

# **Northburn Primary Accessibility Plan And Equality Objectives 2022-2025**

This plan has been written to meet the requirements of Northburn Primary, namely to increase access to education for all pupils, including those with disabilities, as stated in the Equality Act 2010 (i.e. the curriculum, physical environment and information) and the Special Educational Needs and Disability (SEND) Code of Practice (2015). It identifies the ongoing actions of staff and the Governing Body to ensure access to education for disabled pupils in four areas:

- increase the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities);
- improve the environment of the school and increase the extent to which disabled pupils can take advantage of education and associated services provided;
- improve the availability of accessible information to disabled pupils' parents and carers; and
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The above aims will be delivered within a reasonable timeframe and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. The school needs to have regard to providing adequate resources in the implementation of this plan.

## **Definition of disability**

The Equality Act (2010) states that a disability is a physical or mental impairment which has a long-term (at least 12 months) and a substantial adverse effect on a person's ability to carry out normal day-to-day activities. The effect of this law is that, "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

## **Vision and values**

At Northburn Primary School, we are committed to providing a fully accessible environment and curriculum. We are a fully inclusive school and it is our aim to make a positive difference and enable all to fulfil their personal goals regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every pupil can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all pupils and aim to maximise everyone's potential. All staff share these responsibilities. Those within the school community are actively encouraged to support and care for each other. At Northburn we:

- promote equality of opportunity between disabled persons and other 'groups';
- promote positive attitudes to disabled people;
- encourage participation by disabled people in school life;
- take positive steps to remove barriers and meet need;
- enable those who have a disability to make good or better progress; and
- promote a supportive ethos of understanding and positive attitudes to disability.

## **Physical Environment**

Northburn Primary is an above-average sized primary school of 350 pupils (Nursery-Year 6). The building is all on one level, with disabled access at the main school entrance as well as the Key Stage One entrance to the building. There is one disabled toilet near the School Office.

## **Our Curriculum**

All staff are committed to providing a varied, balanced and rich curriculum with high expectations and differentiated learning for individual pupils where appropriate, with barriers to learning removed to ensure the broad needs of all our pupils can be met. By providing a high-quality education through quality-first teaching, we aim to nurture successful citizens of the future. Good practice at Northburn Primary includes:

- planning that considers the needs of all pupils, with support provided where appropriate, addressing potential areas of difficulty to ensure there are no barriers to every pupil achieving their full potential;
- setting high expectations for every pupil, aiming to teach a full curriculum whatever a pupil's prior progress;
- effective assessing of all pupils using the school's assessment tool FROG, or iASEND where appropriate;
- early identification and support where there is concern regarding pupil progress;
- a robust system (*Passport*) for tracking and monitoring pupils with SEND;
- teaching assistants are deployed effectively to support a range of differing pupils' needs e.g. speech and language, literacy, fine and gross motor skills; and
- working alongside other professionals from education, health and care services to provide high-quality support to meet the needs of pupils;

## Information

In the October 2021 Census, there were 7% of pupils in school with SEND and on the SEND register. The needs of these pupils vary and include dyslexia, autism, visual impairment and social, emotional and behavioural difficulties. There are also a number of pupils with communication, speech and language needs. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power. For more information regarding details of the provision we have in place and future plans for SEND please [click here](#).

## Equality Information

### Age and sex:

- With the exception of Nursery, all our year groups are made up of approximately 45 pupils. Year 6 is currently a larger 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.
  - <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 are collated by the school about gender reassignment for the pupil or staff population.

### Race

- Most children in school are White-British and a small number 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 pupils is mainly Christianity or no religious belief, as recorded by parents on the school's data collection forms.

- Provision exists for children who choose 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 are 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 are 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 are 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. Currently we intend to:

- robustly monitor achievement gaps between groups;
- 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;
- further close any attainment gaps identified between our FSM and non-FSM pupils and SEND and non-SEND groups in some year groups;
- accelerate progress for low-achievers and able children in KS2; and

- 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 four years but are reviewed annually.

