



Henley 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. Henley 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.

| Heading | Current Good Practise | Actions | Who | When | Impact and next steps |
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| PHYSICAL ACCESSIBILITY <i>School environment</i> | Accessible toilet facilities available | Ensure access is kept clear throughout school day | All | Ongoing | <i>Ground Markings to be reinstated or further developed at front of school</i> <i>SH to discuss paving and front of school redesign with facilities and with local authority</i> |
| | Access to specialist support and equipment as needed | Review storage of ladder to allow greater access to toilet | All | | |
| | Internal ramp in the school building to ensure accessibility | Review pavement access with local authority to allow greater accessible parking facilities at front of school | SH/ Office Manager | Autumn term 2025 | Liaise with Local Council/ facilities team and outside agencies for redesign of front of school allowing greater accessible parking (LC and estates team looking into this with highways and local council) |
| | Hearing loop system in school | School council/ Pupil parliament to complete a grounds audit for accessibility | SH | School council meeting and assembly | |
| | Liaison with parents and families with regard to 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 | | | | |



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| <p>ACCESSIBILITY/ DISABILITY <i>*Review Accessibility plan</i> <i>*Analysis of pupil data inc. progress and attainment</i></p> | <p>Central ramp throughout school to enable easy access around main building</p> <p>Differentiated curriculum for all pupils. Resources tailored to the needs of pupils who require support to access the curriculum- including resources for hearing impaired. Meetings with Audiology team are regular.</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>Access for disabled children, parents and visitors meets requirements Emergency lighting and adequate lighting maintained throughout the buildings Accessible toilet facilities</p> <p>PEP's in place for children with additional needs as appropriate</p> | <p>Publish and promote the Single Equality Scheme and Accessibility plan through the school website, newsletter and staff meetings.</p> <p>All staff and Locality Committee members are aware of this plan through LC meetings and staff meetings.</p> <p>Review access to all areas of the school- look at developing disabled access to school house</p> <p>Investigate alternatives for disabled parking- how can this be made safer?</p> <p>Ongoing review of SEND data for progress and attainment</p> <p>Write/ Review PEP plans for anyone needing access support</p> <p>Assemblies use pictures and prompts from the No outsiders resources, promoting discussion on equality, diversity and inclusion</p> | <p>Office Manager and SLT</p> <p>SH</p> <p>Facilities</p> <p>Facilities</p> <p>SENDCo</p> <p>SH and class teachers</p> <p>SLT</p> <p>SLT</p> | <p>Ongoing</p> <p>October</p> | <p>BUDGET REQUEST: Clearly mark-up disabled parking bays outside of school £100</p> <p><i>Ground Markings being repainted by facilities team- markings should be replaced like for like and shouldn't require any further permissions until redesign of front of school is agreed.</i></p> <p><i>Discussions continue with regard to greater access to the school house but due to land levels, this appears to be difficult. SH to investigate whether a level path can be created to the front of the building or through smaller slope to double doors.</i></p> |
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| <p>RACE <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> | <p>Opportunities to discuss race, Religion and ethnic diversity through Emmanuel RE syllabus resources across the school and as part of PSHE/ RSHE lessons</p> <p>Theme days to promote good relations</p> <p>School responds to current affairs globally and locally sensitively to help children make sense of the word around them</p> <p>Access to reading resources in different languages in library</p> <p>Links with different faith groups for assemblies</p> | <p>Provide more opportunities to celebrate the achievements of people of different race- use assemblies as a vehicle to share practises of different ethnic groups</p> <p>Identify, respond to and report racist incidents as outlined in the SES. Report the figures to the LC on a termly basis. Regularly review reported racial incidents using My concern and any actions taken</p> <p>Review Assembly/ Curriculum subjects to include opportunities to share values, challenge prejudice and discriminations, and challenge stereotypes. Assemblies use pictures and prompts from the No outsiders resources, promoting discussion on equality, diversity and inclusion</p> | <p>All</p> <p>SLT</p> <p>All</p> | <p>Ongoing</p> <p>Ongoing</p> | |
| <p>GENDER <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> | <p>All pupils have opportunities to participate in clubs, teams and school activities</p> <p>Sports clubs and activities promote inclusion</p> <p>Performance opportunities are encouraged in school plays, services at church etc. Teaching resources are inclusive</p> <p>All children have access to Escape! After school and before school provision</p> | <p>Ensure analysis of progress and attainment data includes gender analysis.</p> <p>Use assemblies as a vehicle to promote British Values and the 9 protected characteristics. Posters around school and assembly prompts used</p> | <p>SLT/ MS to monitor</p> | <p>Termly</p> | |



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| <p>SEXUAL ORIENTATION <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i></p> | <p>Different types of family posters around school</p> <p>Equal opportunities for all Included in PSHE/ RSHE planning</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</p> <p>Use assemblies as a vehicle to promote British Values and the 9 protected characteristics</p> | <p>All staff</p> <p>All staff</p> | <p>Ongoing</p> | |
| <p>CURRICULUM FOR EQUALITY <i>*Extra curriculuar opportunities</i> <i>*Relationships with others/PSHE</i> <i>*Resources</i></p> | <p>Pupil parliament and school council House captain and vice-captain opportunities for all, through voting systems in house groups</p> <p>Behaviour/ effort reward scheme in pupil passports (with support of FOHS)</p> <p>Extra-curricular activities, residential trips and educational visits are planned to be fully inclusive</p> <p>All children are involved in fund raising activities to support different local and national charities</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> <p>Ensure that displays in classrooms and corridors promote diversity</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> <p>Purchase further resources, as needed, to promote equality and diversity</p> | <p>SLT</p> <p>All</p> <p>All</p> <p>SH</p> | <p>Annual elections</p> <p>Ongoing</p> | <p><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></p> |



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| <p>COMMUNITY COHESION <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, information workshops etc.</p> | <p>Promoting social action across the school- making links with community centre to develop joint community projects- litter picking etc</p> <p>Church- tidying up churchyard working groups</p> <p>Road signs- links with SCC/ Norse/ highways to clean village signs</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>SLT</p> <p>SLT</p> <p>Office Managers</p> <p>All</p> <p>All</p> | <p></p> <p>Spring term</p> <p>Spring Term</p> <p>Ongoing</p> | <p><i>Community events include tea party, choir singing at the Summer fayre and trust garden party, Maths workshops on National Numeracy day, outdoor learning week gallery celebrations and residential assembly.</i></p> |
| <p>ALL EQUALITIES <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> | | | | |



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- Quality of school building and environment continues to be improved- painting and improvements continue to be made throughout the school following the installation of new windows.
- Larger projects include the modernisation of the toilets and toilet facilities, and remodelling of the front of the school for improved access, greater safety and better aesthetics.