



# Accessibility Report and Plan 2020-2021

*“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 2020 to September 2021. 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.

### Report on Previous Plan 2019- 2020

Targets	Actions	Monitoring	Outcome	Timeframe	Evaluation
To increase provision for children in order to create a good attitude to learning and preparation for secondary education. (Curriculum/Equality and Inclusion)	<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>	SK regular contact with TA	<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>	In place By end of February half term	<p>All achieved and now resources there to be used with further Nurture Groups.</p> <p>Mobilise being followed up with second part of course 2020-21</p>

	Nurture provision for Year 6				
To facilitate and support staff to enable good behaviour throughout the school and school day. (Curriculum/Equality and Inclusion)	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.	Govs to monitor behaviour folder/book.	Behaviour that impacts on class and learning is reduced.	Policy reviewed by end of Spring term.	All achieved and new behaviour policy in place, logging and record keeping has increased for serious incidents.
To increase ties with local community (Curriculum/Information)	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.	HT SIAMS foundation committee.	Increased links and involvement with local area. Children develop new skills and opportunities to meet and learn from non-educational institution.	Seed sowing by end of Spring term/ Planting out by end of summer term.	This was curtailed by COVID restrictions and lockdown throughout 2020 and into 2021.

<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 Finance committee to monitor</p>	<p>Lunchtimes will be quieter, more child. Led.</p>	<p>By end of Spring term (2020)</p>	<p>Tables purchased and roles given for children within the hall to increase responsibilities. Further work needed. Allow for staff to spend more time with supervision as they are easier to put up and down.</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 disabled users. Safer entrance and exit from hall.</p>	<p>By end of Summer term (2020)</p>	<p>New doors have been put into the Hall and will enable safer egress for fire incidents. Consider further access points e.g. front and playground doors in terms of safety.</p>

## Accessibility Plan 2020-2021

Context: We have had a year of COVID lockdowns and upheaval because of related health and safety protocols e.g. social distancing, handwashing, cleaning and staggered times to reduce proximity of people. Our proportion of SEND children has grown to 48% and the number of children receiving pupil premium has also increased to 19. During 2020 we were required to provide remote learning for the first time and at the end of 2020 both a catch-up and a remote learning plan were required to be in place. Our overarching concern for the next year is to meet the needs of all learners, making both the curriculum and building and its environment accessible to all and draw on the resources of our immediate community in order to help us do this.

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>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>HT, class teachers and ELSA</p> <p>Pupils and curriculum</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</p> <p>For garden projects.</p> <p>Initiation of new nurture groups throughout the year where appropriate.</p>	

<p>To develop hardware and software for remote learning in order to improve access for all children in the event of educating at home.</p> <p>To deliver learning remotely with opportunities for feedback and interaction, in order to maintain contact</p>	<p>Purchase of laptops and visualisers for staff. (grant and budget)</p> <p>Purchase of laptops and visualisers for pupils (grant and budget)</p> <p>Purchase of iPads in order to increase regular access to ICT in school within lessons. (Grant and budget)</p> <p>Purchase of remote learning Platforms e.g. Teams and online tools e.g. class kicks to create interactive teaching materials.</p> <p>Training for Staff to use above hardware and software.</p>	<p>HT/finance/Curriculum</p>	<p>Regular contact and feedback is maintained during any period of lockdown or self-isolation for individuals.</p>	<p>By February 12<sup>th</sup> 2021</p>	
<p>To increase ties with local community (Curriculum/Information)</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>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>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>	

To rethink our routines to ease anxiety and stress during 'high traffic' times.	Stagger lunchtimes, breaks for less children in hall or on playground. Increase (when possible) equipment available for playtimes and introduce further structured games when as appropriate.	HT, Class teachers	Quieter environment for children with ASD. Increased opportunities for social interaction in 'unstructured times'.	Confirm new timings for September at end of July.	
To improve accessibility to main doorways.	Refurbish the front door (reception) in order to maintain security and improve wheelchair access.  Refurbish back playground doors to improve security.	HT Finance and Staffing	Both doors wheelchair and delivery friendly and secure from both inside and outside.	Font door: by beginning of Autumn term  Back door – end of 2021 beginning of 2022	

## Milestones

<b>By end of March 2021</b>	<b>By end of July 2021</b>	<b>By end of December 2021</b>
<p>Quotes for work on doors</p> <p>Nurture activities planned for Summer Term</p> <p>Groundwork completed for small garden (If covid allows) community gardening has begun.</p> <p>Children are have learnt/are learning remotely and receiving feedback on their work on a regular basis.</p> <p>Children who have additional needs have received interventions in academic work and mental health.</p>	<p>Planters or equivalent have been delivered to villagers.</p> <p>Farm area is managed and supervised by children</p> <p>Garden has been designed and planted by younger children.</p>	<p>Front door refurbished</p> <p>New timings in place for lunchtimes, breaktimes and drop off-pick up times.</p> <p>Visual impact of gardening project</p> <p>Remote learning is embedded for homework and reinforcement.</p>