: none"> Monitor the impact of intervention strategies to identify the most successful 	TL	£1000	Jan 2018 - 2021
Mental Health and Well-being	<ul style="list-style-type: none"> To engage with the Academic Resilience Approach (ARA) – Young Minds Project staff to complete an audit of current practice and 	* Staff, children and parents/carers have a greater understanding of mental health and well-being	<p>*Feedback from the focus groups</p> <p>* External evaluation from</p>	SH and TL	Staff meeting SENCO and Behaviour lead	Start / End Date Jan

	<p>understanding</p> <ul style="list-style-type: none"> To develop and action plan for the school and it's community following the audit Establish pupil focus groups Establish Community focus group Staff to attend meetings lead by Young Minds professional Develop teaching approaches to support pupils academic resilience 	*Staff, children and parents/carers are in a better place to maintain positive mental health and ARA	Young M inds trainer of school progresss in ARA strategies		non- contact time	2018 - 2020
Community Cohesion (also see community cohesion action plan)	<ul style="list-style-type: none"> Community cohesion week theme to celebrate different cultures in our community Inviting members of the community from different cultures in to school to talk about their role in society including those with disability Develop link school in Sri Lanka Ensure that resources eg toys and books reflect different cultures Establish Thought for the Week Promote in classrooms the languages that are spoken in the school Update displays around school to show which countries our families come from 	<ul style="list-style-type: none"> School community has a raised awareness of respect for each other and the different cultures in our society Pupils inspired by people in the local community 	<ul style="list-style-type: none"> Pupil voice Monitor classroom environments and resources to ensure they reflect the community 	MM HT, AB		Jan 2108 -Sept 2021
Objective / Ref	Action	Success / Impact	Monitoring	Led by	Cost	Start / End Date
Discrimination	<ul style="list-style-type: none"> Prejudice related incidents recorded on CPOMS and appropriate forms completed and submitted to LA Ensure that all forms of discrimination are logged on CPOMS Ensure that all staff are aware of the importance of logging all discriminatory behaviour and children's awareness raised through PSHE/SEALS/ assembly themes racism and other forms of discrimination such as gender, disability and homophobia and its' affects are spoken about and challenged 	<ul style="list-style-type: none"> Children and the school community understand that the school is a centre for reporting prejudice based bullying Children are beginning understand what discrimination is and recognise it People feel confident to report race hate incidents and other forms of discrimination (eg. Gender, disability, homophobia) Children are more aware of the 	<ul style="list-style-type: none"> Monitor content of prejudice based incidents to identify any trends Monitor other types of discrimination to identify any trends towards particular groups Feedback from staff on the impact of Stone Wall materials 	AHT, HT,RH and JS		Jan 2018 -2021

	<ul style="list-style-type: none"> • anti-bullying week themes are a focus for work across the school • develop a child-friendly anti-bullying policy • raise awareness of e-safety through further development of our Digital Leader newsletters • Raise awareness of on- line bullying and support children in developing strategies to combat social media bullying • Engage parents regarding keeping their children safe online and monitoring their child's use of social media sites • Use the school website to provide information for parents about keeping children safe-online • Develop further our anti-bullying curriculum by implementing the Stone Wall materials • Investigate the 'Appyness Online' project with a view to developing peer-led e-safety sessions 	appropriate use of social media and what to do if they are being bullied on line				
Objective / Ref	Action	Success / Impact	Monitoring	Led by	Cost	Start / End Date
Teaching and Learning and assessment (also see assessment, SEN and inclusion, EAL action plans)	<ul style="list-style-type: none"> • Staff attend termly pupil progress meetings • Interventions monitored every half term • Children identified who are not making expected progress • Planning differentiated for all groups • Appropriate resources used to allow access eg sloping tables, APPs, use of hearing induction loop • Implementing pupil premium tracker and provision maps • Embedding the role of our Pupil Premium Lead 	<ul style="list-style-type: none"> • Pupil progress meetings effectively monitor progress of groups of children across the school • Interventions used for vulnerable groups of children are effective • Achievement gaps are narrowed for particular groups of pupils • Pupil Premium money used effectively • Children make expected or more than expected progress • All children are able to access the curriculum 	<ul style="list-style-type: none"> • Impact of intervention strategies monitored half termly • All pupils progress tracked through classroom monitor • Planning and book scrutinies • SEN review meetings 	LJ HE SENCO HT	£1000	Jan 2018 – 2021
Objective / Ref	Action	Success / Impact	Monitoring	Led by	Cost	Start / End Date
Equal Opportunities for Staff	<ul style="list-style-type: none"> • Relevant CPD opportunities identified • Jobs which are advertised encourage applicants from all groups of people and equal opportunities principals applied 	<ul style="list-style-type: none"> • All staff have access to relevant CPD • All staff feel valued • Staffing represents the community 	<ul style="list-style-type: none"> • CPD monitoring forms completed to gauge impact • Staff team audited on 	COL, SENCO	£4000	Jan 2018 -2021

	<ul style="list-style-type: none"> • Staff complete CPD audits • Program of MAPA training established for staff • Staff training on specific learning needs • Links made with outside agencies when needed 	<p>the school serves</p> <ul style="list-style-type: none"> • Positive working environment • CPD has impact on teaching and learning • Staff confident in manual handling • Individual needs of children met 	<p>gender, ethnicity, disability to identify any gaps when recruiting</p>			
Curriculum	<ul style="list-style-type: none"> • Long term and medium plans developed to reflect National Curriculum 2014 • Review PSHE/SEALS/Sex Education provision and implement changes • Develop RE enrichment activities to include visits to more religious buildings and outside speakers visiting school • Develop alternative appropriate curriculum provision for children who are not able to take part in specific activities due to religious beliefs or disability 	<ul style="list-style-type: none"> • The curriculum reflects community and that opportunities to enhance curriculum experience are fully inclusive • PSHE/SEALS /Sex Education reflects all relationships in society 	<ul style="list-style-type: none"> • Monitor long and medium term plans • Monitor delivery of PSHE/SEAL/ sex Ed lessons 	AHT, JS	£1500	Jan 2018 -2021
Accessibility	<ul style="list-style-type: none"> • Class rooms clearly labelled and consistent including signs and symbols • All yellow lines maintained on a regular basis • Implement individual fire exit plans for children with mobility/visual impairment • Visual timetables in place, low contrast paper used when appropriate • Identified children access dyslexia action intervention • Agreed classroom non-negotiables in place in every room to ensure familiarity • Use of hearing induction loop at both sites • All staff to learn basic signing 	<ul style="list-style-type: none"> • Ensure all rooms clearly labelled • Limit hazards on steps • Fire plan reflects individual needs • Environment dyslexia friendly • Classrooms are organised to encourage independence 	<ul style="list-style-type: none"> • Learning Walks • Policy reviews • Book scrutinies 	HT	CIF funding	2018 - 2021

To be read in conjunction with SEND policy, Equality Policy, Behaviour policy, Teaching and Learning policy, Race Equality Policy, School Improvement Plan and individual subject action plans.