



Heacham Junior School INCLUSION and ACCESS PLAN 2021-22

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	2019/20	2020/21
Pupils on Roll	163	166	147	147
Girls	83	79	68	76
Boys	80	82	79	71
EAL	1 (fluent English)	3 (Developing competency Chinese, Thai, French)	5 (Fluent)	4 (Fluent)
Pupil premium	37	37	40	43
SEN	31	29	23	20
Higher need	5 EHCP	7 EHCP	3	6
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

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 21-Sept 22

Priority: To remove barriers to the curriculum in order to raise the participation and achievement of SEN/DA pupils.	Aims: To raise achievement for SEN/DA pupils To increase pupils happiness, health and wellbeing through increased participation in all areas of school life
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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 intervention and smart targets.	July 22	Senco /Tch	All children who need them are assessed using smart IEP steps to monitor small progress steps. Differentiation is promoted for those who need additional access to knowledge curriculum.	Class teachers/subject leaders to monitor in termly assessments and discuss with Senco.	Weekly CPD meets and PPA time
To monitor subjects for wide differentiation to include SEN/DA.	Ongoing	leaders	Staff to be guided using EF materials to differentiation. Termly SEN progress samples to be taken by teacher in addition to class books so that IEP progress is evidenced in portfolio	Progress made in smaller steps recorded on pupil progress record which is for those with higher need.	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.	Cluster ask Helene Coates, SALT, Churchill Park	Senco/ Tch	Class teachers to use social stories, visual timetables, visual props, sloping desks and equipment recommended for accessing curriculum.	Senco and SEN gov to take a learning walk	Supply teacher
To increase attendance to extracurricular activities by SEN/DA pupils by providing additional provision	Ongoing	SMT	Range of SEND (50%) to attend after school clubs through the year	Senco to monitor club data to see if range raises attendance by SEND Class teachers / parents consult to discuss reasonable expectations and outcomes for staff, pupils and parents	Management time

SUBJECT: Improve the physical environment for disabled pupils and SEN

Sept 21- Sept 22

<p>Priority: To make planned improvements to physical environment that allow SEMH 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
To include all children with SEMH and complex need in our curriculum and play provision by giving, safe and quiet spaces to relax and take brain breaks.	Ongoing	HT/Senco	Happy, safe and secure children who are not distressed or causing disruptions around site	MSA to consult with pupil/parent to discuss if requirements are met	MSA cover
Consider some access to additional resources and rooms (nurture space, books, paper, small world) to support good behaviours through lessons and lunch play	Jan 22	LSA	Pupils with high need are included into peer group with some adult support if care plan in place.	Class teacher to consult with centre parents and pupils. Feedback to HT	Smart use of space and resources relocated
TA specialist training for support with wellbeing (Lego therapy)	Ongoing	Senco	Pupils have access to learning our knowledge curriculum	Learning walks and book looks	
			Children to enjoy alternative site facilities to develop communication, physical skills and confidence.		

<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	Timescale	Action by	Success criteria	Monitoring	Costings
To develop staff use of language and restricted vocabulary through curriculum and development of language rich environments.	Jan 22	Senco and SALT	Impact evident through language outcomes in CLL	Class teacher to monitor pupils and Senco to observe teachers	SSIF funding to implement project
Use SALT to train parents and families		All CT	To know needs of pupils and parents in terms of reading large font, coloured backgrounds, and Braille	Senco to collect questionnaires to collate data to inform staff	
To audit pupil views and parent views in reading needs and knowledge	Ongoing		Higher amount of quality time given to families with disadvantaged and increased participation in these sessions	HT check attendance record from AD- with feedback sheets to evidence	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.	April 22	Senco	Families use website to find out information. Ensure SEN offer, access plans,	Ask govs to check and report	1 hour of SEN Mentor time- £50 pw
Increase support for SEN families and make sure some info is on website to facilitate use of resources		Admin/ Govs/Senco	Website reflects our values for inclusion		£500

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

Year Sept 21- Sept 22

<p>Priority: To enrich our community by being a model of tolerance, respect and inclusion for all ethnic groups (including faith)</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	
Develop awareness of diversity within the school and wider community through enrichment map, visits and giving access where greater diversity is reflected	June 22	Staff Pupils LJJ	Provision for pupils builds more respect, understanding and tolerance for school community	Work collections scrutiny to see plans/ displays /learning that includes locations, reflection Governor learning walk/ SEN audit	£3,000 for staff cover to further develop KRC	
Use our knowledge rich curriculum to broaden pupil knowledge	Ongoing		Children and parent surveys show that school represents fair/equal opportunities for all			
Consciously use images/resources that reflect wider racial groups particularly those that reflect school and wider community			Children have opportunities to access and respond to wider communities and show tolerance, respect, and understanding			
Assemblies – Black history, Values with Rev Wilson and Louise Jackson	Spring 22		Children will be introduced to importance of Democracy that reflect British Values and equality			
Reflection Area for lunchtime reflection, prayer, worship						Resources to reflect multi cultural world around us £1000
For EAL families who may join the school, be prepared to: • Translate letters • Explore other ways to ensure effective communication	Ongoing		Pupils may freely choose to visit area to express own faith, belief. Staff value this opportunity to be open			£400 for assembly resources
Racial incidents responded to immediately, action taken according to policy, logged and reported to NCC Equality Policy Annually Policy GP CC			EAL families can communicate			