



Northcote Primary School

Accessibility and Equal Opportunities Policy

2022 - 2023

At Northcote Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Our Accessibility and Equal Opportunities Policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

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 required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At Northcote Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. Our vision is 'Caring, Learning, Growing'. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Northcote Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality, when appropriate and safe, for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ more able students;
- ❑ children who are vulnerable;
- ❑ children who have physical and/or sensory needs.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At September 2022:

- Cognition and Learning difficulties (including dyslexia and dyscalculia)
- SLCN
- SEMH
- Type 1 Diabetes
- Asthma
- ASD
- ADHD
- Allergies
- Heart problems
- Epilepsy
- Asthma
- Visually impaired
- Motor Neurone Disease
- Nephrotic Syndrome

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities. Staff delivering these are in receipt of additional and necessary training

Northcote Accessibility Plan 2022-23

Commitment	Status	Strategies	Success Criteria
To continue to provide an accessible curriculum and update/train staff in the latest developments, thus ensuring access to the entire curriculum for all pupils within the school.	KS2 dry wipe boards are now pastel coloured to support those with dyslexia. Diabetes training is completed for all staff working with our children who have diabetes.	Coloured filters, visual timetables, child friendly learning. Staff training from Autism initiatives and ADHD foundation. SENISS Involvement with pupils where concerns are raised. Dyslexia friendly paper and backgrounds to PowerPoint's/Notebook. iPads linked to IWB for partially sighted children. SALT and EP recommendations put in place. Brighter Horizons counselling Services to support children with SEMH where appropriate. Staff deliver Lego therapy support based on training delivered by SENDCo	Staff will be delivering a more differentiated curriculum to all pupils. Pupil's strengths will be recognised. Access to curriculum for all.
To ensure communication with parents is clear and explicit and to value their contribution.	Keep letters in plain language and use coloured paper. Translate as required. Parent voice was explicitly captured on OFSTED parent questionnaire October 2019 (response to the SEN question was very positive).	To encourage parents to play an active role in their child's education. Parents invited in to termly SEN Review meetings. Parent and pupil questionnaires are also sent out to capture that voice.	Parents are empowered and able to understand the language used in home communications.
Termly meeting with Parents, SENDCO available regularly, TAF meetings for children with an EHAT, ensuring parents are aware of school procedures, assessments and support available from school itself and outside agencies. To review inclusive practices within school.	Review dates checked each Autumn term and meeting dates planned in advance in accordance with parents and outside agencies availability.	Approach parents via phone calls, letters and informal meetings on the yard. SEN needs discussed during parents evening. SENDCo always available during parent's evenings. Letters go out to parents inviting them to meet with Mrs Graham on parents evening and as advertised on newsletters for during the week. SENDCo to continue to host informal parent consultation sessions.	Parents will be able to support their child and feel more confident when approaching school/ outside agencies with issues. Also, have voice/ownership of policy/practice in future strategy of school.
To assess learning and monitor progress of those children identified on the SEN register and share this information with parents/carers.	Staff received training on PIVATS 5 SENDCo and Pre-Key Stage Standards training in February 2020. Staff are using PIVATS 5 to assess and monitor progress of all SEN children who are not able to access their year group tests, and Pre-Key Stage Standards for children who are working significantly below age related expectations at the end of a key stage. The engagement curriculum is used to assess those who are assessed between p1-p4.	Use PIVATs to assess children's learning during One Page Profile reviews, termly assessments. Provision maps contain other assessments used for children (Assertive Mentoring, Rising Stars, PM Benchmark, Times Tables, Spellings). Use Pre-Key Stage Standards (updated form September 2020 to also be used for EAL pupils where applicable) at the end of key stages for pupils who are working significantly below age related expectations. SENDCo will use other assessment to monitor progress and impact of interventions (BOXALL, Attendance, behaviours logs on CPOMS etc.).	Children of all abilities make progress in their learning and/or behaviour. Mapped on O'Track and Provision maps.

Reviewed by Clare Graham. Presented to SEN Governor 4.11.2022 via email. Available on webpage. Available in other formats upon request.