



EQUALITY POLICY AND ACCESSIBILITY PLAN SEPTEMBER 2020

Due to COVID-19 we need to consider the impact on learning of children who may be self-isolating and ensure all actions are in place for continued accessibility for all pupils. Please see the COVID-19 risk assessment for actions to address health, safety and well-being of pupils.

Introduction

Staff and Governors at Moorhill Primary School are committed to giving every member of the school community the opportunity to achieve to the school values.

The public sector Equality Duty came into force across Great Britain on 5 April 2011.

This means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

This policy and the accompanying action plans set out how the governing body will promote equality of opportunity for all people with or without a protected characteristic.

This duty has three elements:

Schools need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having 'due regard' to the need to advance equality of opportunity is defined as the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

The Public Sector Equality Duty, sets out the equality issues that schools need to consider when making decisions that affect pupils or staff with nine different protected characteristics; **Race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment are known as 'protected characteristics'** (Equality Act 2010). Protected characteristics provides protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic.

The equality act 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.'

Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin, and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

Disability

A physical and/or mental impairment that has what the law calls '**a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities**' This can include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, dyslexia, autism, learning difficulties including Down's syndrome, and mental health conditions such as depression and schizophrenia.

Sex

A person's sex refers to the fact that he or she is male or female. In relation to a group of people, it refers to either men and/or boys or women and/or girls.

Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

To be protected under the Act, the belief must be genuinely held and must be a belief, and not an opinion or viewpoint based on information available at the moment, it must be a belief as to a weighty and substantial aspect of human life and behaviour, It must attain a certain level of cogency, seriousness, cohesion and importance, It must be worthy of respect in a democratic society and it must be compatible with human dignity and not conflict with the fundamental rights of others.

Sexual orientation

Sexual orientation means the attraction that a person feels towards one sex or another (or both), which determines with whom he or she forms intimate relationships or to whom he or she is attracted. Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation, such as someone's appearance, the places that he or she visits or the people with whom he or she associates.

Pregnancy and maternity

Women are protected from pregnancy and maternity discrimination at work.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) that involves a person moving away from his or her birth sex to his or her preferred gender and thus expressing that gender in a way that differs from, or is inconsistent with, the physical sex with which he or she was born.

Purpose and Aims

The purpose of our Equality policy and objectives is to show how we, at Moorhill Primary School, will promote equality for all pupils, staff and parents. At Moorhill we aim to provide a secure, inclusive environment in which all children and adults feel valued and respected. We strive to support all learners to achieve their full potential.

Whole School Involvement

At Moorhill we believe that everybody's views and ideas are important and should be valued. This equality policy is the result of the combined effort of all stakeholders in the school community.

- School responsibility for producing an audit and action plan for the physical access to DES/AP committee comprises of teaching and non-teaching staff, a governor, parents and pupils. It includes the SENCO. Committee members are both disabled and non-disabled.
- The school.
- All stakeholders have been given the opportunity to contribute to our DES/AP through Questionnaires, informal meetings and staff meetings. The working party will submit an annual report to governors by October half-term, including a review of targets from the previous academic year and new targets for the next academic year.

It is recognised due to the current situation of COVID-19 and lockdown and fewer pupils and staff in school, the extent of which targets were met has been limited and this will need to be addressed in this year's action plan.

- Subject co-ordinators and the SENCO are directly responsible for actions on the action plan.

Where are we now?

Our overall aim at Moorhill is to remove any barriers that we find are making life more difficult for children and adults who have a disability. These barriers may be lessened by making 'reasonable adjustment' to:

- The school building
- The curriculum
- Teaching and Learning
- Methods of communication

The School Building

Moorhill is a split site primary school, the Foundation Stage, Key Stage 1 and Year 3 are located on the Moorland Road site and Years 4-6 are located on the Pye Green Road site.

The Moorland Road site is a single storey building with two double mobile classrooms located in the playground. The main building has been adapted to be accessible to people with mobility problems with ramps added to the main door and both doors from the playground. There is a disabled toilet and a marked disabled parking space in the car park. One mobile classroom is fitted with a ramp, the other with wide, low level slabs and a ramp accessible from the playground.

The Pye Green Road site is more challenging as the main access to the school office for parents and visitors is down a small set of steps. The removal of these steps will require major redevelopment and alternative actions have been put in place. Access to the main building can be gained via the year 5 area door for people with mobility problems. There is a ramp down to the school field, a ramp leading from the main gate down to the playgrounds to give pedestrian access and the double mobile classroom is also fitted with a ramp. A lift for people with mobility problems is fitted allow pupils and parents to access lower classrooms. There is a marked disabled parking space in the car park.

Moorhill Primary School strives to make immediate modifications in response to specific needs of children, parents/carers, staff, governors and other stakeholders. This approach will continue.

The Curriculum

At Moorhill we strive to offer an inclusive curriculum:

- All subjects are clearly differentiated across learning objectives, activities and assessment criteria to meet the needs of all pupils.
- Children are in ability groups for daily phonic activities at KS1.
- Children are taught using a variety of teaching and learning styles.
- Children are involved in their own learning by leading Termly Learning Conferences with the teacher and parents/carers.
- Target children are identified for intervention support in Literacy, Numeracy, Speech and Language and social development.

