

# Northburn Primary Accessibility Plan

## 2016-19

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.

The views of governors, parents and pupils have been sought.

## **Equality Information – gathered for academic year 2015/16**

### **Age and sex:**

- With the exception of Nursery all our year groups are made up of approximately 45 pupils.
- 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.

### **Free School Meals and IDACI and Vulnerable groups**

- 12.5 % of our children are eligible for Free School Meals/PPplus.
- Our Pupil Premium allocation for 2014-15 was £31,752 and is forecast to be £36,800 for 2015/16
- The performance and welfare of these pupils eligible for FSM's is tracked separately.
- 24 pupils are 'bussed' in to school making it more difficult to have contact with their families.
- <10 pupils are looked after children on roll.

*(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.

## **Performance differentials by group**

*(Sources: SIMS analysis, RAISEOnline, data dashboards)*

Our last Ofsted inspection in 2013 praised the provision for pupils with special educational needs at Northburn.

‘As a group, pupils with special educational needs make good progress because the school provides well for them with extra support when appropriate. There is compelling evidence of their progress and personal successes. Skilled classroom assistants provide well for many of these pupils’ Ofsted March 2013.

In 2014 the Inspection Dashboard (available online) noted that progress in all subjects was broadly average or above for pupils with SEND (Special Educational Needs and Disabilities).

However, in 2015 Year 6 children with a special educational need made less progress than similar children nationally. The majority of children identified in that cohort had great difficulty learning but made good progress against their personal goals. Children with autism made very good progress as did those with physical disabilities. All children were supported throughout their time at Northburn and have made successful transitions to new schools.

### **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 the small attainment gap 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 through the deployment of specialist teachers in core subjects.
- 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.



Improve the delivery of information	<ul style="list-style-type: none"><li>• Website is compliant</li><li>• Text and blog and twitter is very popular</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>• Redesign website so that navigation is clearer and additional tabs support parents with SEND</li></ul>	Rebecca Palmer	July 16
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