



Cove Junior School

Equalities and Accessibilities Plan

Date adopted: September 2023

Review date: September 2024

Aim	Current good practice	Objectives	Actions to be taken	People responsible	Success Criteria	Impact Interim Review February 2023
1. To increase access to the curriculum for pupils with a SEND (Special Educational Needs and Disability)	Cove Junior School offers a curriculum that meets the needs of all children and uses specific resources to ensure certain pupils are able to access the curriculum fully. Staff are well trained to teach the core subjects (reading, writing and maths). Provisions are well-established where additional support is needed.	To ensure that Quality First teaching is strong in all classes and caters for the needs of all pupils	As detailed in the SSIP	SENCO, Class Teachers & LSAs	Lessons are inclusive to all children, regardless of their need. All children engage in learning and are supported and challenged. External validation by LLP / inspectors ratifies the judgements of the school leadership team.	The school's focus on 'vulnerable' children includes their progress being tracked through performance management and pupil progress meetings to support accelerated progress. Writing remains the area where lower levels of progress were made in the previous academic year (2021-22) where 33% of children made less than expected progress. This will be a primary focus in 2022-23

		Diminish the difference between vulnerable groups and their cohort	As detailed in the SSIP School-based tutoring and Recovery Funding is being prioritised to support children in Year 6 and Year 5.	Class Teachers & Leadership Team	Data indicates that this gap is narrowing	School is still seeing gaps between FSM and non-FSM children. This will continue to be an area of focus.
		Use of IT equipment used for more individual needs	Teachers to be given opportunities to develop the use of IT as a means for pupils to better access the curriculum.	Computing Leaders & SENCo	Laptops in class for identified individuals Evidence of IT equipment being used in lessons effectively Increased use of Apps for children to use independently to support their learning.	Increased numbers of children have access to IT at school (and at home for some children) to enable them to access online support (e.g. Rapid Reading, Nessy, MyMaths, TTRS etc) Apps such as Immersive reader are being used by more children with SEND. The use of a Reading Pen is being trialled by one Year 6 child.
		To increase the impact of LSAs in relation to developing the learning of the most vulnerable pupils.	Identified LSAs, who work 1:1, will continue to develop entitlement for the most vulnerable pupils in school.	Identified LSAs, Outside Agencies & SENCo	The balance of activities will have a greater emphasis on learning.	School has purchased Provision Map to act as an online tracking system for all children who are receiving additional support and provisions. This will enable all teachers and LSAs to have a clearer overview of the children's needs and the support offered. A numerical system will be used to track the impact of provisions. Parents will also have access to

						their child's Learning Plans.
		School-led tutoring funding is used effectively to provide additional maths and English support for pupils who have gaps in their learning.	Key children are identified and funding is used to deliver a high quality provision.	Team Leaders Staff running school-led tutoring provisions Senior Admin Officer	The gaps in learning for identified children closes and they make accelerated progress.	School-led tutoring funding used to support children in Year 5 & 6 during 2021-22 - impact report is on the school website.
2. To increase access to the curriculum for pupils with low attendance.	The Deputy headteacher is the Attendance Leader and works closely with the Senior Admin Assistant to monitor the attendance of all children. Clear procedures are in place to support families of children with low attendance. Close contact is maintained with these families.	To increase the curriculum time for those pupils with low attendance / high numbers of lates.	Weekly monitoring of attendance for all children Focused monitoring of persistent absentees Engagement with parents to improve attendance Engagement with the SEMH Cluster Project	Attendance Leader Senior Admin Assistant	The identified pupils will be attending school on a more frequent basis or for longer sessions.	High levels of ill health have been a contributory factor for children with reduced time in school. Breakfast Club attendance offered to support children who arrive late for school. Penalty Notices issued for families going on holidays during term time.

