



Heacham Junior School INCLUSION and ACCESS PLAN 2022-23

Introduction

- *The Equality Act 2010 replaced 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, Age, gender reassignment, being married or in a civil partnership, being or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation*

Whole School Pupil Information

	2017/18	2018/19	2019/20	2020/21	2021/22	
Pupils on Roll	163	166	147	147	123	107
Girls	83	79	68	76	58	52
Boys	80	82	69	71	65	55
EAL	1 (fluent English)	3 (Developing competency Chinese, Thai, French)	5 (fluent) Chinese, Thai, French	4 Thai, Chinese	4 Thai, Ukraine 1 fluent, 2 beginning English	2 Ukraine 1 fluent, 2 beg English
Pupil premium	37	37	40	43	38	36
SEN	31	29	23	20	29	24
Higher need	5 EHCP	7 EHCP	3	6	5	5
Ethnicity	WB 96% Any Other 1 Chinese 1 White Irish 2 White and Black African 1 Info Not Obtained 1	WB 95% Any Other 1 Chinese 1 Thai 1 White Irish 4 White and Black African 1 Info not obtained 2	WB – 135 (92%) Chinese - 1 Thai - 1 Gypsy/Roma – 2 White Other – 1 Info not obtained - 7	WB – 137 (93%) Chinese - 1 Thai - 1 Gypsy/Roma – 2 White Other – 2 Info not obtained - 4	WB- 92% GRT <1% White and Asian background 2% Other mixed white background 1% White and Asian 1% White eastern European <1%	WB- 94% GRT <1% White and Asian background 2% Other mixed white background 1% White eastern European <1%

Our school's accessibility plans are aimed at:

- **Improving the physical environment of schools to enable disabled and disadvantaged 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 Sept 22/23

Priority:			Aims:		
			To raise achievement for SEN/DA pupils To increase pupils happiness, health and wellbeing through increased participation in all areas of school life		
Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
To raise achievement of SEN /DA against national expectations by developing quality first teaching, higher expectations, use of focussed smart targets and implementation of provision mapping tool	Sept 22 Ongoing	Senco /Tch leaders	All children who need them are assessed using smart target steps to monitor small progress steps. Adaptions are promoted for those who need additional access to knowledge curriculum	Class teachers to monitor books and in termly assessments. Progress made in smaller steps to be recorded on new provision mapping tool	Weekly CPD meets and PPA time
To monitor subjects for adaptions in class to include SEN/DA in delivery of our curriculum	Cluster ask Helene Coates, SALT, school to school	Senco/ Tch	Staff to be guided using EF materials for adaptions. Ongoing SEN progress to be assessed by leaders at all levels through book looks and deep dives	Reading samples completed with lowest 20% to check for book/match and fluency	Cover time for subject lead and curriculum dev meets
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 21	SLT	Class teachers to use social stories, sentence stems, blank pages, spider diagrams, visual timetables, visual props, sloping desks and equipment recommended for accessing curriculum	Senco and SEN gov to take a learning walk termly	
To increase attendance to extracurricular	Sept 21	SLT	Range of SEND (50%) to attend reading	Senco to monitor club data to see if range raises attendance by SEND	

activities by SEN/DA pupils by providing additional provision			club, football club, art club, after school club through the year	Class teachers / parents consult to discuss reasonable expectations and outcomes for staff, pupils and parents	Admin time to filter info on MIS
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SUBJECT: Improve the physical environment for disabled pupils and SEN

Sept 22- Sept 23

Priority: To make planned improvements to physical environment that allow SEMH and SEN pupils to access educational and associated services	Aims: To utilise current environment in increasingly flexible ways. To extend our use of off site facilities.
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
<p>To include all children with SEMH and complex need in our curriculum and play provision by giving, safe, accessible and quiet spaces to calm and take brain breaks.</p> <p>Implement some access to additional resources (trim trail, outdoor gym, books, paper, small world) to support good behaviours through lessons and lunch play</p> <p>TA specialist training for support with wellbeing (Hamish and Milo)</p>	<p>Sept 22</p> <p>Ongoing</p>	<p>HT/Senco</p> <p>MSA</p> <p>Senco</p>	<p>Happy, safe and secure children who are not distressed or causing disruptions around site</p> <p>Pupils with high need are included into peer group with some adult support if care plan in place.</p> <p>Pupils have access to learning our knowledge curriculum</p> <p>Children to enjoy alternative site facilities to develop communication, physical skills and confidence.</p>	<p>MSA to consult with SLT/ pupil/ parent to discuss if requirements are met</p> <p>Class teacher to consult with centre parents and pupils. Feedback to HT</p> <p>Learning walks and book looks</p>	<p>MSA cover</p> <p>PE funds 1,000</p> <p>Smart use of space and resources relocated</p>

SUBJECT: Delivery of information for EAL and vulnerable pupils

Year Sept 22- Sept 23

Priority: To ensure EAL/Vulnerable pupils have equal access to same opportunities and information as other pupils by considering needs of parents with information sent home	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
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
To target families that may need different access to school info than emails, letters. Set up and maintain good use of dojo/texting to communicate in less formal way – translate newsletters to alternate language	Sept 21 Ongoing	Senco and SALT	To know needs of pupils and parents in terms of reading English, large font, coloured backgrounds, and Braille	Class teacher to monitor pupils/families access and understanding – e.g. do they know its world book day?	Monitoring schedule
Use SEN drop in clinic and SEN mentor sessions to gather opinions and personalise information for children and families – opportunities to check learning targets, homework is suitable	Oct 22	Senco	Higher amount of quality time given to families with EAL/Vulnerabilities and increased participation in these sessions	HT check club, workshop attendance records	1hour of SEN Mentor time- £50 pw
Take advice from NCC for our non-speaking families. Use translators, technology and warm friendly daily contact to ensure they understand what is on offer	Ongoing – Sept 22 for EAL service	Preschool staff /Govs/Senco	Families use website to find out information. Ensure SEN offer, access plans, website reflects our values for inclusion	Govs check website for info	£500

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

Year Sept 22- Sept 23

Priority: To enrich our community by being a model of tolerance, respect and inclusion for all ethnic groups (including faith)	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
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
<p>Develop awareness of diversity within the school with books, role play outfits and equipment, dual Lang books, reflecting reality real books, materials for display like African batik and Asian prints.</p> <p>Introduce wider community through enrichment map, visits and giving access where greater diversity is reflected Use our knowledge rich curriculum to broaden pupil knowledge Consciously use images/resources that reflect wider racial groups particularly those that reflect school and wider community</p> <p>Assemblies – No Outsiders, Black history, Pride, British Values with Rev Wilson and Louise Jackson</p> <p>Create outdoor Reflection Area for lunchtime reflection, prayer, worship. Create a diversity pledge for pupils with a sign/badge to reflect positive attitudes</p> <p>Racial, Bullying, sexual harassment and incidents responded to immediately, action taken according to policy, logged and reported to NCC Equality Policy Annually Policy GP CC</p>	<p>Sept 22</p> <p>Sept 22</p> <p>Ongoing</p> <p>October 22</p> <p>Ongoing</p>	<p>Staff Pupils LJJ</p>	<p>Provision for pupils builds more respect, understanding and tolerance for school community – all families and children feel welcome here 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 through financial support with trips for vulnerable</p> <p>Children will be introduced to importance of Democracy that reflect British Values and equality</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 includes locations, reflection</p> <p>Governor learning walk/ SEN audit</p>	<p>Resources to reflect multi-cultural world and diverse around us, £1000</p> <p>Funding to support pupil access to trips</p> <p>£400 for assembly resources, sign and diversity pledges</p>