



Accessibility Report & Plan 2023 - 2026

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Jesus answered, love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: love your neighbour as you love yourself. Matthew 22:v.37-40

Here at Partney Church of England Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

Our Vision

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2023 to September 2024. The plan may be added to when necessary throughout the year, so it remains an up-to-date working document.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- 1) Improved awareness of Equality and Inclusion.
- 2) Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 3) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 4) Improve the delivery of written information to pupils, staff, parents, visitors with disabilities and speakers of languages other than English. Examples might include handouts, timetables, textbooks and/or translated information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Equality and Inclusion				
Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	

To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
Access to Curriculum				
Targets	Strategies	Outcome	Timeframe	Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	

<p>To increase provision for children in order to create a good attitude to learning and preparation for secondary education. (Curriculum/Equality and Inclusion)</p> <p>To provide further opportunities for nurture for children with ADHD and ASD and other additional needs.</p>	<p>HT Mobilise Emotional Health and Wellbeing 2 x 1 teacher to attend sessions.</p> <p>Nurture provision for Year 5/6 e.g. develop the farm</p> <p>Nurture provision for Years 1-4 develop garden area at end of school</p> <p>ELSA led sessions for both Class 2 and 3 for keeping mentally healthy + continuation of individual sessions where appropriate.</p>	<p>Specifically targeted children on PSP will feel listened to and have space to discuss their concerns and difficulties.</p> <p>Team work will be improved</p> <p>Wellbeing continued to be tracked through wellbeing questionnaire and</p> <p>Further initiatives have been introduced for wellbeing for staff and pupils through mobilise.</p>	<p>March to July For garden projects.</p> <p>Initiation of new nurture groups throughout the year where appropriate.</p>	
Physical Environment				
Targets	Strategies	Outcome	Timeframe	Achieved

<p>To increase ties with local community</p>	<p>Create new environment in polytunnel for use by local community.</p> <p>Scheme for flower pots and hanging baskets with plants to be grown from seed by the children with help from local community e.g. coffee morning money.</p>	<p>Increased links and involvement with local area. Children develop new skills and opportunities to meet and learn from noneducational institution.</p> <p>Feedback from village on gardening project is positive</p>	<p>Seed sowing by end of Spring term/ Planting out by end of summer term.</p>	
<p>To rethink our routines to ease anxiety and stress during 'high traffic' times.</p>	<p>Stagger lunchtimes, breaks for less children in hall or on playground.</p> <p>Increase (when possible) equipment available for playtimes and introduce further structured games when as appropriate.</p>	<p>Quieter environment for children with ASD. Increased opportunities for social interaction in 'unstructured times'.</p>	<p>Confirm new timings for September</p>	
<p>To improve accessibility to appropriate resources.</p>	<p>Assess and request quotes for re-siting the sensory shed.</p> <p>Ensure it has the necessary utilities to make it a usable space.</p> <p>Purchase the appropriate resources to provide the necessary sensory provision.</p>	<p>Children are using and benefitting from time in the sensory room.</p>	<p>By July</p>	
<p>Written/ Other Information</p>				
<p>Targets</p>	<p>Strategies</p>	<p>Outcome</p>	<p>Timeframe</p>	<p>Achieved</p>

<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary.</p> <p>Improve the information available on the school website</p> <ul style="list-style-type: none"> - SEN section to be developed - Concise, clear information - Link to the Local Offer and other available resources 	<p>Written information will be provided in alternative formats as necessary.</p>	<p>As needed</p>	
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p>	<p>Parents are informed of children's progress.</p>	<p>Termly</p>	