

Northburn Primary Accessibility Plan

2019-21

Schools must implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided; and
- Improving the availability of accessible information to disabled pupils parents and carers.

As a school we also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. Plans are included within the School Improvement Plan.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Vision and values

We are an inclusive school and it is our aim to make a positive difference and enable all to fulfil their personal goals. All children matter to us; we celebrate diversity, similarities and personal achievements. Those within the school community are actively encouraged to support and care for each other.

- We promote equality of opportunity between disabled persons and other 'groups'
- We actively promote positive attitudes to disabled people
- We encourage participation by disabled people in school life
- We take positive steps to remove barriers and meet need. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- That those who have a disability are enabled to make good or better progress.
- Support an ethos of understanding and positive attitudes to disability.

You can find our SEND (Special Educational Needs and Disability) report on our website. The report details the provision we have in place and future plans.

Equality Information – gathered for academic year 2019/20

Age and sex:

- With the exception of Nursery all our year groups are made up of approximately 45 pupils. We do have a larger Y3 cohort.
- We have more boys than girls in the school (*Source: SIMS*)

Disability

- <10 pupils have physical disabilities.
- The building has been designed to meet accessibility requirements. (See school equality policy statement)
- <10 pupils have long-term health issues.
- The performance and welfare of these pupils is tracked separately

(Sources: SIMS, attendance registers)

Gender reassignment

- No data is collated by the school about gender reassignment for the pupil or staff population.

Race

- The vast majority of children in school are White British. Children are recorded as belonging to a group other than White British.
- There are no significant patterns of underachievement of pupils from minority ethnic groups.
- The school has consistently recorded and reported no racist incidents to the Local Authority.
- There have been no fixed term exclusions.

(Sources: School Census ethnicity, Annual Report to Governors re racist incidents)

Religion or belief

- The ascribed religions of the pupil population is mainly Christianity or no religious belief, as defined by parents on the school's data collection forms.
- Provision exists for children who elect to be absent from acts of Christian corporate worship on the grounds of belief to do so.
- All pupils learn about beliefs other than Christianity.

- All children learn about their community and British values.
- Older children have participated in workshops on 'hate crimes'.

(Sources: SIMS, anecdotal evidence, SACRE guidance)

Sexual orientation

- No data about the sexual orientation of pupils or parents is collected or held by the school.

Marriage and civil partnership

- When information about changes in marital status or home circumstances is communicated to school, it is recorded in the school's file. Any changes to contact details are recorded in the child's file.
- No data is collated by the school about parents' marital status, apart from names given for home contact.

Pregnancy and maternity

- The school has flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting. These are evident in the absence policy.

(Sources: locality profile)

Bullying

Refer to our Behaviour policy.

- Any instances of bullying would be recorded. In the main when there are concerns around conflict in school they tend relate to friendship and games.

Objectives:

The school's equality objectives have been established by looking at the most significant and meaningful equalities challenges we face:

They are:

- To robustly monitor achievement gaps between groups.
- To ensure that all children, regardless of economic circumstances, access the range of extended learning opportunities on offer at school. I.e. parental attendance at meetings and pupil attendance at clubs.
- To further close any attainment gaps identified between our FSM and non-FSM pupils and SEND and non-SEND groups in some year groups.
- To accelerate progress for low –achievers and able children in KS2.
- To ensure British values are embedded in SMSC curriculum and all staff receive training on the prevention of radicalisation.

Targets will be reviewed as part of an ongoing self-evaluation cycle. Revised targets must be set every 4 years but are reviewed annually.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum and educational experiences for pupils with a disability through improved curriculum provision	<ul style="list-style-type: none"> • Many children with disabilities access extra-curricular clubs • Appropriately trained staff on a range of disabilities • Some specialist resources available to support children with sensory processing needs and visual and hearing impairments • In some cohorts children with SEND or additional needs and or disadvantage do as well or better than other children. 	<p>To close any attainment or progress gaps identified.</p> <p>All children make good or better progress</p>	<ul style="list-style-type: none"> • Personal profile plans to include specialist equipment, teaching strategies • Reduced core subject class sizes with additional specialist teacher support • Resources improved for visual impairment • Development of school curriculum as a main focus on school development plan 	<p>Clare Scott</p> <p>SLT</p>	<p>July 19</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • All doors good access • Ramps • 1 floor • Paths to enable access to outside learning areas • Hearing loop system • Braille signage 	<ul style="list-style-type: none"> • Ensure environment is ready for children with physical disabilities who may join us and for transition between phases. • Hazards highlighted to increase safety for visually impaired people. 	<ul style="list-style-type: none"> • Highlight small step outside main door • Complete Safeguarding audit of grounds and improve access to the school • Construct new entrances, main and nursery to allow for better wheel chair access and double buggies 	<p>Clare Scott</p> <p>Caretaker and Grounds Maintenance</p>	<p>December 19</p>

			<ul style="list-style-type: none"> Resource Physiotherapy and Occupational Therapy programmes for individual children 		
Improve the delivery of information	<ul style="list-style-type: none"> Website is compliant Text and blog and twitter is very popular 	<ul style="list-style-type: none"> Website is informative and written information is available in alternative formats and languages. 	<ul style="list-style-type: none"> Redesign website so that navigation is clearer and additional tabs support parents with SEND 	Clare Scott	September 20

