



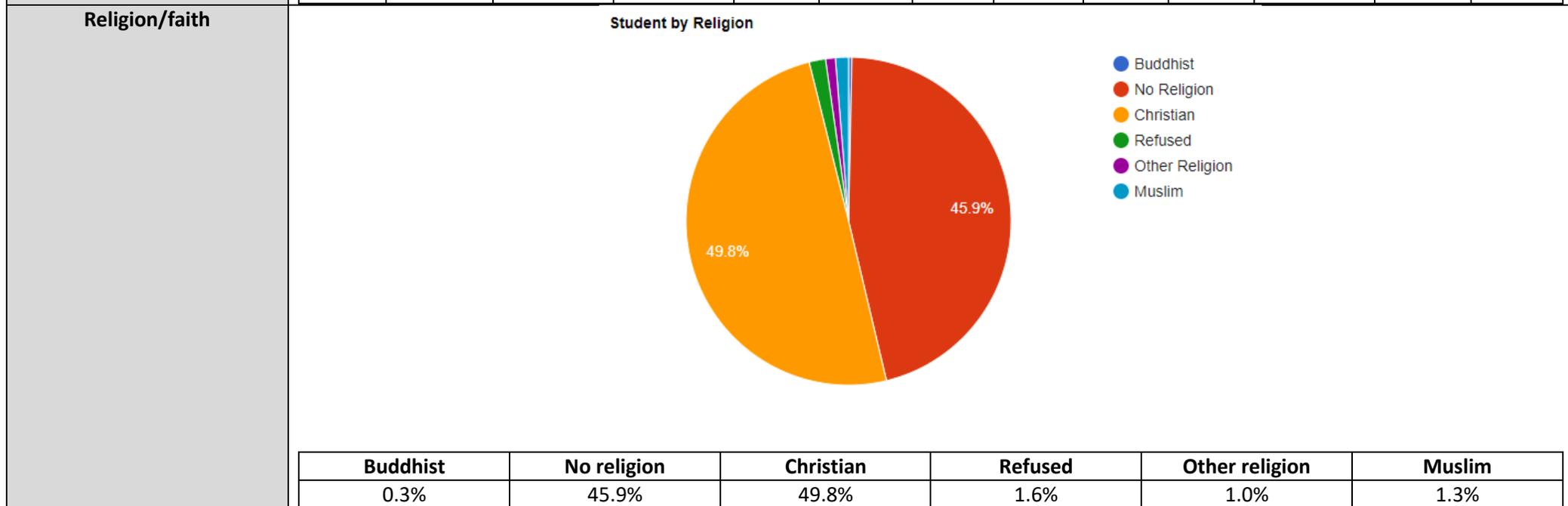
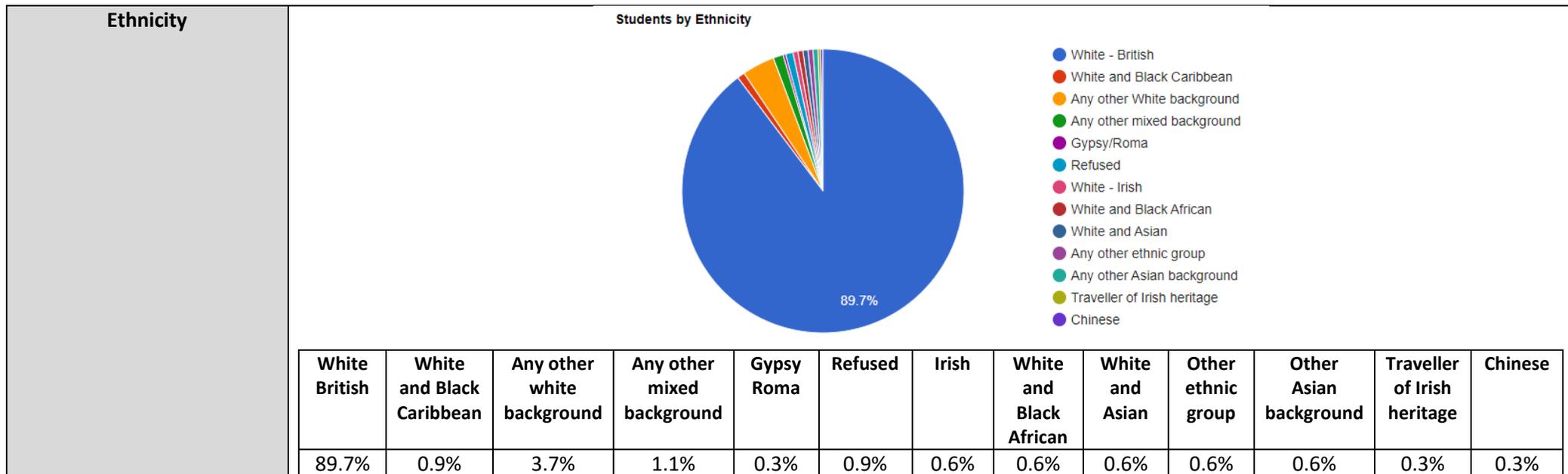
Newchurch Community Primary School Equality Objectives and Inclusion Plan

