



HEACHAM JUNIOR SCHOOL INCLUSION and ACCESS PLAN 2018/2019

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. This document should be read in conjunction with the Trust's Equality Statement. In formulating this plan the School has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

Whole School Pupil Information	2017/18	2018/19
Pupils on Roll	163	166
Girls	83	79
Boys	80	82
EAL	1 (fluent English)	3 Chinese, Thai, (developing competency) French (fluent)
Pupil premium %	37 23%	37 22%
SEN	31 19%	29 18%
Higher need	5 EHC plan	7 EHC plan 4.2%
Ethnicity	White British 156/163 96% Any Other mixed 1 Chinese 1 White Irish 2 White and black African 1 Information Not Obtained 2	White British 156/166 95% Any Other mixed 1 Chinese 1 Thai 1 White Irish 4 White and black African 1 Information Not Obtained 2

Our school's accessibility plans are aimed at:

- **Increasing the extent to which disabled and EAL pupils can participate in the curriculum**
- **Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**
- **Improving the availability of accessible information to families with SEN**

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Vision and values

Our School fully supports the vision of Norfolk Children's Services, namely: • We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. Our school endorses the Norfolk Inclusion definition that says: • Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

SUBJECT: Remove barriers to the curriculum for disabled pupils and SEN

Year April 18 - April 19

<p>Priority: Remove barriers to the curriculum for disadvantaged pupils and SEN by increasing quality first teaching Raise expectations for these children, for their self esteem, at school and of parents</p>	<p>Aims: To raise achievement for SEN/DA pupils To increase pupils happiness, health and wellbeing through increased participation in all areas of school life</p>
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings	Interim Impact
To raise achievement of SEN and disadvantaged pupils against national expectations by developing quality first teaching, higher expectations, use of focussed intervention and smart targets	Sept 18	Senco /Tch	All children who need them are assessed using small progress steps. OBTLs/Targets are smart and measurable	Class teachers to identify groups and monitor in class and assessments, subject leaders to check groups Progress made in smaller steps to be recorded on pupil progress record which is for those with higher need	PPA time	Teachers aware of groups of learners- can identify children and talk about strengths and skills
	Ongoing	leaders	SEN/PP feel that they are part of learning and have positive attitudes Termly progress samples from work collections/pupil voice to be taken by teacher so that progress is evidenced		Management time	Girl in Y6 – mum meeting with tch to ask about revision studies/ University
To monitor subjects for wide differentiation to include SEN/PP as well as equal access to quality first teaching	Source support from – EDPSS, Helene Coates, SALT, Churchill Park	Senco/ Tch	Class teachers to use metacognition strategies and equipment recommended for accessing curriculum	Subject Leaders to monitor and discuss with Senco	Supply teacher	Boy vulnerable to exclusion in Y6 – reciting poetry in assembly
To consult with outside agencies for specialist support and advice and to use in day to day teaching and learning- provide training to staff to increase their knowledge and skills	Sept 18	SMT	Range of PP/SEND to attend choir events, dance club, football club, art club, disco after school club through the year	Senco and SEN gov to observe teaching in classes	Management time	Assemblies to discuss why children are told they are POOR as insult - self-esteem of that Y5 child has gone through roof
To increase attendance to by SEN/PP pupils by providing additional provision				Senco to monitor club data to see if range raises attendance by SENDA		Another boy as a case study with low esteem and desire to be in a gang who entered extreme reading competition and came first

	Sept 19			Class teachers / parents consult to discuss reasonable expectations and outcomes for staff, pupils and parents		<p>Attendance rapidly improved since 2017/18</p> <p>Summer 19 – ALL PP/send will be offered musical tuition for free Supported access to dance, art and PE clubs and enrichment opportunities</p>
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SUBJECT: Improve the physical environment for disadvantaged pupils, disabled pupils and those with SEMH

Year April 18- April 19

<p>Priority: To make planned improvements to physical environment that allow disadvantaged and SEN pupils to access educational and associated services</p>	<p>Aims: To utilise current environment in increasingly flexible ways. To extend our use of off site facilities.</p>
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings	Interim Impact
<p>Develop Thrive space for those with SEMH some access to additional resources (books, paper, small world) to support good behaviours through lunch play</p>	Sept 19	HT/Senco LSA	<p>Happy, safe and secure children who are not distressed! Included into peer group with some adult support if care plan in place.</p> <p>Quiet and well-resourced space to develop nurture and well-being – located in heart of the school.</p>	<p>Thrive practitioner to use to support nurture time</p> <p>Evidence progress through thrive resources LT check folders, observe lessons</p>	<p>Thrive training £2,000</p> <p>£2,000 to refurb room</p>	<p>Interim thrive space gives ch a place to talk and work through difficulties</p>
<p>Refresh library so that the books are modern, relevant and enticing to those who need to have deeper vocab and access to quality books</p>	Nov 18	Senco	<p>Disadvantaged and SEN pupils to benefit from specialist facilities and quality books – vocab rich</p>	<p>Pupil surveys – outcomes in reading</p>	<p>Devolved capital expenditure</p>	<p>Very high impact on pupils that needed to read more particularly boys- used well- accessible at lunchtime by Y6</p>
<p>To arrange for pupils with Physical difficulties to have additional PE activities so that they can celebrate their achievement alongside other pupils with additional needs</p>	July 18	PE lead and coaches	<p>Positive attitudes to reading and raised scores in reading assessments</p> <p>JD/AC/MDR/LM access wider sports curriculum and events Specialist small group work has taken place to enhance assessment in PE</p>	<p>Outcomes in PE for SEN</p>	<p>£18,000</p>	<p>MDR enjoyed cross country and Dance in Aut 18. Tracey Bowyer is booked in for support 18/19</p>

