

Summary of responses to **Access and Equality** Questionnaire for Parents

November 2024



Total Responses: 11

Purpose: To gather feedback on access and equality in Gelliswick School.

Participation in Curriculum and Activities

Question: *How might we increase the extent to which disabled pupils can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips?*

Key Themes:

- Inclusive sports and clubs: Suggestions included adapted team sports, swimming opportunities, and inclusive extracurricular activities.
- Tailored support: Emphasis on individual needs, sensory-friendly environments, and adaptive technologies.
- Expert and pupil input: Involving occupational therapists, forums, and pupils themselves in planning.
- Staff training: On inclusive practices and disability awareness.

Representative Comment:

“Ask the individuals who it affects, as they know the barriers that they face also.”

Improving the Physical Environment

Question: *How might we improve the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools?*

Key Themes:

- Accessibility upgrades: Ramps, wider doorways, clear signage, and accessible toilets.
- Sensory-friendly spaces: Quiet zones, reduced clutter, and appropriate lighting.
- Inclusive playgrounds: Equipment and layout that accommodate all children.
- Expert assessments: Site reviews by independent advisors.

Accessible Written Information

Question: *How might we improve the delivery to disabled people of written information provided to people who are not disabled?*

Key Themes:

- Alternative formats: Braille, large print, audio, simplified language, and visual aids.
- Digital accessibility: Text-to-speech, screen reader compatibility, and audio clips in communications.
- Support tools: Use of PECs, coloured paper for dyslexia, and breaking down instructions.

Promoting Equality for Protected Characteristics

Question: *How might we improve the promotion of equality for people with protected characteristics?*

Key Themes:

- Curriculum inclusion: Lessons on diversity, cultural awareness, and anti-discrimination.
- Faith and dietary inclusion: Halal food options, prayer spaces, and inclusive assemblies.
- Gender inclusivity: Addressing stereotypes in sports, books, and classroom practices.
- Community engagement: Guest speakers, cultural visits, and family involvement.

Representative Comment:

“Gender stereotyping is something that needs to be addressed from books and toys to colours and having conversations about future occupations.”

Additional Ideas and Comments

Question: *Any other ideas, comments for how we might improve our accessibility at Gelliswick Church in Wales VC Primary School?*

Key Themes:

- Holistic inclusion: Flexible learning, adaptive tools, and pupil-centred planning.
- Parental involvement: Regular communication and inclusion in decision-making.
- Staff development: Ongoing training in inclusive practices and unconscious bias.
- Celebrating diversity: Events, assemblies, and awareness campaigns.

Representative Comment:

“Creating a culture where differences are celebrated through assemblies, projects, and awareness events that promote understanding of disabilities and diversity.”

Strengths Identified

- **Inclusive Ethos:** *There is a clear commitment to inclusion, with staff and parents recognising the importance of adapting to diverse needs.*

The school is pleased that this is noted by respondents. It is a key part of our vision to ensure that everyone is welcomed and included in our school family.

- **LRC Provision:** *The Learning Resource Centre (LRC) is praised for its role in supporting pupils with additional needs.*

Again the school is delighted to receive this feedback. The school also operates a nurture provision to support learners with emotional and social needs which works very closely with the LRC.

- **Awareness and Willingness:** *Staff and parents are aware of barriers and are actively suggesting thoughtful, practical solutions.*

It is so helpful to receive feedback with suggestions to support us in improving equality and access at Gelliswick. Thank you.

- **Community Engagement:** *There is a desire to involve parents, carers, and external experts in shaping accessibility strategies.*

We will continue to seek the views of parents as we look to develop this important area of our work.

Areas for Development

- **Physical Accessibility:** *While some areas are accessible, concerns were raised about:*
 - *Playground hazards (e.g. tripping risks, steps without ramps)*
 - *Lack of quiet/sensory-friendly spaces*
 - *Need for clearer signage and clutter-free corridors*

The school is a new building which conforms to all accessibility requirements. We will seek to explore further opportunities for accessible play equipment and learning environments.

- **Communication and Information:**
 - *Written communication is not always accessible (e.g. no audio/text-to-speech options, complex language)*
 - *Parents want more notice and clarity about events and changes*

The school uses Class Dojo which can be used with accessibility tools and offers a translation feature for families. We will consider our communication with families, using simple language and video.

- **Curriculum and Representation:**
 - *Limited representation of diverse cultures, religions, and identities in the curriculum*
 - *Gender stereotyping in activities (e.g. sports day races)*

This is an area of focus in our curriculum development. We ensure representation within the curriculum and actively promote the removal of gender stereotypes by promoting play and dress up equipment for all and actively teaching children about stereotypes, challenging them to consider how they may unknowingly stereotype as they grow older. We do agree that we should review sports day events in future – considering offering a mixed gender races.

- **Staff Training:**
 - *Need for more training in inclusive practices, unconscious bias, and basic sign language*

Staff from across the school have received training in these areas. A focus for staff training in past couple of years has been on challenging racism and becoming 'active by-standers' who can challenge prejudice and discrimination in any form.

- **Participation in Activities:**
 - *Extracurricular activities are not always inclusive or adapted for pupils with additional needs*

We will consider this feedback when reviewing our extra-curricular provision.