This plan is informed by our Equality, Equity and Inclusion policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to ethnicity, religion/belief and socio – economic factors of the community of Newchurch Community Primary School. As a nurturing, inclusive school we strive to ensure that all pupils are able to access the curriculum, make progress, have a sense of belonging and are encouraged to participate fully in activities that are on offer to them. The following school data was collated in September 2024.

Contextual Summary Statement

The school is 1 form entry, with 7 classes and a standard admission number of 30. All children are taught in single age classes. Six of the seven classes are taught by a full time teacher, with one class being taught by two 0.6 teachers as part of a job share. The staff profile is made up of a range of ages and levels of experience, with 3 male teacher and 5 female teacher. The teachers are supported by a team of 8 Teaching Assistants (7 female and one male). Newchurch Community Primary School is a one form entry maintained primary school without nursery provision. The school location deprivation indicator is in quintile 6. As a result of being on the boundary of other local authorities, the children, come from an extensive catchment area and so consequently has very mixed socio – economic groups. As a school with a strong reputation for meeting the needs of children with Special Educational Needs, the percentage of pupils with additional needs has increased over the last few years.

| Gender | <p>At the start of 2024-2025, the whole school population is 192. The whole school distribution according to gender is 48% boys and 52% girls.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Class</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr style="background-color: #663399; color: white;"> <td>Reception</td> <td>54%</td> <td>46%</td> </tr> <tr style="background-color: #00b0f0; color: white;"> <td>Year 1</td> <td>39%</td> <td>61%</td> </tr> <tr style="background-color: #ff6699; color: white;"> <td>Year 2</td> <td>56%</td> <td>44%</td> </tr> <tr style="background-color: #92d050; color: white;"> <td>Year 3</td> <td>44%</td> <td>56%</td> </tr> <tr style="background-color: #ffff00; color: black;"> <td>Year 4</td> <td>52%</td> <td>48%</td> </tr> <tr style="background-color: #ff8c00; color: white;"> <td>Year 5</td> <td>43%</td> <td>57%</td> </tr> <tr style="background-color: #ff0000; color: white;"> <td>Year 6</td> <td>52%</td> <td>48%</td> </tr> </tbody> </table> | Class | Boys | Girls | Reception | 54% | 46% | Year 1 | 39% | 61% | Year 2 | 56% | 44% | Year 3 | 44% | 56% | Year 4 | 52% | 48% | Year 5 | 43% | 57% | Year 6 | 52% | 48% |
|------------------|--|-------|------|-------|------------------|-----|-----|---------------|-----|-----|---------------|-----|-----|---------------|-----|-----|---------------|-----|-----|---------------|-----|-----|---------------|-----|-----|
| Class | Boys | Girls | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | 54% | 46% | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 39% | 61% | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 4 | 52% | 48% | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 6 | 52% | 48% | | | | | | | | | | | | | | | | | | | | | | | |



