



HAYES MEADOW PRIMARY SCHOOL
Be the Best We Can Be



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Equality Statement

and

Accessibility Plan

2024 - 2027



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

- To eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act
- To increase the extent to which disabled pupils can participate in the curriculum
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- To 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, mental health, 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.



Current good practice

We ask about any disability or health condition in early communications with new parents and carers and, if needed, we complete a care plan in consultation with the family, updating them annually or as and when needed. For parents and carers of children already at the school, we collect information on disability annually via the pupil data collection sheets. We also give parents/carers the opportunity to disclose any access needs they may have, ensuring that they have full access to school events and the school community.

We provide quality first teaching for all pupils through

- Having clear, but high expectations of what all of our children can achieve
- Knowing our children – their particular needs and provide support where necessary
- Providing appropriate levels of challenge, which are achievable, and give them strategies, which enable all pupils to make clear steps towards their goals.
- Having a variety of teaching styles and resources in our classrooms – both indoor and outdoor – which engage the child's interest so that their creativity can flourish and each child can access the work.
- Giving them opportunities to expand their horizons – both in and out of the classroom – that provide access to discovering and developing their experiences, knowledge and understanding of the world around them.
- Providing clear feedback to children so they know whether they have reached their goal, or if not, what they need to do to get there.
- Give children the strategies to develop strong Behaviours for Learning through our behaviour characters – The teamwork twins, Reflective learner Leo, Participating Poppy, Self-management Maggie, Resourceful Thinker Ruby and Independent Izzy.
- Ensuring that we as staff have the skills and training to meet the needs of the children and be able to motivate them in their daily learning.
- In our daily interactions, model the relationships, behaviours and patience we wish to see in them.
- Through effective questioning, engagement, interaction and celebration, give them an overwhelming joy of learning that leaves them wanting more.
- Communicating clearly with all those involved with each child – including parents, all adults in school, the wider community and external agencies.



Equality and Inclusion

Targets	Strategies	Outcome	Timeframe	Impact
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 and care for individual needs of pupils, staff and parents/ carers.	Training to be on going as and when required.	
SLT and staff to be aware and use the Staffordshire RADY training and strategies to ensure all pupils have equality in school.	SLT to complete training and share resources and knowledge throughout staff training opportunities.	SLT to complete by end of Autumn term 2024. Disseminate during staff training.	By end of summer term 2025.	
For all staff to be trained in processes and strategies for Attachment and Trauma.	TLR leader to share strategies and knowledge to all staff. Staff are provided with texts to support their learning.	Awareness of how attachment and trauma could affect the pupils in school and provide a range of strategies to support.	By end of summer term 2025.	

Physical Environment

Targets	Strategies	Outcome	Timeframe	Impact
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.	All pupils will have equal access to all areas in school.	When required.	



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	Support from specialist agencies where necessary.			
Maintain safety for visually/hearing impaired people	Check if any children have a visual impairment resulting in any needed adaptations being put in place. Example yellow paint being needed on step edges. Check exterior lighting is working and efficient on a regular basis.	Visually impaired people feel safe in our school grounds.	Annually, and as new children join the school throughout the year. Class teachers to update pupil passports on a termly basis.	

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. Individual pupil passports are updated on a termly basis.	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	On going	



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		and future legislative requirements.		
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.	
Curriculum is adapted for pupils who are unable to access their age-related outcomes.	The inclusion leader will ensure that pupils are continuing to make progress in relation to their starting points.	All pupils make progress towards their own individual targets.	Regularly reviewed throughout the year.	
Introduction of the SEND hub.	SENDCo and TA will take pupils with the most complex SEND needs daily for lunch and then the afternoon to work towards their own individual targets. Pupils sensory needs to be met through specialist equipment and resources that have been purchased. Successful strategies and resources to be replicated in the classrooms.	Staff have awareness of the needs of the individual pupils in the SEND hub. Staff have further training to support specific pupil's needs as needed. All pupils in the SEND hub will make progress towards their own individual targets.	Hub set up and being used daily Autumn 2024. Hub to increase the number of pupils that it takes – Summer 2025 and ongoing	



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. URL codes used where possible to support access.	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.	