



HAYES MEADOW PRIMARY SCHOOL  
*Be the Best We Can Be*



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Equality Statement

and

Accessibility Plan

2018 - 2021



## HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



At Hayes Meadow Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Further improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



## Equality and Inclusion

Targets	Strategies	Outcome	Timeframe	Impact
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to add to list of required publication details.	Adherence to current legislation and update governors on the improvements and actions identified.	Annually	
Training for specific requirements of individual pupils.	Staff/ governors to attend awareness training relating to the current needs of the pupils at Hayes Meadow.	Awareness of issues relating to accessibility for individual pupils, staff and parents/ carers.	Training to be on going as and when required.	

## Physical Environment

Targets	Strategies	Outcome	Timeframe	Impact
To further improve and develop the accessibility of the school environment for the whole school community.	Health and safety leader and governor to review annual audits and produce action plans where necessary.	Action plans will include accessibility requirements where necessary.	Annually and feedback to staff and governors.	
Ensure pupils with specific needs have relevant equipment or adult support where necessary.	SEND leader to ensure all pupils with specific needs have the required equipment and support within the physical environment. Support from specialist	All pupils will have equal access to all areas in school.	When required.	



	agencies where necessary.			
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## Curriculum

Targets	Strategies	Outcome	Timeframe	Impact
To ensure all groups of SEND pupils are making good progress in relation to their own targets. To achieve at least in line with national expectations for subjects which their special educational need is not a barrier.	Support and training for aspects of SEND and differentiation.	All staff have awareness of the needs of individuals with SEND in school. Some staff have further training to support specific pupils and enable all pupils to access the curriculum.	This will be an on- going process and school will respond to the needs of the pupils which will inevitably adapt and change over time.	
Ensure that all educational visits are planned to ensure the participation of all 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 who comply with all current and future legislative requirements.	On going	
To ensure all classroom environments are suited to all users.	Classrooms are organised and de-cluttered ensuring that pupils have equal access to resources and equipment. Specialist equipment may be supplied for individuals if necessary.	All pupils and staff will have equal access to the classroom environment and resources.	Reviewed annually or more frequently as necessary.	



## Information provided by the school

Targets	Strategies	Outcome	Timeframe	Impact
To ensure the whole community have equal access to school information.	Provide where necessary school information, newsletters and brochures in alternative formats where necessary. Use of support agencies at LA where necessary.	The school will be able to provide information and support to parents/ carers in different formats when required.	ongoing	
To ensure parents/ carers and pupils with English as an additional language are able to access school information.	Provide where necessary school information, newsletters and brochures in alternative languages where necessary.	The school will be able to provide information and support to parents/ carers in different languages when required.	The Inclusion Leader is responsible to ensure pupils have access to dual language materials and support in learning English. When required.	