



### **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.*

# **Accessibility Report and Plan**

**September 2025-2028**

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

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 2026. 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                                                       |                                                     |                           |           |          |
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| Targets                                                                      | Strategies                                          | Outcome                   | Timeframe | Achieved |
| To ensure that the accessibility Plan is an annual item at the FGB meetings. | Clerk to governors to add to list for FGB meetings. | Adherence to legislation. | Annually  |          |

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| To improve staff awareness of challenges arising from disability.                            | <p>Review staff training needs. Provide training for members of the school community as appropriate. Personal Emergency Evacuation (PEEP) plan for all children identified with impaired mobility/hearing. Stored on CPOMS for all relevant staff to see.</p> <p>Medical risk assessments in place for any children using crutches/wheelchairs (including temporarily).</p> | Whole school community aware of issues.                 | Annually as per IEP schedules (October/February/May) |                 |
| To ensure that all policies consider the implications of disability access.                  | <p>All building work has considered accessibility guidance.</p> <p>Car park ensures disabled parking space accessible.</p> <p>Drop off spaces ensure that accessibility to school during drop offs and pickups is achievable for all. Spaces near school gates.</p>                                                                                                         | Policies reflect current legislation.                   | Ongoing                                              |                 |
| <b>Access to Curriculum</b>                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                         |                                                      |                 |
| <b>Targets</b>                                                                               | <b>Strategies</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Outcome</b>                                          | <b>Timeframe</b>                                     | <b>Achieved</b> |
| 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 can enable all children to access the curriculum. | Ongoing                                              |                 |

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| To increase provision for children to create a good attitude to learning and preparation for secondary education.<br>(Curriculum/Equality and Inclusion) | ELSA sessions<br><br>Utilise outdoor learning                                            | A range of learning opportunities in different environments allow all children to participate.<br><br>Wellbeing continued to be tracked through wellbeing questionnaire and follow up provision based on answers.<br><br>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | ongoing          |                 |
| All out of school activities are planned to ensure the participation of everyone.                                                                        | Use of individual risk assessments if necessary to ensure inclusion in all school trips. |                                                                                                                                                                                                                                                                                                                                                                                      |                  |                 |
| <b>Physical Environment</b>                                                                                                                              |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      |                  |                 |
| <b>Targets</b>                                                                                                                                           | <b>Strategies</b>                                                                        | <b>Outcome</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>Timeframe</b> | <b>Achieved</b> |
| To increase engagement with local community                                                                                                              | Joint coffee morning/ fund raising activities with village hall coffee morning.          | Increased links and involvement with local area. Children develop new skills and opportunities to meet and learn from noneducational environment.                                                                                                                                                                                                                                    | Ongoing          |                 |

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| To rethink our routines to ease anxiety and stress during 'high traffic' times.                                                                                                                                                         | Stagger lunchtimes, breaks for less children in hall or on playground.<br><br>Increase (when possible) equipment available for playtimes and introduce further structured games when as appropriate. | Increased opportunities for social interaction in 'unstructured times'. | Ongoing                                              |                 |
| Classrooms are organised to promote the participation and independence of all pupils. See recommendations from Sensory Impaired Support Team (SEST) for how to make the classroom more accessible for children with sensory impairment. | Optimise layout of classroom so that children who need to face adults do, so that children who work better without distraction are in a place where they can do this.                                | Children are using and benefitting from time in the sensory room.       | Annually as per IEP schedules (October/February/May) |                 |
| <b>Written/ Other Information</b>                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                                         |                                                      |                 |
| <b>Targets</b>                                                                                                                                                                                                                          | <b>Strategies</b>                                                                                                                                                                                    | <b>Outcome</b>                                                          | <b>Timeframe</b>                                     | <b>Achieved</b> |

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| <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. SENDCO to liaise with Sensory Education Support Team (SEST) on best strategy on how to do this.</p> <p>Improve the information available on the school website</p> <ul style="list-style-type: none"> <li>- SEN section to be developed</li> <li>- Concise, clear information</li> <li>- Link to the Local Offer and other available resources</li> </ul> | <p>Written information will be provided in alternative formats as necessary.</p> <p>Parents/carers will be able to seek advice from appropriate agencies.</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. Class teachers to liaise with SENDCO on best strategy to support this.</p>                                                                                                                                                                                                                                                                               | <p>Parents are informed of children's progress.</p>                                                                                                           | <p>Termly</p>    |  |