| Special Educational Needs and Disabilities | <p>At the start of 2024-2025, 16.6% of the school is on the SEND register.</p> <ul style="list-style-type: none"> • 13.5% SEN Support and 3.6% EHCP (5.7% if assessment go to EHCP plan) • 21.8% of SEND population have EHCPs (this could rise to 34% should all EHCP assessment result in an EHCP). <div data-bbox="981 209 1630 596" style="border: 2px solid red; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Category of Need - September 2024</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Category of Need - September 2024</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Communication and Interaction</td> <td>48%</td> </tr> <tr> <td>SEMH</td> <td>34%</td> </tr> <tr> <td>Cognition and Learning</td> <td>9%</td> </tr> <tr> <td>Sensory and Physical Needs</td> <td>9%</td> </tr> </tbody> </table> </div> <p>7 children with a diagnosis of ASD and 4 children with a diagnosis of ADHD which is a flip from the previous year where there was a higher percentage of pupils with diagnosed ADHD. There are currently 5 children who have been referred for assessment for ADHD.</p> | Category | Percentage | Communication and Interaction | 48% | SEMH | 34% | Cognition and Learning | 9% | Sensory and Physical Needs | 9% |
|--|---|----------|------------|-------------------------------|-----|------|-----|------------------------|----|----------------------------|----|
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| Communication and Interaction | 48% | | | | | | | | | | |
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| Cognition and Learning | 9% | | | | | | | | | | |
| Sensory and Physical Needs | 9% | | | | | | | | | | |
| Disability | <p>An accessible disabled toilet is available to both children and staff. There is ease of access for disabled pupils and staff via the class fire doors in the event of an emergency but this is an area to plan for going forwards.</p> | | | | | | | | | | |
| Free School Meals | <p>44 children (22.7%) are in receipt of Free School Meals which is just below the National Average. The school is aware that there are some families that may be eligible to claim but do not wish to do so and also there are a number of families with low income who just miss the threshold. This is not consistent with other schools and so the school finds that it is not eligible for additional funding .</p> | | | | | | | | | | |
| Pupil Premium | <p>45 children (23.2%) are eligible for pupil premium.</p> | | | | | | | | | | |
| Ethnicity and English as an additional language | <p>The % of children whose ethnic background has been defined by parents as other than white British is 9.8% which is below the National Average.</p> <p>The % of children with English as an additional language (EAL) is currently 6.7% which is below the national average but has seen an increase since January 2022 from 2 children to now 13 as of September 2024.</p> | | | | | | | | | | |

Equality Objectives Action Plan

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| Newchurch Community Primary School upholds the requirements of the Equality Act 2010 which states that discrimination of any religion (or no religion at all), is not permitted. When considering the delivery and design of the curriculum, the individual religious beliefs or lack of religious belief, is taken into consideration. Within each academic year, particular faith days are marked and the school ensures that children are not being excluded because of their beliefs. Every effort is made to ensure children are able to adhere to particular days within their religious calendar. Dietary requirements are also considered for different faith groups. | | | | | |
| Objective 1: Religions and beliefs | To continue to promote the children’s cultural understanding and awareness so that they are able to value and celebrate a range of cultures and religious beliefs amongst the different ethnic groups within the local community and beyond. | | | | |
| Rationale | Over the course of the last two years, the school has seen an increase in the % of families of other religions and ethnicity. The school has very much welcomed the development of the diversity of the school’s population. The school has reviewed the reading curriculum spine to ensure that diversity in cultures and religions are represented within its literature. The PSHE curriculum ensures that children are taught about different cultures, about respect, equality and diversity. The school would like to further ensure there are representations of different cultures within the school’s curriculum and environment as well as widening the children’s cultural awareness. | | | | |
| Targets | Actions to be taken | Timescale | Responsibilities | Success Criteria | Update |
| To further develop the enrichment of children’s existing cultural awareness to reflect the school demographic but also society as a whole | Engagement and celebration of different language and cultures through: <ul style="list-style-type: none"> World Languages Day World Religions Day Cultural Food Festival to be initiated and to become a regular event in the school calendar Visits to place of worship Faith leaders to visit school | July 2026 | RS, JN and JD | Opportunities to develop the children’s cultural awareness will be evident in the enrichment calendar for the school. | Sept 2024 - all places of worship visits have been organised for the academic year. World Languages Day has been planned. |
| To improve the quality of communication with families who have English as an additional language (EAL) | <ul style="list-style-type: none"> Meet with the families who have English as an additional language (EAL) and look at the barriers to communication Create a plan to improve communication to meet the needs of the individual families. | December 2024 | JN and JD | Communication improves for EAL families improves and they are able to engage fully in all school events. | |
| To ensure that the children have an unbiased opinion and view of religions as a result of media | School will keep abreast of events in the news which have a cultural aspect. This information will be used to raise awareness of different religions and their values in order to ensure the | July 2027 | JN | Children will have a balanced and unbiased view of current affairs which involve particular religions and cultures. This target will be very much | |

