



Snettisham Primary School INCLUSION and ACCESS PLAN 2018/2020

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

	2019/20
Pupils on Roll	105
Girls	58
Boys	48
EAL	4(fluent)
Pupil premium	31/105 29%
SEN	17 /105 16%
Higher need	4/105 3.7%
Ethnicity	77 white British 19 Info not obtained 1 white and black African 1 Thai 2 White Irish 4 white and black Caribbean

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 20

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
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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 20	Senco /Tch	All children who need them are assessed using p scales to monitor small progress steps. P levels to be recorded in school assessments. IEPs /Targets reflect P levels not NC levels	Class teachers to monitor in termly assessments, subject leaders to see p scales on assessments made. Progress made in smaller steps to be recorded on pupil progress record which is for those with higher need	PPA time
To monitor subjects for wide differentiation to include SEN/DA	Ongoing	leaders	All mid-term and short term plans to include		Management time

<p>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</p> <p>To increase attendance to extracurricular activities by SEN/DA pupils by providing additional provision</p>	Cluster ask Helene Coates, SALT, Churchill Park	Senco/ Tch	specified activities for initialled children beyond normal differentiation. Termly progress samples to be taken by teacher in addition to class books so that IEP progress is evidenced in	Subject Leaders to monitor and discuss with Senco	Supply teacher
	July 20	SMT	Class teachers to use social stories, visual timetables, visual props, sloping desks and equipment recommended for accessing curriculum	Senco and SEN gov to observe teaching in classes	Management time
	July 20	SMT	Range of SEND (50%) to attend reading club, football club, art club, after school club through the year	Senco to monitor club data to see if range raises attendance by SENDA Class teachers / parents consult to discuss reasonable expectations and outcomes for staff, pupils and parents	

SUBJECT: Improve the physical environment for disabled pupils and SEN

Year April 18- April 19

<p>Priority: To make planned improvements to physical environment that allow disabled 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
<p>To include all children with complex needs in our lunch provision or giving, safe and quiet space. Inclusion into Universal Free School Meals Consider some access to additional resources (books, paper, small world) to support good behaviours through lunch play</p> <p>To arrange for pupils with Physical</p>	Sept 19	HT/Senco LSA Senco	<p>Happy, safe and secure children who are not distressed or knocked over and an eaten lunch! Included into peer group with some adult support if care plan in place.</p> <p>Children to have used off site facilities to develop communication, physical skills and confidence.</p>	<p>MSA to consult with pupil/ parent to discuss if requirements are met</p> <p>Class teacher to consult with centre parents and pupils. Feedback to HT</p>	<p>MSA cover</p> <p>NCC and school cover costs</p>

difficulties and speech delay to have additional PE activities so that they can celebrate their achievement alongside other pupils with additional needs			Disabled pupils to benefit from specialist facilities, including sharing provision between schools	HT/Senco to discuss with parents and outside agencies	Devolved capital expenditure
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SUBJECT: Delivery of information for disabled pupils and SEN

Year April 18- April 19

<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 vocab through intervention in EYFS. And knowledge curriculum Use SALT to train parents and families	Ongoing	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
To audit pupil views and parent views in reading needs and knowledge		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	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	Sept 19	Senco	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	1 hour of SEN Mentor time- £50 pw
Increase website information to reflect IT use by families so that links can be made from our website to NCC policy/cluster website	Ongoing	Admin/ Govs/S enco	Families use website to find out information. Ensure SEN offer, access plans, Website reflects our values for inclusion	Ask govts to check and report	£500
	April 19				

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)</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
<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 Index for inclusion, Equality leaflets, code of conduct,</p> <p>Visits to London Tate, Norwich School, uRock embed into school routines</p> <p>New Curriculum which links Geography and has SMSC opportunities embedded Consciously use images/resources that reflect wider racial groups particularly those that reflect school and wider community Assemblies - Values with Church and Louise Jackson</p> <p>Evidence opportunities for discussions on equality through mapping out SMSC</p> <p>Reflection Area for lunchtime reflection, prayer, worship</p> <p>For EAL families who may join the school, be prepared to: • Translate letters • Explore other ways to ensure effective communication</p>	<p>June 20</p> <p>Sept 19</p> <p>Ongoing</p> <p>Spring 20</p> <p>Ongoing</p>	<p>Staff Pupils LJJ</p>	<p>Provision for pupils builds more respect, understanding and tolerance for school community</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>Pupils may freely choose to visit area to express own faith, belief. Staff value this opportunity to be open</p> <p>EAL families can communicate</p>	<p>Use Index for Inclusion surveys to gather opinion</p> <p>Work collections scrutiny to see plans/ displays /learning that includes locations, reflection</p> <p>Governor learning walk/ SEN audit</p>	<p>£3,000 for new curriculum</p> <p>Resources to reflect multi cultural world around us £1000</p> <p>£400 for assembly resources(espresso/Purple mash)</p>

Racial incidents responded to immediately, action taken according to policy, logged and reported to NCC Equality Policy Annually Policy GP CC					
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