



Micklem Primary School

Equality Information and Objectives and Accessibility Plan

Responsible Committee	Curriculum
Date Reviewed	January 2023
Next review	January 2026
Signed on behalf of the Governing Body	<i>J. Swift</i>
Print name	Josh Swift

“Micklem Primary School is a fully inclusive school. The school promotes inclusion across every aspect of school life. The school motto “Learning, achieving, working together” is at the heart of the school and reflects the high level of inclusive practices.” Inclusion Quality Mark (IQM), 2018



2015



2018



2022

We were awarded the IQM Inclusive School Award in 2015 and in 2018, were recognised with the IQM Centre of Excellence Award. These awards take into account the high level of work completed by the school to support all stakeholders. In 2022, in recognition of our continued inclusive efforts, we were awarded the IQM Flagship School Award.

Introduction

At Micklem, we strongly believe that every member of our school community should be part of a happy and caring environment in which we can *learn, achieve and work together* regardless of race, religion, gender or ability. We aim to equip pupils with an awareness of our increasingly diverse society, an ability to celebrate difference and a desire to be part of it.

Under the Equality Act (2010), schools should have published Equalities Information and an Accessibility Plan. The Equality Act (2010) replaced all existing equality legislation and carries the message that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. This plan is listed as a statutory document by the Department for Education (DfE) and must be reviewed every three years. The aims of our Accessibility plan will run for up to five years, but must be reviewed and evaluated regularly.

This policy will be discussed at the Governor's curriculum sub-committee and will be monitored by the SENCO. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Curriculum Policies
- DfE Guidance
- Health and Safety Policy
- Inclusion Policy
- School Improvement Plan
- Supporting Pupils with Medical Conditions Policy

Our Equality Objectives

At Micklem we have six key equality objectives:

1. **Admission** - The school follows the LEA/Governing Body Admission Policy, which does not permit gender, race, colour, religion or disability to be used as criteria for admission.
2. **Registration** - Pupils' names must be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
3. **Discrimination** - All forms of discrimination by any person within the school will be treated seriously. Such incidents will be recorded using CPOMs and offending individuals will be told that such behaviour is unacceptable. Further steps will be taken in line with our behaviour policy or parent Code of Conduct if necessary.
4. **The Curriculum** - All pupils must have access to the school's curriculum, which should have a clear intention to provide a specially enriching experience for all of our pupils. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive to the needs of all pupils.
5. **Language** - The school views language diversity positively and staff must be aware of the languages and dialects spoken by pupils and their families. Pupils and staff must feel that their languages and dialects are valued. They must therefore be allowed to use their home language in school but never use it knowingly to exclude others.
6. **Resources** - We aim to provide for all pupils irrespective of any barrier or difference. Variety should be evident in the morals, stories and information offered to all children. Pupils should have access to accurate information about similarities and differences between cultural groups.

Formulation of the Accessibility Plan

In line with legislation, the Accessibility Plan will be drawn up to cover a three-year period. An accessibility audit was carried out in January 2023 to inform this plan. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-plan period to inform the development of the new Plan for the following period.

The plan shows that as a school, we are committed to taking positive action in the spirit of the Equality Act (2010) with regard to developing a culture of inclusion, support and awareness within the school. It sets clear targets as to how we can improve access to the school within a given timeframe in a way that is reasonable and practicable.

The aims of the plan are organised into three distinct areas:

- **Access to the Curriculum** - In line with our Teaching and Learning Policy and School Development Plan, it is our aim that all pupils are able to learn and achieve together regardless of any barrier that they might have. This is closely monitored by different leaders within the school and covers not only teaching, but also access to after-school clubs, leisure and cultural activities or school visits.
- **Physical Access** - We aim to ensure that our school site is, as much as is reasonably practicable, fully accessible to all of our pupils, staff, parents and visitors. Although we recognise that the multi-storey layout of our building will be preventative to people with specific disabilities, we can change other areas to increase access.
- **Access to Information** - We aim to ensure that all key information that we produce as a school is available and accessible to different members of our community and that we communicate effectively with all stakeholders.

Commitment to Publish

Information about our Accessibility Plan will be published on our website.

Roles and Responsibilities

The Governing Body:

- Will ensure that requirements of schedule 10 of the Equalities Act 2010 are implemented within the school.
- Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plan within the school.