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| influences | children have a balanced understanding of the religions involved. | | | dependent on what is raised within the media. | |
| To ensure that links between the values and beliefs of different religions is clear to the children | <ul style="list-style-type: none"> • Review of the RE curriculum • CPD for staff on the different religions • Mapping of the different religions and their similarities to enable staff and children to make connections • When delivering assemblies on world religions and important dates within the calendar, comparisons with other religions will be made. | July 2025 | RS | <p>Children are able to identify and appreciate the similarities and differences between religions. The RE curriculum reflects and articulates the need to make connections.</p> <p>Staff subject knowledge of the different religions and similarities will have improved.</p> | |
| To increase the representation of different faiths and cultures within the learning environment and provision of resources | <ul style="list-style-type: none"> • Review of the learning environment to ensure that different cultures are represented • Resources used within class need to be considered to ensure that names used, images, texts used for guided reading etc represent different cultures. • KS1 role play provision includes multi-cultural awareness | July 2025 | RS | <p>The learning environment and children's books show recognition of different cultures and religions. As part of their provision for people, cultures and communities, there will be multi-cultural representations.</p> | |

Newchurch Community Primary School is committed to the equality and inclusion for all children, staff, parents and visitors and works to ensure to stakeholders are not and do not feel discriminated against because of their sex. Newchurch Community Primary School has an inclusive culture underpinned by our core values of Respect, Resilience, Responsibility, Resourcefulness, Reciprocity and Reflectiveness.

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| Objective 2: Sex | To review the school curriculum to ensure that there is diversity and positive representations of the protected characteristics so that the uniqueness of all our children can be recognised and celebrated. | | | | |
| Rationale | At Newchurch, all children are treated with equal respect regardless of their gender; however, the school feels that the next step is to ensure that the curriculum equally reflects the different genders e.g. significant men and women in science and history, faith leaders and sporting greats etc. | | | | |
| Targets | Actions to be taken | Timescale | Responsibilities | Success Criteria | Update |
| To enrich the curriculum with visitors of different professions which challenge stereotyping | <ul style="list-style-type: none"> Subject leaders to engage with Primary Futures to enrich the curriculum across all subject areas with a focus on challenging stereotyping. | July 2025 | All subject leaders led by JD | The curriculum will be enriched as a result of the visits by different careers and professions. The visitors will in some cases challenge stereotyping. | |
| To ensure that the curriculum shows equal representations of both genders. | <ul style="list-style-type: none"> Review of the whole curriculum to look at representations of significant people who have influenced and developed the different curriculum areas. Assemblies and national awareness days, weeks and months to be reviewed to consider the full list of protected characteristics | July 2027 – linked to the 3 year cycle of subject leader development | All subject leaders led by JD | <p>Within the curriculum, there are representations of the protected characteristics.</p> <p>Assemblies and national awareness days, weeks and months will look at the different protected characteristics.</p> | |
| To develop the pupil voice with regards the aspects of the protected characteristics and equality and diversity at Newchurch | <ul style="list-style-type: none"> Create an Equality and Diversity Team (children, staff and governors) which looks at all aspects of the protected characteristics and how they are represented across the school. Create a calendar of discussion points over the course of the next three years to support the organisation of the areas for review. | <p>Dec 2024 – Team created.</p> <p>April 2025 – calendar created.</p> <p>July 2027 – changes made</p> | JN, LI and RS | An equality and diversity team has been established which has reviewed all aspects of the school curriculum and procedures, which leads to further equality and diversity at Newchurch. | |

Newchurch Community Primary School recognises our duty to ensure equality of opportunity for all children and strives to ensure the attainment and progress of each child, regardless of their gender.

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so that school leaders, including governors, and staff are able to use the information to ensure that appropriate progress is made by all pupils irrespective of race, disability, socio-economic background, belief or gender.

Termly, and sometimes half termly, tracking is used to measure the progress of all our children, including the most vulnerable. Analysis of data leads to interventions to support the removal of any barriers to learning and the impact measured. Such data analysis informs teacher planning, the deployment of additional adults, the continuous professional development of staff, subject leader action planning as well as the School Improvement Plan.