Aim and Success Criteria	Current Good Practice <i>Include established practice and practice under development</i>	Objectives	Actions to be Taken	Person Responsible
<p>Increase access to the curriculum and educational experiences for pupils with a disability through improved curriculum provision so that all have access to a broad, balance and relevant curriculum</p>	<ul style="list-style-type: none"> <li>• Many children with disabilities access educational visits and clubs</li> <li>• Appropriately trained staff on a range of disabilities</li> <li>• Some specialist resources available to support children with sensory processing needs and visual and hearing impairments</li> <li>• In some cohorts, children with SEND or additional needs and or disadvantage do as well or better than other children</li> <li>• Access to a range of padlets and the updated Local Offer which is available on the school website</li> <li>• Ensure that all pupils with medical conditions are well supported within school so that they can access the curriculum and enjoy learning <ul style="list-style-type: none"> <li>○ Staff and governors are familiar with statutory guidance and medicines in school policies</li> <li>○ Additional training provided by external agencies for staff to support pupils with e.g. diabetes, epilepsy, allergies</li> <li>○ Health care plans are frequently updated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To close any attainment or progress gaps identified.</li> <li>• All children make good or better progress</li> <li>• To challenge stereotypes and ensure age-appropriate dialogue around protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that staff have access to an awareness of the services available to support pupils and pathways that may be required for pupils with additional needs so that barriers to learning are removed</li> <li>• <i>Passports</i> to include specialist equipment, teaching strategies (beyond Ordinarily Available Provision) and reasonable adjustments</li> <li>• Reduce core subject class sizes with additional specialist teacher support</li> <li>• Improve resources for visual impairment</li> <li>• Develop the school curriculum as a main focus on school development plan</li> <li>• Texts that reflect communities that pupils are familiar with and not familiar with</li> <li>• Texts widen pupils' knowledge and perception of the varying needs of others</li> <li>• Introduce provision and access to therapeutic services</li> <li>• Ensure that individual plans are on EVOLVE with barriers identified and addressed. Training is provided for staff</li> </ul>	<p>Clare Scott Natalie Harrison Lucy Dawson</p>

			<ul style="list-style-type: none"> <li>Review medical needs and supporting attendance for pupils with medical needs annual</li> </ul>	
<p>Improve and maintain access to the physical environment so that every pupil makes the best progress possible in an environment adapted to their needs</p>	<ul style="list-style-type: none"> <li>All doors good access</li> <li>Ramps</li> <li>1 floor</li> <li>Paths to enable access to outside learning areas</li> <li>Hearing loop system</li> <li>Braille signage</li> <li>Upgrade outdoor emergency lights and classroom lights to LED</li> <li>The perimeter and safety of school further improved by upgraded fencing and gates</li> <li>LKS2 and UKS2 doors upgraded to push bar mechanism</li> <li>Security at main school entrance to upgraded – fob system</li> <li>Barrier into school upgraded to improve security around car park</li> <li>Improved perimeter fencing</li> </ul>	<ul style="list-style-type: none"> <li>Ensure environment is ready for children with physical disabilities who may join us and for transition between phases.</li> <li>Hazards highlighted to increase safety for visually impaired people.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight small step outside main door</li> <li>Complete safeguarding audit of grounds and improve access to the school</li> <li>Construct new entrances, main and nursery to allow for better wheel chair access and double buggies</li> <li>Resource Physiotherapy and Occupational Therapy programmes for individual children</li> <li>Install LED lighting in classrooms across school</li> <li>Install blinds installed in classrooms across school</li> </ul>	<p>Clare Scott Caretaker and Grounds Maintenance</p>
<p>Improve the delivery of information to increase accessibility for parents and/or pupils with disability</p>	<ul style="list-style-type: none"> <li>Website is compliant</li> <li>Twitter is very popular</li> <li>Introduction of <i>Microsoft TEAMS</i> has supported communication in school</li> </ul>	<ul style="list-style-type: none"> <li>Website is informative and written information is available in alternative formats and languages.</li> </ul>	<ul style="list-style-type: none"> <li>Add progression maps to curriculum and increase information on subject pages making links to SEND</li> <li>Redesign website so that navigation is clearer and additional tabs support parents with SEND</li> <li>Widening use of IT</li> <li>Implement the <i>Relay Service</i> and exploit text services</li> </ul>	<p>Clare Scott Natalie Harrison</p>

**Reviewed:** September 2023