The Headteacher:

- Will inform and update the Governing Body of the implementation and progress of the Accessibility Plan.
- Will ensure the requirements of schedule 10 of the Equalities Act 2010 are implemented.
- Will ensure that they are kept informed of the implementation, review and reporting progress of the Accessibility Plan.
- Will ensure the Senior Leaders (SLT) and staff carry out their delegated responsibilities with regards to the implementation, review and reporting on progress of the Accessibility Plan.
- Will carry out their delegated duties with regards to the implementation, review and reporting on progress of the Accessibility Plan.
- Will inform and update the Governing Body of the implementation and progress of the Accessibility Plan.

**Micklem Primary School Accessibility Plan
2023-2026**

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum						
Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations/ costs	Date to be achieved	Review: progress with dates
Training is provided for teachers and teaching assistants (TAs) as needed through DSPL8, Herts for Learning (HfL) and a range of private providers. This has been based on teachers' and TAs' individual needs and interests as well as the needs of children they are working with. This has at times been very costly.	1. To ensure that teachers and TAs have the necessary training to teach and support children and young people.	Research more strategic CPD approaches	Headteacher	Headteacher time	Spring 1 2023	
		Share research with SLT	Headteacher	SLT meeting time	Spring 2 2023	
		Set-up strategic CPD approach	Headteacher and Deputy Headteacher	Headteacher time. Cost of CPD package/ provider	Summer 2023	
		Link strategic CPD to teachers' and TAs appraisals - look to develop a bespoke CPD package if appropriate	Headteacher, SLT, teachers and TAs	Additional time in appraisals to develop CPD plans	Autumn 2023 - Summer 2024 cycle	

<p>Chromebooks are used frequently in lessons to support learning in KS2. iPads are used often in EYFS and KS1, but due to their age, new apps cannot be added. The school has previously invested in lots of software (e.g. number shark, word shark, clicker) but these are not fully compatible with the Google suite.</p>	<p>2. To provide access to technology appropriate for children and young people.</p>	<p>HfL ICT team to confirm which software can and can't be used with the Google suite.</p> <p>Book clicker training to develop use of software with Google suite.</p> <p>School tablets to be replaced on a rolling basis.</p>	<p>HfL ICT team</p> <p>Inclusion Lead</p> <p>Computing Lead and Headteacher</p>	<p>HfL ICT team time - school already pay into this service</p> <p>Inclusion Lead time Staff meeting time for training</p> <p>Cost to be investigated</p>	<p>Spring 2023</p> <p>Summer 2023</p> <p>Summer 2025/26</p>	
<p>The school has an ethos of 'High Hopes' for all. The Collette Assessing Pupil Progress System (CAPPS) was introduced for a few pupils in</p>	<p>3. To ensure there are high expectations of all children and young people.</p>	<p>CAPPS to be introduced for all children working at pre-curriculum level.</p> <p>CAPPS assessments to be</p>	<p>Inclusion Lead and teachers</p> <p>Teachers and TAs, monitored by</p>	<p>Spring 2023</p> <p>Summer 2023</p>	<p>CAPPS training delivered to all teachers and some TAs in Autumn 2022</p> <p>Teacher time, Subject leader</p>	

<p>Autumn 2022 to measure, track and plan for their small steps of progress. This has been successful for these pupils and now needs to be used across the school.</p>		<p>used to inform planning for children working at a pre-curriculum level.</p> <p>Expectation that all children can make progress, and if progress isn't made, this is escalated through the school's graduated approach.</p> <p>CAPPS assessments to be updated termly at school data/pupil progress points.</p> <p>CAPPS assessments to move up with children at transition points.</p>	<p>subject leaders and Inclusion Lead</p> <p>All staff</p> <p>Monitored termly by teachers and SLT in pupil progress meetings</p> <p>Teachers, monitored by Inclusion Lead and SLT</p> <p>Teachers, monitored by SLT</p>	<p>Summer 2023</p> <p>Summer 2023</p> <p>Summer 2024</p> <p>Summer 2023, 2024 and 2025</p>	<p>release time</p> <p>Termly pupil progress meetings already in place.</p> <p>Termly pupil progress meetings already in place. Inclusion Lead to monitor CAPPS data in meetings.</p> <p>Summer term transition/hand-over preparation time and meetings.</p>	
--	--	---	--	--	--	--

