The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Accessibility Plan

Owner:	Headteacher
Ratified by Governing Body:	M. A. Weeks
Date Ratified:	June 2026
Date Policy to be reviewed:	June 2029

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

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

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect in line with the Christian vision and ethos 'Be strong and courageous'. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Current Good Practice

We recognise there are strengths in our current practice.

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 Base 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 external professionals 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.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims	Objectives	Strategies	Success Criteria	Timeframe and person responsible
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.	Create personalised risk assessments and access plans for individual children. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Evidence that appropriate considerations and reasonable adjustments have been made.	Ongoing Senior leadership team (SENDCo).
	Appropriate use of specialised equipment to benefit individual pupils and staff.	Computers available to support children with difficulty recording. Sloping boards for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty (Reading Rulers). Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions.	Increased access to the Curriculum Needs of all learners met.	Ongoing SENDCo
	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 SENDCo
To improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	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	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	Ongoing Senior leadership team

		evacuation procedures, are clear and that staff are capable of carrying them out		
	Improve the physical school environment	The school will take account of 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.	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Ongoing Headteacher / Trust business manager
To improve the availability of accessible information to pupils with disabilities.	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.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Evidence that appropriate considerations and reasonable adjustments have been made.	Ongoing Senior leadership team / admin team
	Availability of written material in alternative formats.	Improve availability of information for parents – display appropriate leaflets for parents to collect. Provide translated documents where appropriate.	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.	Ongoing Senior leadership team / admin team

5. Links with other policies and monitoring

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and SEND policy

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the local governing board at each review.