



**Manor Hill First School
Public Sector Equality Duty and Accessibility Plan
2024-26**

At Manor Hill First 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

In beautiful surroundings on the outskirts of Stone our school is situated at the end of Manor Rise, Walton. Children are drawn from the area of Stone to the north-west of the main A34 road and other parts of Stone. There is a mixture of public, assisted and private sector housing.

The school has on average 175 children on roll aged from 4 – 9 years, boys and girls. The school is divided into 5 year groups, with a standalone Nursery. 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.

Manor Hill First School's accessibility plans are aimed at:

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

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, etc., 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 coordination 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.
- All Staff have the opportunity to disclose any disability to the Headteacher 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 completed 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 access to disabled users following a programme of building improvements.

The school is built on two levels with stairs connecting the levels. Ramps and wider doors are fitted where possible. Access to the main school car park is also available. We have toilet facilities on both levels, 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. There are convertible stair lifts to ensure accessibility and a lift between floors to allow for access to all areas of the school.

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 Governors' Environment & Safety Committee
- Curriculum Access
- We have achieved 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 of intervention programmes that 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 and the school has recently employed a Lunchtime Play Leader who is responsible for supporting healthy, happy lunchtimes.
- 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 those 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, including the recent introduction of iPads
- ICT facilities offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (This can sometimes 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 Social Media.
- 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. School Councillors 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. Play Pals, Classroom Monitors, Head Boy and Head Girl, School Council etc. Many other roles are fully represented by disabled pupils alongside everyone else – Eco - Environment Club, School Choir, etc.

A review of the school policies in school is ongoing:

- All subject leaders are currently updating curriculum policies
- Anti-bullying / supporting positive behaviour in school
- PHSE and Citizenship curriculum is to be updated in the light of the Disability Discrimination Scheme – by subject leader
- The school website 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:

- Pupil interviews
- Parent/guardian/carer discussions/workshop feedback
- Staff opinion – all staff, teaching and non- teaching – at staff meetings and discussions at Key Stage, Leadership and Senior Leadership Team meetings and Non-teaching staff discussions.
- Governors
- Users of the school
- Findings **collated** by SENDCO
- Ideas **discussed** at staff meetings, Senior Leadership Team
- **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 Governors' Learning and Teaching 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/pupil voice discussions
- 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 the Manor Hill First School Public Sector Equality Duty documentation and the Accessibility Plan from the school office.

Requests can be made to have a copy in large print.

Appendix A – Manor Hill First 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 No
(If yes, please give details.)
- Is written communication difficult for you to understand?
Yes No
(If yes, please give details.)
- Does your hearing create a barrier when communicating with the school?
Yes No
(If yes, please give details.)
- Does your sight create a barrier when communicating with the school?
Yes No
(If yes, please give details.)
- Does your mobility create a barrier when communicating with the school?
Yes No
(If yes, please give details.)
- Are there any other forms of disability barrier that you wish to tell us about?
Yes No
(If yes, please give details.)

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 printout or via office@manorhill.staffs.sch.uk Thank you for your co-operation

Improving the Curriculum Access at Manor Hill First 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 DCPRO data to track and analyse the achievements of pupils.	Pupils will access the curriculum and make expected or good progress.	½ Termly	All pupils will make expected or better than expected progress towards academic targets.
Maintain a whole school approach to recording and monitoring additional support provision.	Use of Provision Mapping Tool	The impact of additional support sessions will be monitored and adjustments made to provision where necessary.		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.	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.	Schemes of work and policy documents to reflect necessary adjustments.	All pupils will access a broad and balanced curriculum at levels appropriate to their abilities.	Ongoing	All curriculum policies and schemes of work will make reference appropriate to their abilities.
Continuous training for teachers on differentiating the curriculum to ensure accessibility for	Necessary CPD	All teachers are able to more fully meet the requirements of disabled children's needs with regards to	Ongoing	Increase in access to the National Curriculum

all.		accessing the curriculum		
All out-of school Activities are planned to ensure the participation of the whole range of pupils	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 and other communal use spaces such as the Library 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 current status of school	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

Improving the Physical Access at Manor Hill First School

Target	Strategy	Outcome	Timeframe	Achievement
Accessible car parking – considerations to front of school	1 bay allocated	As funds allow	Ongoing	All disabled use can park successfully
Doors/Windows	Anti- shatter glass to certain aspects of school	As funds allow	Phased plan linked to Premises Plans	All windows/doors meet safety requirements

Improving the Delivery of Written Information at Manor Hill First School

Target	Strategy	Outcome	Timeframe	Achievement
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 to ensuring accessibility for pupils with hearing 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 hearing difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Discuss at INSET days and include in staff handbook	Awareness of target group raised	ongoing	School is More effective in meeting the needs of pupils

To be reviewed 2026