<p>New medium term planning formats were introduced in Summer 2022 to support staff identifying and planning for barriers to learning. There is variation between teachers' skills and knowledge with regards to this, so it is an identified area for development.</p>	<p>4. To ensure staff seek to remove all barriers to learning and participation so lessons provide opportunities for all children and young people to achieve.</p>	<p>Embed and monitor use of new medium term planning format.</p> <p>Develop links with other schools to support teacher's CPD.</p> <p>Develop strategic approach to CPD.</p>	<p>SLT, subject leaders and teachers</p> <p>SLT and Early Career Teacher (ECT) Mentor</p> <p>See point 1 above</p>	<p>Subject leader release time</p> <p>SLT meeting time, staff meeting time, ECT release time</p> <p>See point 1 above</p>	<p>Summer 2023</p> <p>Links made - Summer 2023 CPD opportunities - Summer 2024</p> <p>See point 1 above</p>	
---	--	--	--	---	---	--

How we plan to improve the physical environment of our school for disabled children and young people

Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations/ costs	Date to be achieved	Review: progress with dates
<p>The school has invested in new signage for the school entrances and to signpost to reception, but new visitors often knock on the first door after entering the site rather than walking round to reception. A small fence was put up alongside the path to the side pedestrian entrance to school and Nursery (next to school car park) in Summer 2022 to improve safety.</p>	<p>1. To ensure travel routes around the school site and parking arrangements are safe, logical and well signed.</p>	<p>Tarmac path to pedestrian entrance next to the school car park.</p> <p>Contact council about adding yellow zig-zag lines outside school entrance.</p> <p>Research logistics and cost of moving reception office to area of school nearer the side pedestrian entrance.</p> <p>Complete building work to relocate reception office</p>	<p>Caretaker and Headteacher</p> <p>Office staff</p> <p>Caretaker and Headteacher</p> <p>Caretaker and Headteacher</p>	<p>£3500</p> <p>Office staff time</p> <p>Caretaker and Headteacher time</p> <p>Timings and financial cost to be researched</p>	<p>Summer 2023</p> <p>Summer 2023</p> <p>Spring 2023</p> <p>Summer 2026</p>	

		nearer to pedestrian side entrance.				
<p>The school hall and all classrooms downstairs in the main building (EYFS and KS1) are accessible to wheelchair users via the main school entrance. The disabled toilet is also accessible on the ground floor. The steps to the Year 2 classroom were replaced with a sloped surface in Summer 2022. Nursery, the classroom in the mobile, the school dining room and classrooms</p>	<p>2. To ensure wheelchair users can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.</p>	<p>Capital bid for new mobile classroom including a ramp</p>	<p>Caretaker and Headteacher</p>	<p>Caretaker and Headteacher time</p>	<p>Spring 2023</p>	
		<p>Research logistics and cost of building a ramp to new reception office location.</p>	<p>Caretaker and Headteacher</p>	<p>Caretaker and Headteacher time</p>	<p>Spring 2023</p>	
		<p>Seek additional funding from local authority to improve access to school site</p>	<p>Headteacher and Governing Body</p>	<p>Headteacher time and Governing Body resources committee meeting time</p>	<p>Summer 2023</p>	
		<p>Build ramps to Nursery, the classroom in the mobile and new reception office location.</p>	<p>Caretaker and Headteacher to oversee</p>	<p>Timings and financial cost to be researched</p>	<p>Summer 2024</p>	

upstairs (KS2) are currently only accessible using steps.						
The school fire alarms currently only have auditory components.	3. To ensure emergency and evacuation systems are set up to inform all children and young people, including having alarms with both visual and auditory components.	<p>Research cost of replacing emergency and evacuation systems to include alarms with visual and auditory components.</p> <p>Liaise with current fire alarm contractor to upgrade emergency and evacuation systems so alarms include visual and auditory components.</p> <p>Signage to be updated to support evacuation.</p>	<p>Caretaker, Headteacher and Governing Body</p> <p>Headteacher and Caretaker</p> <p>Headteacher and Caretaker</p>	<p>Caretaker and Headteacher time plus Governing Body resources committee meeting time</p> <p>Timings and financial cost to be researched</p>	<p>Summer 2023</p> <p>Summer 2025</p> <p>May 2023</p>	