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| Objective 3: Gender Equality | To reduce the gap in attainment and achievement between all groups of children: children eligible for Free School Meals, children with Special Educational Needs and Disabilities, Looked After Children, Previously Looked After Children, children with English as an Additional Language and children of different genders. |
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| Rationale | <p>Analysis of punctuality indicates that there is a raised % of children in receipt of pupil premium and SEND (not EHCP children) who are late to school on a regular basis, yet this reduces as they become more independent and walking to school on their own. As a result of effective strategies to improve attendance and persistent absenteeism, all groups of children are above the national average. However, the school has noticed that the attendance of children in receipt of pupil premium is lower than that of the other groups.</p> <p>Boys' writing is an area of focus as identified by the end of year analysis.</p> <p>When children with EAL start Newchurch in Reception or Year One, their progress in phonics is impressive and they achieve a good level of development by the end of Reception, pass the phonics screening check in Year 1 and meet age-related expectations across the curriculum. The school has noticed that progress is less so for EAL children who enter Newchurch in KS2.</p> <p>A significant increase in children with SEND (particularly in KS1) has resulted in the need to review provision to meet their needs.</p> <p>There has also been an increase in the number of children requiring support for their social, emotional and mental health and therefore, the school would like to further develop its existing strong pastoral provision.</p> |
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| Targets | Actions to be taken | Timescale | Responsibilities | Success Criteria | Update |
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| To ensure that interventions are focused, timely and increase outcomes for children | <ul style="list-style-type: none"> Fischer Family Trust to be used to track progress of children End of half term and end of term analysis of data to identify appropriate interventions Pastoral Lead to identify and | Termly | SLT SENCO Pastoral Lead | Interventions show the narrowing of the gap in attainment for different groups of children. The pastoral needs of the children are being met and the impact is seen through behaviour logs and strength | |

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| | <p>provide appropriate SEMH support through the different interventions available</p> <ul style="list-style-type: none"> • Attendance lead to focus on punctuality and attendance, liaising with parents to offer support and challenge | | | <p>and difficulties questionnaire outcomes.</p> <p>Strategies to improve attendance and punctuality lead to improved attendance and punctuality of identified children and families.</p> | |
| <p>To increase understanding of the attainment of progress of all groups across the whole curriculum beyond the core subjects</p> | <ul style="list-style-type: none"> • Establish tracking documents for the foundation subjects in order to identify the strengths and difficulties of all groups of children across the curriculum • Reporting of groups to be included in curriculum meetings and also on subject leader reports • Review of the curriculum to support findings and ways to increase attainment of all children | <p>April 2025</p> | <p>Subject leaders led by JD and JN</p> | <p>There are clear reporting processes in place to identify the attainment and progress of all groups of children across the whole curriculum.</p> <p>The attainment and progress of all pupils demonstrates the strengths and areas for improvement of particular groups and the curriculum is reviewed and adapted to support an increase in performance and provision.</p> <p>Subject link governors are able to measure the impact of the whole curriculum on all pupil groups.</p> | |
| <p>To improve boys' writing</p> | <ul style="list-style-type: none"> • Identification of the individual needs of all boys who are working below the expected standard in writing. • Identify the next steps in provision to increase outcomes and reduce any barriers to progress e.g. SEND needs, phonological knowledge, fine motor skills issues, attendance etc. • English lead and class teachers to work together to identify the provision needed to accelerate progress. | <p>July 2025</p> | <p>Class teachers and English Lead</p> | <p>The gap between boys and girls is narrowed with attainment and progress of boys becoming more in line with that of the girls.</p> | |

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| <p>To review the attendance and punctuality tracking procedures</p> | <ul style="list-style-type: none"> • Create a termly reflection report which includes the back story of any children who have poor attendance and/or punctuality • Letters to be sent to families with previous year's lateness • Families to be supported with being on time and children attending by having meetings and looking at the wider picture | <p>April 2025</p> | <p>Attendance lead - JD</p> | <p>The school has a clear end of term reporting system in place to ensure attendance and punctuality can be measured and action taken to support any families.</p> <p>Interventions lead to improved punctuality and attendance of core groups of children.</p> | |
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At Newchurch Community Primary School, we recognise our specific duties under the Race Relations (Amendment) Act 2000 and our policy also relates to the Warrington Council procedure for reporting incidents which do not promote and actively oppose racial equality involving pupils in our school. Newchurch Community Primary School is committed to the belief that everyone matters in our Newchurch Family and wider community and consequently, we strive to ensure that we meet individual needs, promote race equality and embrace cultural diversity.

When investigating incidents of unacceptable behaviour involving discrimination on the grounds of race, all staff report and deal with racist, homophobic and other hate-incidents; the school logs all racist incidents and reports them accordingly, including through the headteacher's report and to the Local Authority.

