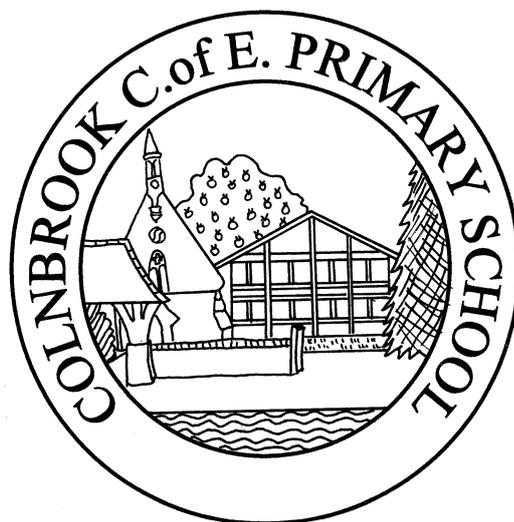


The Slough and East Berkshire C. of E.

Multi Academy Trust

Colnbrook C. of E. Primary School



Accessibility Plan

Owner:	Susan Marsh
Responsibility for policy:	Trustees
Responsibility for operational:	Local Governing Body Committee
Date Policy to be reviewed:	Summer 2022

Colnbrook Church of England Primary School serves a multi-cultural community and we are pleased to welcome children from all faiths and backgrounds.

All that we do is done within the context of our core Christian values which are:

Aspiration, Respect, Responsibility, Resilience, Compassion and Community.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupil.

This plan covers the three areas required by the planning duties in the Equality Act 2010:

- **Curriculum** – increasing the extent to which pupils with disabilities can participate in the curriculum;
- **Physical environment** – improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- **Information** – improving the availability of accessible information to pupils with disabilities.

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Accessibility at 'The Slough & East Berkshire Multi Academy Trust (SEBMAT)

Colbrook C. of E. Primary School is a diverse, vibrant school that is fully committed to including all pupils.

Our Aims:

- To provide an environment where barriers to learning are reduced and inclusion is an integral part of school life.
- To including all children in all aspects of school life wherever possible.
- To ensure that all children, irrespective of need, are happy, feel respected and confident and are able to reach their full potential in all areas.

Current Accessibility

Curriculum

- We ensure a rich, relevant and purposeful curriculum is offered, providing worthwhile experiences and ensuring that pupils are ready for the next phase of their education.
- Teachers receive regular CPD on children with additional needs and are able to meet a wide variety of needs within the classroom through quality, differentiated teaching.
- Outside agencies are used where necessary and this includes Educational Psychologist, Speech and Language Therapist, CAMHS, Physiotherapy and Occupational Therapy Service, LAC team and SEBDOS. These services both support our pupils directly where necessary and provide the school with support on advice with facilitating full access to school life.
- The School has a Learning Resource Unit for up to 10 pupils. The SENDCo ensures that these pupils have appropriate access to the curriculum and life of the School.

Physical Environment

- We are a single storey site and have wheelchair access to all buildings.
- We have two disabled parking spaces for parents, visitors or staff with a blue badge.
- The school has been extended and remodelled over time. All extensions and adaptations are fully DDA compliant.
- We take advice from outside agencies to make reasonable adaptations to the site in order to meet the specific needs of individual children wherever possible.

Information

- We work with the Sensory Consortium Service to ensure our children with a hearing or visual impairment have full access to all information presented to pupils.
- Staff are aware of the policies and procedures in place to ensure all pupils' needs are met.

Plan Objectives

Targets	Strategies	Success Criteria	Timeframe	Impact
<ul style="list-style-type: none"> To increase the extent to which pupils with disabilities can participate in the curriculum 				
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	<p>Create personalised risk assessments and access plans for individual children.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	Evidence that appropriate considerations and reasonable adjustments have been made	Ongoing	
Appropriate use of specialised equipment to benefit individual pupils and staff	<p>Computers available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers)</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Use of wedge/wobble cushions</p>	Increased access to the Curriculum Needs of all learners met.	Ongoing	
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	Ongoing	

<ul style="list-style-type: none"> To improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; 				
<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</p>	<p>As full as possible inclusion for all pupils. Safe evacuation in an emergency.</p>	<p>Ongoing</p>	
<p>Improve the physical school environment</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>	<p>Ongoing</p>	

- To improve the availability of accessible information to pupils with disabilities.

<p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p>	<p>Ongoing</p>	
<p>Availability of written material in alternative formats</p>	<p>Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate</p>	<p>Information to disabled pupils/parents as appropriate. Written information available in alternative formats.</p>	<p>Ongoing</p>	