		Emergency lighting to be updated to support evacuation.	Headteacher and Caretaker		May 2023	
Staff have regular training from the Deaf and Hearing Support Service around reasonable adjustments on reducing background noise for deaf children. The main school entrance area, corridors and KS1 and KS2 classrooms are mostly carpeted.	3. To take steps to reduce background noise for children and young people with a range of needs.	Research cost of carpeting internal staircase. Carpet internal staircase	Caretaker and Office Staff Caretaker	Caretaker and office staff time Timings and financial cost to be researched	Summer 2024 Summer 2025	

How we plan to improve the delivery of information to disabled children and young people

Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations/ costs	Date to be achieved	Review: progress with dates
<p>Widgit symbols are used in all classrooms for visual timetables, drawer labels and vocabulary support.</p> <p>Easy-read fonts are used throughout the school, with some exposure to other styles.</p> <p>Users can control their access to information on</p>	<p>1. To provide information in easy-read format, symbols, large print, visual, audio or in Braille for people who may have difficulty with standard forms of text.</p>	<p>Amend school letter templates to ensure they are written in clear print. Sensory Trust - Designing with clear print and large print</p> <p>Set-up mailing lists for parents who require information in alternative formats e.g. electronic copies</p>	<p>SLT and office staff</p> <p>Office staff to share information with SLT and class teachers</p>	<p>Time to read guidance and amend templates as necessary</p> <p>Add to information collected for new-starters</p> <p>Time to set-up mailing lists</p>	<p>Summer 2023</p> <p>Summer 2023</p>	

<p>our school website using accessibility tools to hear text read aloud, magnify the screen, zoom in to enlarge font size, and alter or invert the colour. Our website also has an easily accessible 'translate' tool.</p>		<p>of reports or large print.</p>				
<p>Teaching slides have cream, light yellow or light blue backgrounds. Display boards have neutral hessian backgrounds. Coloured overlays, reading rulers and paper are used by children as needed.</p>	<p>2. To ensure that information is presented to groups in a way that is user friendly, e.g. by using accessibility options and other technological solutions.</p>	<p>Radio mics to be used in all assemblies. Subtitles to always be used when showing videos in class and assemblies, if available.</p>	<p>SLT and Teachers SLT and Teachers</p>	<p>DHSS time to show staff how to do this with children's new blu-tooth hearing aids None</p>	<p>Summer 2023 Spring 2023</p>	

<p>Radio mics are used by class teachers of children with them.</p> <p>Micklem began using Google suite in 2021, and Google classroom is used to set home learning. Some staff model and teach children to use online accessibility tools. Newsletters are written on a blue background and shared in accessible PDF documents. Electronic copies of reports are shared with parents when requested.</p>		<p>Add accessibility statement to school website.</p>	Inclusion Lead	Inclusion Lead time	Summer 2023	
		<p>Ensure all hyperlinks on school website are descriptive so can be navigated by users using screen readers.</p>	SLT, office staff, subject leaders and class teachers	Staff time to edit hyperlinks if needed	Summer 2024	
		<p>Ensure all images on school website conveying information have alternative text (alt text) that gives screen reader users the same information. Decorative images or images explained in the text on the page, should have empty alt text – indicated by "" (a pair of double</p>	SLT, office staff, subject leaders and class teachers	Staff time to add alternative text to images on school webpages.	Summer 2024	

		quotes with no space).				
Staff working with deaf or partially sighted children receive training from Hertfordshire's Advisory Services. The deaf and hearing support service check children's hearing aids half-termly. Staff received training on using Clicker in 2019 and on using Google suite in October 2022. Some staff are more confident using accessibility tools than others.	To ensure that staff are familiar with technology and practices developed to assist people with disabilities.	<p>Arrange teacher and TA refresher/new training for Clicker.</p> <p>Arrange teacher training on using accessibility tools for learning.</p> <p>Arrange teacher and office staff training on website accessibility requirements, focussing on actions in point 2 (hyperlinks and alternative text).</p>	<p>Inclusion Lead</p> <p>Inclusion Lead and Computing Lead</p> <p>SLT</p>	<p>Cost of training session Staff meeting time Overtime for TAs</p> <p>Cost of training session Staff meeting time</p> <p>Cost of training Office staff overtime</p>	<p>Summer 2023</p> <p>Autumn 2023</p> <p>Spring 2023</p>	