- All children's progress towards their targets is carefully tracked and the data analysed by teachers, the SENCO and SLT.
- Analysis of attainment and progress data is used to measure the effectiveness of additional support and interventions received by the children.
- We are a Dyslexia Friendly School.
- All whiteboards are set to a buff background to support children and adults with dyslexic tendencies.
- From year 3 upwards all exercise books are buff coloured.
- All staff (teachers and teaching assistants) are trained in the use of Maths Mastery.
- All teachers and teaching assistants access coaching in order to develop practice, including in assessment for learning, as part of the Aspire programme.
- All teaching assistants are well trained and work in collaboration with teaching staff to ensure all pupils are well supported and have equal access to the curriculum.
- School Support Plans are written to support children on the Special Educational Needs & Disability Register. They include details of clear Plan, Do, Review cycles.
- Pupils with an EHCP have clear Plan, Do, Review programmes in place and full reviews are carried out annually.
- The Special Educational Needs & Disability Register is kept up to date and includes details of professionals involved with each child.
- All School Support Plans are discussed and set in collaboration with parents and children.
- Support and advice is sought from the Educational Psychologists, Behaviour Support Team, Autism Outreach Team, Speech & Language Team, Occupational therapists, Physiotherapists and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments'.

Teaching and Learning

At Moorhill Primary School we are continually evaluating and assessing our teaching and learning in order to improve the learning experience for everyone. Professional Development through the Aspire Programme, Maths Mastery, coaching, peer observation and effective monitoring and feedback is well developed through the school, as is moderation across schools. We ensure that we closely monitor and track the progress of all pupils to ensure that they are making expected progress in line with their abilities.

On return to school to school September 2020, following a period of extended absence for many pupils, teachers are assessing the learning of children to establish a current base line e.g. through reading tests and observation in the classroom. In addition teachers are aware of learning achievements at the end of the previous key stage which informs the learning expectations for the end of the academic year. School is committed to identifying and addressing any gaps in learning following lockdown.

It is likely that some children will be self-isolating during the next academic year. The school has a responsibility to ensure that any child absent for this reason has immediate access to remote learning and daily contact with a member of school staff.

Methods of Communication

At Moorhill we communicate with all stake holders in a variety of ways.

- Termly year group newsletters to parents.
- Regular school newsletters to parents.
- Information giving meetings in school related to the curriculum and school issues.
- Written questionnaires to gather parent views and feedback of analysis
- Group discussions to gather pupil views.
- School Council report back to classes.
- Regular dialogue face to face/over the telephone with parents whose children have disabilities which affects their life in school.

Under current COVID-19 circumstances dialogue will be via Teams or phone meetings.

- Termly Learning Conferences. School will be reviewing the format for termly learning conferences and it is likely that these will be through Teams rather than face-to-face.
- SSP (School Support Plan) reviews.
- Information sharing via the texting system
- School website
- Class Dojo – individually to parents and general weekly feedback

If any stake holder requires any of the above documents in an alternative format we will provide it for them.

If any parent/carer requires a language translator this will be organised via the school. We translate reports when necessary and Class DOJO also translates for us.

Identifying the main priorities and actions.

Priorities and actions for each of the above areas have been identified from information given by all stakeholders and are located in the attached Action Plan.

Reviewing and revising the scheme.

At Moorhill Primary School the working party responsible for the Equality Objectives and Accessibility Plan will meet to ensure that all actions are been addressed within the designated timescale and to monitor the effectiveness of the actions that have been implemented in providing a positive impact on the opportunities and outcomes for all people using our facilities. The working party will submit an annual report to Governors by October half term. A copy of this report will be posted on the school website and parents will be informed of this through the schools regular newsletters. A paper copy of this report will be available on request from the school office.

Annual report to governors to include equality objectives and accessibility plan.

Parents, carers and other users of the school can request a copy of the Moorhill Disability Equality Scheme and Accessibility plan from either school office. Requests can be made to have a copy in large print or in a format suitable for use with speech facilities on a computer. This Disability Equality Scheme and Accessibility Plan is available on our school website <https://www.moorhill.staffs.sch.uk> **2020-21**

Targets

- Adaptations and reasonable adjustments to be made to the toileting facilities at the Moorland Road site to accommodate the new intake of pupils with disabilities to aid toileting and self-help skills.
- To further develop the school values (Self-Belief, Teamwork, Ambition and Aspirations, Respect and Effort) so that learners understand the impact that positive values have.
- Quality first teaching. To build on previous Aspire training, using the Quality Framework for Learning and Teaching to further improve teaching for all groups of learners.
- Development of the curriculum team to continue to develop an inspirational and engaging curriculum for the all learners.

Impact of targets:

- Improved facilities in place for toileting, including furniture within our additional changing room. Further adjustments to toilets planned for academic year 2019-20 (Autumn Term). Further improvement has been the resurfacing and general improvement of the sloped access to the KS1 mobile.
- Pupils demonstrate a good understanding of the school values – what they are, how to demonstrate them and the impact they have on others.
- Improved teaching across the school is evident from peer reviews with external visitors as well as from internal monitoring.
- Curriculum review started early in the Summer Term, with a focus on engaging learners and equipping them with the skills, knowledge and experiences for future success.

The current COVID-19 situation has impacted upon these targets as school was closed to all but Keyworker pupils from March and limited pupil from June to July 2020. As a result these targets are to be continued into this academic year.

2020-21 Targets

- Ensure all groups of learners have high levels of attendance and immediate access to remote learning where needed. They are engaging well in learning and are equipped with the skills and knowledge to work with good levels of independence. We want all learners to feel a constant sense of achievement with their learning and to want to strive to achieve more.
- We want our learners to be able to apply what they have learnt about values in the home and the community and to understand their rights and responsibilities and how to keep themselves safe, e.g. through a developed understanding of online safety.

The working party will meet during the Autumn Term to further review and discuss targets for 20-21 and the actions on the Accessibility Action Plan.