



Accessibility Plan 2019-20

“Our small school community welcomes everyone and aspires to meet the needs of all through high expectations 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 happiness, health and hope.”

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.

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 2019 to September 2020. 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.

Targets	Actions	Monitoring	Outcome	Timeframe	Evaluation
<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>Kit out the shed in order to create woodworking shed.</p> <p>TA (ELSA) to be made available for activities in the woodshed and encourage talking while doing.</p> <p>Gather art materials and support TA (ELSA) to provide extra nurture (talking while doing). X 1 afternoon a week</p> <p>Mobilise Emotional Health and Wellbeing x 1 teacher to attend sessions.</p> <p>Nurture provision for Year 6</p>	<p>SK regular contact with TA</p>	<p>Specifically targeted children on PSP will feel listened to and have space to discuss their concerns and difficulties.</p> <p>Wellbeing can be effectively tracked after pilot with Mobilise.</p>	<p>In place By end of February half term</p>	

<p>To facilitate and support staff to enable good behaviour throughout the school and school day. (Curriculum/Equality and Inclusion)</p>	<p>Restorative training (BOSS) Trauma training 27.2.19 New behaviour incident forms to track serious incidents. Serious incidents logged on Integris. Policy review to reflect new regime. Transition arrangements for children with SEND in Yr 6.</p>	<p>Govs to monitor behaviour folder/book.</p>	<p>Behaviour that impacts on class and learning is reduced.</p>	<p>Policy reviewed by end of Spring term.</p>	
<p>To increase ties with local community (Curriculum/Information)</p>	<p>Create new environment in polytunnel for use by local community. 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>HT SIAMS foundation committee.</p>	<p>Increased links and involvement with local area. Children develop new skills and opportunities to meet and learn from non-educational institution.</p>	<p>Seed sowing by end of Spring term/ Planting out by end of summer term.</p>	
<p>To increase good behaviour at lunchtimes (Curriculum/Equality and inclusion)</p>	<p>Review rules and routines for lunch. Purchase tables that will reduce need to shout across Involve Year 6 children to increase sense of responsibility.</p>	<p>HT/SBM/Govs Fiance committee to monitor</p>	<p>Lunchtimes will be quieter, more child. Led.</p>	<p>By end of Spring term (2020)</p>	
<p>Improve safe access and egress to and from hall into playground (Physical environment)</p>	<p>Replace façade and windows – increase width of fire doors to the playground.</p>	<p>Diocese. Govs finance committee</p>	<p>Further access for wheelchair and diabled users. Safer entrance and exit from hall.</p>	<p>By end of Summer term (2020)</p>	

Milestones

By end of December 2019	By end of March 2020	By end of July 2020	By end of December 2020
Nurture group has begun.	Work has begun on community garden/seed sowing Governor visit shows smooth running of new lunchtime system New behaviour system in place. All training for behaviour has taken place Transition workshops and meeting have been arranged for Year 6 with SEND.	Hall façade is completed.	