<p>Priority: To ensure disadvantaged pupils have equal access to same information as other pupils by building a language rich environment and to consider needs of parents with information sent home</p>	<p>Aims: To place good communication at the heart of what we do - be an information rich school that has excellent engagement with families, outside agencies and staff so that a partnership is formed to support pupil progress</p>
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Action to be taken	Time scale	Action by	Success criteria	Monitoring	Costings	Interim Impact
<p>To develop staff use of quality language and vocabulary through language rich provision, intervention in EYFS. Use SALT to train parents and families with Makaton</p> <p>Use SEN drop in clinic and SEN mentor sessions to gather opinions and personalise information for children and families</p> <p>Teachers to include SEN better, differentiate and reward SEN and keep them in class Pupil conferences taken with pupils and parents opportunities to check learning targets, homework is suitable</p>	<p>Sept 18- March 19</p> <p>July 19</p> <p>Termly- Jan 19</p> <p>Ongoing</p>	<p>EYFS staff, LJ Senco and SALT</p> <p>TM/LJ All CT</p> <p>Senco</p>	<p>Impact evident through language outcomes in CLL and SSIF bid</p> <p>Increased outcomes for disadvantaged</p> <p>To know needs of pupils and parents eg-in terms of reading large font, coloured backgrounds, and Braille</p> <p>Higher amount of quality time given to families with disadvantaged and increased participation in these sessions</p>	<p>Class teacher to monitor pupils and Senco to observe teachers Language skills transcripts and checked on intervention and ELG</p> <p>Senco to collect questionnaires to collate data to inform staff</p>	<p>SSIF funding to implement project</p> <p>Monitoring schedule</p> <p>1 hour of SEN Mentor time- £50 pw</p> <p>£500</p>	<p>Higher knowledge for staff, better effective teaching for PP /sen</p> <p>Children for SEN are happier, language skills and self-esteem increase</p> <p>OBTL are vastly improved and PC take place with SENCO/Tch and families</p>
<p>Increase website information to reflect IT use by families so that links can be made from our website to NCC policy/cluster website</p>	<p>April 19</p>	<p>Admin/Govs/Senco</p>	<p>Families use website to find out information. Ensure SEN offer, access plans, Website reflects our values for inclusion</p>	<p>OBTL checks, work collection checks,</p> <p>Ask govts to check and report on info and accessibility</p>		

SUBJECT: Racial, Social and Gender Equality (including Faith and Belief)

Year April 18- April 19

<p>Priority: To enrich our community by being a model of tolerance, respect and inclusion for all ethnic groups (including faith) Reduce exclusion (fixed term / in school) and raise attendance</p>	<p>Aims: To ensure no unlawful discrimination occur in school or within school community. To promote equality of opportunity. Promote good relations between people/pupils of different racial groups and self-worth</p>
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings	Interim Impact
<p>Develop awareness of diversity within the school and wider community through learning, visits and giving access where greater diversity is reflected</p> <p>Staff meetings for values of inclusion, , code of conduct,</p> <p>Visits to places outside of Norfolk embedded into school curriculum Curriculum which links Geography and has SMSC opportunities embedded</p> <p>Consciously use images/resources that reflect wider world particularly those that reflect school and wider community</p> <p>Assemblies - Values with Rev Wilson and Louise Jackson</p> <p>Demonstrate values from equality act with posters, texts, images and policies</p> <p>For EAL families who may join the school, be prepared to: • Translate letters • Explore other ways to ensure effective communication</p> <p>Racial incidents responded to immediately, action taken according to policy, logged and reported to NCC Equality Policy Annually Policy GP CC</p>	<p>June 18</p> <p>Sept 18</p> <p>Ongoing</p> <p>Spring 19</p>	<p>Staff Pupils LJJ</p>	<p>Provision for pupils builds more respect, understanding and tolerance for school community</p> <p>Posters, images, work on walls to reflect cultural, religious and gender diversity</p> <p>Children and parent surveys show that school represents fair/equal opportunities for all</p> <p>Children have opportunities to access and respond to wider communities and show tolerance, respect, and understanding</p> <p>Children will be introduced to importance of Democracy that reflect British Values and equality</p> <p>School council uphold values by meeting and having democratic structure</p> <p>Pupils may freely choose to visit area to express own faith, belief. Staff value this opportunity to be open</p>	<p>Work collections scrutiny to see plans/ displays /learning that celebrates values of our school and those of community and diversity wider world</p> <p>Governor learning walk/ SEN audit</p> <p>SHS headteacher to monitor</p>	<p>Resources to reflect multi cultural world around us £1000</p> <p>£400 for assembly resources(espresso/Purple mash)</p>	<p>Events that are in curriculum have promoted wider values- Black history, World book day, environment , poverty,</p> <p>Display is rich and vibrant with fabric, images, posters, books that reflect PSHE and values of inclusion</p> <p>Surveys show vast majority are positive</p> <p>No racial incidents reported this academic year – happy pupils</p>