



## **Meir Heath Primary School Public Sector Equality Duty and Accessibility Plan 2014 - 2018**

At Meir Heath Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

### **School context**

Meir Heath Primary School is situated on the outskirts of Stoke-on-Trent and the Staffordshire Moorlands and is adjacent to open countryside. Meir Heath is part of Staffordshire Borough Council and the Parish of Fulford. There is a mixture of public and predominately private sector housing.

The community has undergone massive changes in recent years. Employment was to be found in the traditional manufacturing industries of pottery, steel, mining and appliance manufacturing. However, these industries have been replaced with service industry employment. Whilst statistics show a large number of families within the area has professional status, there has also been major redeployment training of the general population in light of changing industrial needs.

The school has nearly 390 children on roll aged from 4 – 11 years, boys and girls. The school is divided into seven year groups, two classes per year group. All areas of the school are available for use by all pupils. Specialist staff and 'class teacher responsibilities' are allocated to year groups.

### **Statutory Duties**

All schools, as part of the Public Sector Equality Duty (PSED); which has replaced the Equality Act 2010, have a statutory responsibility to eliminate discrimination, advance equality of opportunity and to foster good relationships across all protected characteristics, i.e. sex, race, disability, religion, belief, sexual orientation, gender reassignment and pregnancy or maternity.

The school has a duty to promote general equality and to make reasonable adjustments for pupils with a disability and the accessibility plan (attached) explains how we are doing this now and what we plan to develop over the next four years. It will be updated annually and reported on a four yearly basis.

*According to the Disability Discrimination Act 1995, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.*

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something causes a disabled pupil to be placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

### **Reasonable adjustments**

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable.

Meir Heath Primary School's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**;
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of **accessible information** to disabled pupils.

#### **Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

#### **Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The use of physical aids to access education, include ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

#### **Improving the availability of accessible information to disabled pupils**

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information takes account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school considers how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

#### **Collecting and Using Data Effectively**

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning, ensuring that all pupils, staff and visitors, including those with protected characteristics, needs are catered for.

## Creating a List of People with a Disability

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all pupils on the Special Educational Needs Register then added pupils of known medical condition. Finally, any other children known to staff, that may be considered as being disabled. This is part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on applying for employment and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of the school will be ongoing.
- An audit of attendance and exclusions related to disabled pupils will be completely termly.
- An audit of pupil performance in KS1 and KS2 SATs will be used to look for trends and areas to improve.

To achieve a welcoming school for everyone it is important that all users of our school have the chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Different groups within the school are able to offer their ideas. See Appendix A Copy of *Proformas Pupil/Parent/Carers/Staff/Governor*

We appreciate the range of views from all users of our school. This has and will help us to focus on removing barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this, at present our School building is

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted to all access points for the hall. Access to the main school car park is available.
- We do not yet have toilet facilities which are suitable for physically impaired users and will consider, if appropriate, how they can be easily adapted for sight impaired users. Consideration has been made when choosing lighting, floor covering and ventilation.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governor's Health, Safety and Premises Committee

## Curriculum Access

- We are an Inclusive school and have been awarded the Inclusion Quality Mark
- We are currently working towards renewing our Dyslexia Friendly School status.
- Children are taught using a variety of teaching and learning methods as outlined in NC Inclusion statement.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Individual Education Plans put in place for pupils who are receiving SEN support or have an EHC plan (statement); the SEN register is kept up to date. Tracking forms include details if intervention programmes have been offered to pupils.
- Lunchtime Supervisors have received training to encourage best behaviour during the lunch hour. There is a focus on positive interaction with pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and other outside agencies to inform staff of the best ways to provide 'reasonable adjustments'.
- Teaching assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value Added figures helps school to see how effective extra support sessions have been for pupils with specific learning difficulties, or in receipt of pupil premium.

- Embedded support systems make sure pupils who need assessments read to them have the support provided.
- ICT is used as an aid where appropriate for pupils with a specific difficulty or processing speed difficulties.
- ICT facilities offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (Can be helpful for dyslexic pupils.)

### Communication Between Home and School

- The school sends a Newsletter home regularly in print where required. The Newsletter is also available on the School website and via e-mail.
- We are aiming to make all text easy to read
- There is always the offer to explain written communications sent out and to explain reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports are sent out annually. Formal reporting evenings are held three times a year.

### Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We do our best to encourage other disabled users of the school to become actively involved creating a community for everyone. House captains are voted in place by pupils and disabled pupils can hold these posts successfully. Other responsible roles are also filled by a cross section of pupils; e.g. School Council Reps, Playground Leaders, Classroom Monitors.

Many other roles are fully represented by disabled pupils alongside everyone else – Environment Club, school choir etc.

- A review of the Policies in school is ongoing.
- Anti-bullying / supporting positive behaviour
- PHSE and Citizenship curriculum is to be updated in the light of the Disability Discrimination Scheme – by subject leader.
- The school web site to be reviewed regularly.

The effectiveness of adjustments will be monitored regularly and by asking disabled users if the school seeks their opinions regularly.

**Feedback** will come from

- Pupils interviews
- Parent/guardian/carer discussions
- Staff opinion – all staff, teaching and non teaching – at staff meetings and discussions at Keystage, Leadership and Senior Management and Non-teaching staff forums.
- Governors
- Users of the school

- Findings **collated** by SENCO
- Ideas **discussed** at staff meetings, Senior Leadership Group
- **Developed** during Inset Day and with Governors
- **Discussed** with staff/interested parties and School Council/Working Party
- Leading to **implementation**

### Reviewing and Monitoring how we are creating a school that is welcoming and inclusive

We will review the accessibility action plan annually through the Governor's Standards, Policy and Curriculum Committee during the Summer Term. We will look again at the information we have to see if actions taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews
- Staff awareness being constantly raised.
- Parent's opinions are welcomed relating to all school matters. Also parents new to the school will be alerted to *appendix a* for their child, or themselves, on entering the school community.

Parents, carers and users of our school can request a copy of Meir Heath Primary Public Sector Equality Duty documentation and the Accessibility Plan from the school office. Requests can be made to have a copy in large print or in a possible format suitable to use with speech facilities on a computer.

**Meir Heath Primary School**  
**Disability Discrimination Act**

Dear Parents,

In light of the Disability Discrimination Act and its implementation in all schools and educational establishments, we would like to ensure that **all parents, carers and pupils** have equal access to all our school has to offer.

To help us achieve this and ensure that our school does not discriminate against disability; please answer the following questions as honestly as you feel able. **All information given will be treated with the utmost confidentiality.**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has:  
*'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

PLEASE CIRCLE as appropriate

|   |                                       |    |
|---|---------------------------------------|----|
| Is physical access in and around school difficult for you?                      | Yes<br>(If yes, please give details.) | No |
| Is written communication difficult for you to understand?                       | Yes<br>(If yes, please give details.) | No |
| Does your hearing create a barrier when communicating with the school?          | Yes<br>(If yes, please give details.) | No |
| Does your sight create a barrier when communicating with the school?            | Yes<br>(If yes, please give details.) | No |
| Does your mobility create a barrier when communicating with the school?         | Yes<br>(If yes, please give details.) | No |
| Are there any other forms of disability barrier that you wish to tell us about? | Yes<br>(If yes, please give details.) | No |

If you would like to discuss any matter that has arisen in this proforma, please do not hesitate to contact the school.

Name \_\_\_\_\_ Contact No \_\_\_\_\_

Name of Pupil (if applicable) \_\_\_\_\_ Year Group \_\_\_\_\_

PLEASE RETURN PROFORMA to the school office (either a paper print out or via [office@meirheath.staffs.sch.uk](mailto:office@meirheath.staffs.sch.uk))