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| Objective 4: | To continue to actively monitor and promote the inclusion and engagement of all groups of children in the wider aspects of the school e.g. engagement in extra-curricular activities, pupil leadership opportunities, representing the school etc. | | | | |
| Rationale | The school has a good menu of extra-curricular activities for children to select from over the course of the week, including lunchtimes. There is no cost for any of the clubs apart from the Mad Science Club which parents pay for. Whilst the school welcomes all children to engage in the extra-curricular activities, it is noticed that there is limited take up of after school clubs by children with SEND and in receipt of pupil premium. | | | | |
| Targets | Actions to be taken | Timescale | Responsibilities | Success Criteria | Update |
| To identify the current picture across the whole school where children are engaged in leadership and other extra-curricular activities | <ul style="list-style-type: none"> Conduct an audit of pupil engagement of SEND and PP children in all aspects of the school to establish | October 2024 | JN and JD | The school will have a clear picture of the engagement of all pupils in extra-curricular activities, pupil leadership and opportunities to represent the school. | |
| To increase the involvement of SEND and children in receipt of pupil premium in after school extra-curricular activities | <ul style="list-style-type: none"> Pupil conferencing with the SEND and Pupil Premium children to identify what their interests are and the barriers to their engagement in the extra-curricular activities Consider: <ul style="list-style-type: none"> Location of club Time of the day Staffing Method of delivery Sensory issues Day of the week Interests Consider what external resources and agencies are available to draw upon. | October 2024 | JN and LI | The school has a clear understanding of the children's interests and the barriers to engagement. There will be a clear plan created to identify the next steps in enabling the engagement of SEND and PP children in extra-curricular activities. | |

Newchurch Community Primary School works to promote disability equality. A person is disabled if he, she or they have has a physical or mental impairment that has a substantial and long-term adverse effect on his, her or their ability to carry out normal day-to-day activities. This policy addresses our specific duties under the Disability Discrimination Act 2005. This is also reflected in our Accessibility Plan.

Robust information gathering and consistent open channels of communication allows the school to ensure inclusion and equality across the curriculum and in the management of the school site. Information gathered allows the school to populate effective and personalised pupil profiles, health care plans and personal emergency evaluation plans (PEEPs). In addition to this, it allows for the school to request the relevant support services needed for all our children.

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| Objective 5: Disability | To ensure that all children, staff, parents and visitors with disabilities have access to the school environment and learning experiences. | | | | |
| Rationale | <p>Over the last year, the school has seen the % of children with SEND increase and it is now above the national average. Due to the Newchurch’s reputation as a school who is highly effective in the provision of children with additional needs, the number of children entering the reception class, or changing schools in year as a result of dissatisfaction with their current school’s SEND provision, has led to the need to review the SEND and pastoral provision.</p> <p>The school has welcomed some children with greater health needs that they have admitted before and therefore, there is a need to review current practices as the children may need to have time away from school due to operations and consequently their recovery will lead to further absences.</p> <p>Lunchtime has seen an increase in children with additional needs feeling overwhelmed and opting out of being outdoors. This has led to some dysregulation after lunch which impacts then on the children’s learning and the deployment of adults. After much research, school leaders identified that the provision of outdoors needed to be considered to improve this period of time which equates to 20% of the children’s school day.</p> | | | | |
| Targets | Actions to be taken | Timescale | Responsibilities | Success Criteria | Update |
| To refine the learning environment to make it more distraction-free and communication friendly | <ul style="list-style-type: none"> • CPD for staff on neurodiversity (ASD and ADHD) and the daily difficulties the children encounter from the moment they wake up each morning. • Implementation of an agreed approach to the organisation and decoration of the learning environment • Consistent approach to visual timetables • Changing of flooring for all classrooms to support the neutral tone agreed. • Changing of the tables and chairs in | Dec ember 2024 | LI | <p>Staff understand the importance of the changes being requested and the impact this will have on the children with additional needs.</p> <p>Learning environments have a consistent look to them and facilitate the learning of all children but particularly those with additional needs.</p> | <p>Sept 2024 – flooring has been changed in Year 1 and Year 2 classrooms.</p> <p>Sept 2024 – Year 3 have new natural looking tables.</p> <p>Sept 2024 – all classrooms have a neutral palette on the walls.</p> |

