



Accessibility Plan 2017 – 2018

“We seek to develop the whole child within a Christian Ethos preparing them for a happy, healthy and fulfilled life ahead.”

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 March 2016 – March 2017. 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

Targets	Actions	Monitoring	Outcome	Timeframe	Targets achieved
(Target 4) To increase confidence of all staff in differentiating and supporting the curriculum.	<p>Year 2 of the mobilise project, led by TA to increase knowledge of grammar, reading comprehension and strategies for independence.</p> <p>Further training for 1 member of staff to include: SEND, quality differentiation deploying TAs effectively in the classrooms.</p> <p>Availability of SENDco position for a member of staff at 2018/19 course to support this position with a recognised qualification.</p>	<p>Head Teacher</p> <p>Mobilise Governor (JS)</p> <p>Minutes of Governors Meetings</p> <p>End of Year results</p>	Increased progress and attainment of SEND pupils in English.	Ongoing through 2017	
(Target 1 and 3) To make children and staff aware of accessibility in PE curriculum.	<p>Include at least one disabled sports activity a year to heighten awareness of accessibility within sport.</p> <p>Include in Sport Premium Plan.</p>	<p>HT/Sports Co-ordinator</p> <p>Sport Premium governors</p>	Greater participation rate in PE (school data)	Ongoing 2017/18	

events. The information should be made available in various preferred formats within a reasonable time frame.

<p>Target 2 Layout of school – as result of SEND Pupil Voice</p>	<ul style="list-style-type: none"> • Staff devise a more ‘safe’ way to go to lockers – staggered leaving the room etc – no crowding. • Arrange lockers so it creates a better spread of children. • Revise size of tables and chairs in class 2. • Layout of classroom to make sure that the furniture is not too close together. • Regular short physical breaks for those that need them e.g. ADHD – different room activities. • Displays to help children. 	<p>Class teachers/HT Learning walks in corridors</p>	<p>Less anxiety related to going out for break – toilet and lockers. Display policy Clearly labelled drawers for when in a different room. Impact shown in Pupil Voice questionnaire.</p>	<p>Ongoing through 2017</p>	
<p>(Target 2) Layout of school to allow access for all pupils to all areas.</p>	<p>Continue forward with the planned layby in Maddison Lane. Ensure risk assessments in place when work is being done.</p>		<p>Improved safe and accessible thoroughfare to the school building from Maddison Lane.</p>	<p>By Autumn 2018</p>	
<p>(Target 4) To make access to different format requests explicit on new website.</p>	<p>Audit of website</p>	<p>Website Governor</p>	<p>Website gives clear directions on how to obtain different format of information, so ensuring greater inclusion.</p>	<p>By end of Autumn 2017</p>	

Milestones

By end of December 2017	By end of March 2018	By end of July 2018	By end of December 2018
<p>Access to different information materials in a different format is clearly shown on new website.</p> <p>All TAs have attended course for Mobilise.</p> <p>Display and Classroom Environment Policy is in place.</p>	<p>After mid-term review – indications of SENDco leadership are reported to Governors.</p>	<p>Member of staff has completed RQT course.</p> <p>A 'Sportsability' event has been available on the cycle of sporting fixtures for children to participate in.</p> <p>Review pupil Voice Questions to evaluate impact of changes made to classroom environment or routines etc.</p> <p>Risk assessments and interim procedures if needed are put in place for lay-by project.</p>	<p>New layby is operational.</p> <p>Member of staff is enrolled and participating in SEND course.</p>