Thank you for your co-operation

## Improving the Curriculum Access at Meir Heath Primary School

| Target  | Strategy   | Outcome  | Timeframe  | Achievement   |
|---|--|--|--|---|
| Monitor academic progress of disabled pupils (SEND) and pupils with protected characteristics; consideration to be given to the value added figure. | Use RAISE online and SIMS data and academic targets to track and analyse the achievements of pupils. | Pupils will access the curriculum and make expected or good progress.  | In school data (SIMs) termly Raiseonline annual  | All pupils will make expected or better than expected progress towards academic targets.  |
| Develop a whole school approach to recording and monitoring additional support provision.   | Training for SENCO, Clerical Assistant, and teaching staff on provision mapping tool                 | The impact of additional support sessions will be monitored and adjustments made to provision where necessary. | By end of summer term 2015   | Teaching staff and TAs will provide regular feedback on additional support sessions; detailing entrance and exit criteria, which progress can be measured against and next steps planned. |
| School policies to be reviewed regularly to ensure that consideration to equality is present.   | School policies to be reviewed regularly in line with Staffordshire LA statutory guidance.           | School policies will detail actions needed to consider equality to all.  | During 2015 for all curriculum policies related to curric 2014 Annually for all statutory policies | All curriculum policies will detail actions needed to provide accessibility to all.   |
| Subject Leaders to identify reasonable adjustments to be made to  | Schemes of work and policy documents to be revised in  | All pupils will access a broad and balanced curriculum at levels   | Ongoing  | All curriculum policies and schemes of work will make reference to the  |

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| schemes of work in light of the new National Curriculum.  | light of the new National Curriculum and reasonable adjustments to be identified as appropriate.                             | appropriate to their abilities.  |  | reasonable adjustments necessary.                                      |
| Training for teachers on differentiating the curriculum   | Undertake an audit of staff training requirements  | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum                            | Spring term 2015   | Increase in access to the National Curriculum                          |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation   | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing  | Increase in access to all school activities for all disabled pupils    |
| Classrooms are optimally organised to promote the participation and independence of all pupils    | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils   | Ongoing  | Increase in access to the National Curriculum                          |
| Training for Awareness Raising of Disability Issues   | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the          | Whole school community aware of issues relating to Access  | Ongoing as appropriate to needs of individual pupils/staff/parents | Society will benefit by a more inclusive school and social environment |

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|  | current status of school |  |  |  |
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### Improving the Physical Access at Meir Heath Primary School

| Target   | Strategy/outcome   | Timescale         | Achievement   |
|--|--|-------------------|---|
| Accessible car parking   | Bays to be signed  | As finances allow |   |
| Dropped kerbs either side of main vehicle entrance.                                      | Pedestrian access improved   | July 2014         | Provided pedestrian access direct to office   |
| Doors/windows  | Anti-shatter film to be applied to the doors/windows identified in glass survey          | Summer term 2014  | All windows/doors meet required safety standards  |
| All KS1 classes moved into the main school building to improve access for younger pupils | KS1 classes in main building, KS2 (Y4 – 6) in mobiles classrooms.                        | Summer term 2014  | All younger children within main building   |
| Drainage on yard   | Drainage channels to be installed around the outside school grounds to prevent flooding. | Summer term 2014  | Access improved around the school, including elimination of door steps into the main building |
| Hall door  | Side hall door to be fitted and linked to the schools security system.                   | Summer term 2014  | All doors now part of the school security plan  |
| Foundation Stage outdoor Activity Area to be extended.                                   | Outside activity area to be extended out onto infant yard.                               | Summer term 2014  | Greater access to outdoor activities for younger pupils.                                      |

### Improving the Delivery of Written Information at Meir Heath Primary School

| Target | Strategy | Outcome | Timeframe | Achievement |
|--------|----------|---------|-----------|-------------|
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| Availability of written material in alternative formats   | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing as appropriate to needs of individual pupils/staff/parents | Delivery of information to disabled pupils improved                                       |
| Make available school brochures, school newsletters and other information for parents in alternative formats as appropriate | Review all current school publications and promote the availability in different formats for those that require it                      | All school information available for all  | Ongoing as appropriate to needs of individual pupils/staff/parents | Delivery of school information to parents and the local community improved                |
| Ensure school website is regularly updated.   | Website to be reviewed regularly to ensure content is relevant and available.   | Website will be a source of current and relevant information, easily accessible to users.                         | Ongoing  | Website will be a source of current and relevant information, easily accessible to users. |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment                                | Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.       | All school information available for all  | Ongoing as appropriate to needs of individual pupils/staff/parents | Delivery of school information to pupils & parents with visual difficulties improved.     |

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| <p>Raise the awareness of adults working at and for the school on the importance of good communications systems.</p> | <p>Discuss at INSET days and include in staff handbook</p> | <p>Awareness of target group raised</p> | <p>ongoing</p> | <p>School is more effective in meeting the needs of pupils.</p> |
|--|--|---|----------------|---|

Written June 2015  
Review date 7<sup>th</sup> July 2016