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| | <p>KS2 to allow for the continuation of the neutral palette that exists in KS1.</p> <ul style="list-style-type: none"> • INSET to set expectations regarding classroom environments. | | | | |
| <p>To ensure that there is effective provision for children with medical needs to enable the best education possible</p> | <ul style="list-style-type: none"> • Review of the Supporting Children with Medical Needs Policy and ensure that the attendance policy includes details of how to support children with additional health needs. • Ensure that all staff are aware of the policies and the support needed from an educational point of view • Review of the remote learning package available to pupils who may be off school and have a plan in place should the need arise. • Review of the induction process for children with medical needs to ensure all risks are covered. | <p>Dec 2024</p> | <p>LI, JN and JD</p> | <p>Provision for children with health needs is effective and in line with expectations.</p> <p>Parents/carers are partners in the provision for their children and area aware of the support for their children should they have sustained absences from school.</p> <p>Individual Health Care Plans include a meeting with the cook, first aiders and senior leaders.</p> | <p>Sept 2024 – Supporting Children with Medical Needs and Attendance polices have been received.</p> <p>Sept 2024 – CPD for all staff on children with additional needs, including medical and the action to be taken.</p> |
| <p>To develop the use of the outdoors to support the emotional mental health of pupils</p> | <ul style="list-style-type: none"> • CPD for all staff on the importance of the outdoors to support children’s emotional and mental health. • Subject leaders and class teachers to focus on ways in which the curriculum can be delivered and enhanced by learning outdoors. • Engagement with Outdoor Play and Learning (OPAL) <ul style="list-style-type: none"> ○ OPAL team established ○ Audit of the school grounds ○ Action plan created with deadlines to ensure implementation | <p>July 2027</p> | <p>RS supported by the subject leaders</p> | <p>Use of the outdoors for learning has increased across all curriculum areas within the academic year.</p> <p>Pupil conference shows children feel that learning outdoors helps them with their emotional mental health and wellbeing.</p> <p>Lunchtimes see improved engagement of all children in quality play and periods of dysregulation following lunchtimes reduces over time because the needs of all children are being met.</p> | <p>Sept 2024 – all staff have had training on outdoor learning.</p> <p>Sept 2024 – subject leaders and class teachers have added outdoor learning opportunities to their curriculum plans.</p> <p>Sept 2024 – school has subscribed to Outdoor Play and Learning (OPAL)</p> |

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| | <ul style="list-style-type: none"> ○ Purchase/collection of resources to enable the implementation of the project | | | | |
| To improve accessibility for all parents/carers, visitors and children | <ul style="list-style-type: none"> ● Changing of the disabled toilet door so it opens out to the right rather than the left, allowing easier access for a wheelchair user ● Improve wheelchair access to all classrooms, including changing or doors and addition of ramps. | July 2027 | RJB and buildings committee | <p>Disabled toilet will be easier to access for a wheel chair user.</p> <p>Classrooms are easier to access for wheel chair users.</p> | |

Newchurch Community Primary School has high expectations of behaviour which are shared in the school's Behaviour Management Policy, Anti-Bullying Policy, Child-on-Child Abuse Policy and within the written Statement of Behaviour Principles and set out our aims for all children to show respect for the rights of others to be individuals – respecting their feelings, opinions, cultures, differences, families, religions, gender, sexuality and abilities.

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| Objective 6: Behaviour | To provide considered, appropriate and timely pastoral interventions to promote positive behaviour, mental health and well-being and inclusion. | | | | |
| Rationale | Since COVID and with the admission of a number of children with additional needs that have been warmly welcomed into the Newchurch Family, the number of children who have barriers to their learning as a result of their social, emotional mental health and wellbeing has increased. On the occasions, where children do not show the core values, behaviour expectations, tolerance to others and mutual respect, the school has a consistent restorative approach to addressing, challenging and re-educating the children involved. Restorative conversations underpin the values of empathy, accountability and putting things right for all involved, putting relationships between peers and adults and children at the heart of Newchurch's inclusive daily practice. As detailed in the SEND Peer to Peer review in July 2024, the provision for children with special educational needs and pastoral needs is highly effective; however, after consultation with parents and children, there are some further areas that the school would like to develop. The headteacher has completed the Advanced Senior Mental Health Lead accreditation and following the completion of their theory of change, mental health and wellbeing of all stakeholders was considered to be a continued area to focus on. | | | | |
| Targets | Actions to be taken | Timescale | Lead | Success Criteria | Update |
| To ensure that provision to support the pastoral needs of the children are effective | <ul style="list-style-type: none"> Review of current provision and deployment of staffing to meet the needs of the distribution of children with pastoral needs | September 2024 and termly | HT, DHT and SENCO | The deployment of staff will be effective and the number of incidents of dysregulation will be limited as a result of effective provision. | |
| | <ul style="list-style-type: none"> Establish a more robust approach to the referral of children for support from the Emotional Literacy Support Assistant (ELSA) Staff will receive training to share the referral process and the criteria for selection. | September 2024 | SEND and Pastoral Team | A referral system will be put in place to ensure that children who receive ELSA are allocated time according to the severity of need and there is fairness and consistency in the system of referral. SEND meetings will have clear discussions recorded as to the rationale for decision made for children to receive support from the ELSA. Case studies show the impact of the support the ELSA programme has had on the children. | |
| | <ul style="list-style-type: none"> Induction of new staff to support children with additional needs, including social, | September 2024 and | SENCO supported | Staff receive detailed information regarding the needs of the children | |

