



## SNETTISHAM PRIMARY INCLUSION and ACCESS PLAN 2020-21

### 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

	2018/19	2019/20	2020/21
Pupils on Roll	105	105	96
Girls	55	57	51
Boys	50	48	44
EAL	6	3( 2 fluent, 1developing competence)	3 ( 2 fluent, 1 developing competence )
Pupil Premium	32%	29%	38%
SEN	20%	16%	19%
Higher need	3.8%	3.7%	4.1%
Ethnicity		WB 73% Not Obtained 18% White/Caribbean 4% White/African 1% Thai 1% White Irish 1%	3 white and black Caribbean 1 white and black African WB 83 WE 3 White Eastern European 1 Not Obtained 6

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 20-Sept 21

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 intervention and smart targets	July 21	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 to monitor in termly assessments. Progress made in smaller steps to be recorded on pupil progress record which is for those with higher need	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	Subject Leaders to monitor and discuss with Senco	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  SMT	Class teachers to use social stories, visual timetables, visual props, sloping desks and	Senco and SEN gov to take a learning walk/zoom meeting	Supply teacher

To increase attendance to extracurricular activities by SEN/DA pupils by providing additional provision	Sept 21	SMT	equipment recommended for accessing curriculum	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
	Sept 21		Range of SEND (50%) to attend reading club, football club, art club, after school club through the year		

SUBJECT: Improve the physical environment for disabled pupils and SEN

Sept 20- Sept 21

<b>Priority:</b> To make planned improvements to physical environment that allow SEMH and SEN pupils to access educational and associated services	<b>Aims:</b> To utilise current environment in increasingly flexible ways. To extend our use of off site facilities.
---	--

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.  Consider some access to additional resources and rooms (nurture space, books, paper, small world) to support good behaviours through lessons and lunch play  TA specialist training for support with wellbeing ( lego therapy)	Sept 20	HT/Senco  LSA  Senco	Happy, safe and secure children who are not distressed or causing disruptions around site Pupils with high need are included into peer group with some adult support if care plan in place. Pupils have access to learning our knowledge curriculum  Children to enjoy alternative site facilities to develop communication, physical skills and confidence.	MSA to consult with pupil/parent to discuss if requirements are met  Class teacher to consult with centre parents and pupils. Feedback to HT  Learning walks and book looks	MSA cover  Smart use of space and resources relocated

SUBJECT: Delivery of information for disabled pupils and SEN

Year Sept 20- Sept 21

<p><b>Priority:</b> 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><b>Aims:</b> 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>
--	--

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 lang rich environments. Use SALT to train parents and families	Jan 21	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	Ongoing	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	April 21	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 support remotely for SEN families and make sure some info is on website to facilitate use of resources		Admin/ Govs/Senco	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

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

Year Sept 20- Sept 21

<p><b>Priority:</b> To enrich our community by being a model of tolerance, respect and inclusion for all ethnic groups ( including faith)</p>	<p><b>Aims:</b> To ensure no unlawful discrimination occur in school or within school community. To promote equality of opportunity. Promote good relations between people/pupils of</p>
---	--

different racial groups and self-worth

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 21	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 write KRC      Resources to reflect multi cultural world around us £1000      £400 for assembly resources( espresso/Purple mash)
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 Assemblies – Black history, Values with Rev Wilson and Louise Jackson	Sept 21  Ongoing		Children and parent surveys show that school represents fair/equal opportunities for all  Children have opportunities to access and respond to wider communities and show tolerance, respect, and understanding		
Reflection Area for lunchtime reflection, prayer, worship	Spring 21		Children will be introduced to importance of Democracy that reflect British Values and equality		
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		
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		