3. To support a smooth transition between key stages, and within KS2, for all children.	Transition from Key Stage to Key Stage is achieved through staff meeting pupils and colleagues from transitioning schools.	Refine transition arrangements through the SEMH Cluster project to ensure consistency across the group of schools.	A transition programme is established to support children joining and leaving the school. A review of the KS1 to KS2 transition is evidenced by a parent survey. Transfer of information is organised and timely, meeting statutory requirements. Parents are consulted, to support SEMH needs, when children are moved classes each year.	Year 3 Leader Year 6 leader SENCO DSLs Admin team	Children needing additional transition are identified and supported. All school staff will be aware of the needs of the pupils entering and exiting our school. TPAs (Transition Partnership Agreements) are in place as required.	TPAs took place for a large number of children (both for Year 6 leavers and Year 3 joiners) in Summer 2022. Thorough transition discussions were held with teachers, SENCOs and DSLs. Additional visits were arranged with key children.
4. To ensure that children with Social, Emotional and Mental Health (SEMH) needs receive appropriate support	School has a fully trained Mental Health Leader. Six members of staff form the Mental Health Team and meet half termly to support the mental health and well-being of all children.	To ensure that children with Social, Emotional and Mental Health (SEMH) needs receive appropriate support	MHST referrals As detailed in the Mental Health SSIP ELSA provision	Mental Health Leader Mental Health Team ELSAs	Mental health and well-being remains as a priority for the school. Opening of the Snack Shack. MHST referrals result in additional support for those children most at need.	Support is in place for all children who have had MHST referrals. Families speak positively about the support that they have received.

5. To ensure that we are responsive to the needs of all parents and visitors, especially those with needs.	Strong home – school communications and open-door policy	To engage with specialist services to ensure ‘best practice’ (e.g. EMTAS). Commission translators if needed.	Ensure that all visitors feel confident to express their needs. School to be flexible around meetings to enable visitors to comfortably have needs met – for example mental health issues / EAL. Establish role of Child and Family Support officer to be the key point of contact between school and families. Welcome parents back into school following the national lockdowns and re-establish whole school events. Electronic newsletter to be established. Consider Google translate for website.	Admin team Headteacher Family and Child Support Officer	All parents and visitors are able to communicate effectively with school staff.	The Child and Family Support Officer has now been in place since May 2022 and strong links have been established with a wide range of parents. Whole school events have resumed and returned to -pre-covid levels.
6. To improve and maintain access to the physical environment	Cove Junior School is inclusive and makes all reasonable adjustments to ensure fair access for all stakeholders in all areas of the school site.	Continue to ensure that all areas of the school site are safe and accessible.	Health and Safety procedures are followed. Issues relating to the fabric of the building are rectified within reasonable timeframes.	Site Manager Senior Admin Officer	All stakeholders have equal and fair access to the school site.	Changes with the Site Manager have meant that some work is outstanding. A recruitment process is in place.
7. To further develop a whole school response to incidents of discrimination	School values promote equality and diversity. Assemblies promote equality and diversity.	To have a whole school response to incidents of discrimination	To put a school toolkit for tackling discrimination into place (including letters to parents and scripts for staff)	Headteacher All staff	All staff access toolkit to support children involved in incidents of discrimination	Ongoing Training took place Spring and Autumn 2022 to enable this to take place.

	'Welcome' display in the school's main entrance.	To promote positive images which reflect the diversity of the school.	Review the stock of books in the school library to ensure a range of texts	Librarian English Leader	The school stock of books contains a range of texts which represent the diversity of the school	Purchase of new sets of books for the school library which reflect diversity of characters and cultures. Assemblies continue to focus on respect and equality for all.
8. To further support children with English as an Additional Language (EAL)	Strong engagement with EMTAS A range of strategies are used to support children with EAL A teacher with overall responsibility for children with EAL is in place.	To enable children with EAL to recognise that they are an important part of our school community To support children with EAL in their development of the English language	Staff training provided by EMTAS (Ethnic Minority and Traveller Achievement Service) Bell assessments are completed upon arrival for all children registered as having EAL. Creation of EAL Learning Plans for children whose English is still developing.	EAL Leader Class teachers LSAs	Further strategies for supporting children with EAL are embedded within all year groups.	EMTAS delivered two training sessions for school staff. January 2022, a member of staff has taken responsibility for EAL children (now separate from the SENCO). She is taking the lead for completing an EAL schools' award.