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| | emotional and mental health to include training and support through coaching | when new staff arrive | by the SEND Team | with whom they will be working. Such detail will include: <ul style="list-style-type: none"> • EHCP plans • Individual Educational Plans • Individual Health Care Plans • Student Passports • Provision maps • Positive behaviour plans CPD will be directed linked to the needs of staff. Transition plans are in place to support children and staff in the progression from one year to another. | |
| | <ul style="list-style-type: none"> • Review the events in the academic year which impact on the emotional wellbeing of pupils e.g. sports days, performances etc and identify ways to ensure they remain regulated and emotionally well | September 2024 (adding to this as new events arise) | JN and LI | Pupils with additional needs will have had their voice heard and their ideas included within the plans for the support during events. Dysregulation during such events is reduced. | |
| | <ul style="list-style-type: none"> • To further develop the buddy system through the 'Happiness Heroes' and 'Wellbeing Ambassadors' | April 2025 | HBW | There is a clear buddy system across school which permeates many different facets of the school curriculum and annual activity. As a result of the buddy system, periods of dysregulation are reduced and learning is supported. | |
| | <ul style="list-style-type: none"> • To further develop the implementation of sensory support for children with sensory processing needs | October 2024 | JN, LI and BS | There is consistent sensory support in place for all children with sensory needs, which facilitates their social and emotional needs and impacts on their learning. | |
| To support parent/carers with meeting the needs of their children who have pastoral needs | <ul style="list-style-type: none"> • Parent/Carer Board to be established for parent/carers of children with additional needs with an agenda which is identified by them. | September 2024 | JN and LI | Parent Board meetings are termly and lead to improvements over time for the provision of SEND pupils when in school and when not in school. | Sept 2024 – SEND parent board has meet and proposed changes include homework review. |

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| and SEND | <ul style="list-style-type: none"> A calendar of coffee mornings throughout the year to be scheduled with visits from external agencies to support all families e.g. WARRPAC, Addvanced Solutions, EAL support team etc. | April 2024 | LI and HBW | A calendar of support for children with SEND will have been established and external agencies attend to provide workshops. Engagement from parents/carers and parental engagement is high and leads to improved support, knowledge and behaviour/attainment of children. | |
| To extend the use of the outdoor learning space | <ul style="list-style-type: none"> CPD for staff in the importance of outdoor learning for physical and mental health. | September 2024 | RS | All staff will understand the importance of outdoor learning for the social, emotional and mental health of all children. | Sept 2024 – outdoor learning provision CPD completed for all staff |
| | <ul style="list-style-type: none"> Review of the curriculum to look at ways in which outdoor learning can be integrated into the existing curriculum. | September 2024 | Subject leaders led by RS | All curriculum subject areas have outdoor learning built into them. Outdoor learning is evident when speaking with children and when subject leaders are monitoring curriculum coverage, teaching and learning. | Sept 2024 – subject leaders and class teachers have reviewed their curriculum to include opportunities for outdoor learning. |
| | <ul style="list-style-type: none"> Develop the use of the school grounds through engagement with the Outdoor Play and Learning project. | July 2027 | JN | The outdoor learning space is utilised more by all children to meet their needs at play times and as a result their pastoral needs are being met as detailed in the children’s SDQs and whole school analysis of behaviour. | Sept 2024 – school has subscribed to Outdoor Play and Learning (OPAL) |
| To develop strategies to support the children’s social skills | <ul style="list-style-type: none"> CPD for staff in the delivery of KAGAN cooperative learning techniques and integration into the daily practice of teaching and learning. | July 2025 | JN | Cooperative learning structures are part of the weekly practice of teaching and learning resulting in improved social skills for children of all ages and stages. | |