ACCESSIBILITY PLAN

COLLEGE TOWN PRIMARY SCHOOL

Approved Date	Sept 2026
Approved At FGB	Sept 2026
Date of Next Review	Sept 2027
Statutory	YES
Adopted from Bracknell Forest	NO

College Town Primary School

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. College Town Primary School has 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 pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values.

Our vision is to create and nurture a learning community built upon trust and respect which is fully inclusive and has a passion for lifelong learning. To experience a sense of belonging and well-being for all members of our community; where cooperation and fun go hand-in-hand. To recognise that challenge is the motivator that helps everyone to aspire to excellence in all we say and do.

To ensure that our school can be the best it can possibly be, at all times, for all people, we will strive to behave in a way that demonstrates our belief in these values. In a community where these values drive our actions and decisions we would expect to see:

- Respect will be demonstrated through a considerate, appreciative and listening culture. Value is given to each and every person and their individual contribution is held in high regard.
- Trust will be demonstrated at both the personal and professional level. We will be able to rely on each other's personal characters and professional behaviours for the greater good of us all. Confidentiality, dependability and integrity will help us all grow in confidence.
- Passion will provide the enthusiasm and inner-drive to ensure that we remain fulfilled, motivated and dedicated to our core purpose of improving the learning experience for all.
- Co-operation will be demonstrated through our commitment to teamwork and understanding the necessity to be flexible and helpful. A co-operative school is always supportive, where each and every member recognises and contributes to the development of the whole school helping their colleagues when necessary.
- Belonging allows us all to feel at ease and comfortable in each other's company, it bonds us together in partnership and commonality.
- Challenge will be demonstrated through our excitement for learning and a desire to improve. Perseverance and resilience will be characteristics of us all and an underlying belief that we can do whatever we choose to do. Challenge will be seen as the motivator, not as an inhibitor. Pride in what we can do and what we know we can achieve will provide us with the strength to continue when the challenge is tough.
- Excellence will be demonstrated through our focussed commitment, effort and drive towards continual improvement. There will be a sense of dignity and pride both as an individual, but also as a learning community. The road to excellence will provide opportunities for celebration, reflection and refinement.
- Fun will be demonstrated through the enjoyment we have in undertaking our tasks. We will be positive in both our attitude and approach.

To achieve this vision, the school and all members of the school community have a strong commitment to the 'inclusion' of pupils irrespective of physical, learning, language or cultural difficulties.

We fully support the National Curriculum statement on inclusion and plan carefully to recognise and remove those barriers that are found in school as part of our vision to provide equal opportunity to all of our pupils.

Staff and governors have regular training updates on the requirements of the Disability Discrimination Act, in particular their key duties towards disabled pupils which apply to every member of staff.

The school will work in partnership with the LA in prioritising physical changes to the school building, in requesting financial support and in drawing up cost effective and manageable projects. The DFES capital grant as well as the annual school budget will be used to support any changes needed.

The school has set the following priorities for the development of the vision and values that inform the plan:

• Sustain the strong commitment to providing curriculum access through differentiated planning and appropriate support, in terms of personnel and resources.
• Provide more training for teachers on differentiation throughout the school
• Provide more training on specific conditions relating to children in school e.g. cerebral palsy
• Look at changes to playground for better access
• Work out further means of communicating and consulting effectively with parents who may themselves experience barriers, e.g. language, visual impairment, literacy difficulties.
• Continue to improve physical access to the building at an increasing number of points through ramps and signage.
• Rolling programme of redecoration to take account of needs, e.g. colour schemes for visually impaired, Improved signage throughout the school specifically for children with visual impairments
• Continue to provide INSET and induction for members of staff and governors to ensure a clear understanding of the nature and variety of disabilities to be addressed under the DDA.
• Develop and extend liaison and outreach support from Special schools and services.

Context of College Town Primary School

• College Town is a large, two form entry school with approximately 500 FTE on roll

• We have a 48 place nursery

• Our pupils are confident, friendly, secure and well behaved

• In general pupils with special educational needs achieve well and make good progress throughout the school (ref: tracking, evidence from all vulnerable groups supports this as they also make good progress)

• Children with special educational needs enjoy the range of activities provided in their lessons and they work hard and are aware of how to improve their work and how to get help if they need it

• In order to ensure entitlement for all, the school has an equal opportunities and inclusion policy, which was agreed with the governing body. This policy is incorporated into all our policies for curricular and non-curricular activities. All staff are aware of the importance of inclusion and bare this in mind when planning and evaluating children's work and ordering resources.

• The RE and PSHE curriculum ensures that children learn to respect children with disabilities appreciate the detrimental effects of bullying

• Every child from Nursery to Yr. 6 is included in school productions and class assemblies. Sports Day gives every pupil the opportunity to participate in all events at their own level.

• Gender issues are very important in terms of pupil performance and staff are aware through results of assessments. analysis of tracking information ensure progress is made by particular groups

of children, such as boys, girls, and able children, those with SEND, ethnic groups and children with summer birthdays.

• It is central to our belief at College Town that we value the whole child and try to develop an ethos of caring and helping through appropriate behaviour and attitudes.

• All children and adults in school are treated with respect. Children throughout the school respond very positively to children with SEND and support them in their learning.

• Pupils have very good attitudes to school and maintain very good standards of behaviour.

• Attendance of children with SEND is excellent and we have never had any fixed term exclusions.

• Class teachers get to know the children very well and play a key role in assessing this. The Inclusion Lead also works closely with class teachers who identify children they have concerns about and then place them on the SEND register if necessary.

• Progress of SEND children is tracked using teacher assessment, targets set through Learning Profiles and monitoring by the Inclusion Lead.

• Termly reviews with SEND children and their parents ensure that they have input into their targets and are aware of progress being made.

• All information about pupils, including reports, is forwarded to the next teacher when a child moves up to their next class and is included in a robust handover.

• The school's behaviour policy details ways in which staff are expected to deal with any inappropriate behaviour or concerns they may have.

• When monitoring takes place, attitudes to learning and behaviour of the SEND children are carefully observed to check pupils' responses. These issues are then discussed with the teacher and if appropriate with the whole staff. During the summer term pupils are interviewed by subject co-ordinators as part of our school development plan, under pupil and staff well-being. Pupils are then able to feedback directly to staff what they feel are the positives and at times the negatives.

• The emphasis throughout the school is very much on praise and positive reinforcement of all the good things in our community and our society.

Views of those consulted during the development of the plan

- The views of everyone involved in the school are very important to us.
- Surveys are used regularly in classrooms and through the school council. Each year views of parents are also sought.
- Other opportunities are also sought through: Circle Time, Learning Profiles, parent interviews, Governor's AGM, the School Council and face to face conversations
- Views of staff are sought through staff meetings and individual personal interviews
- All views are valid and welcomed

The school has set the following priorities in respect of consultation on the plan:

- To use the information from the sources above to inform the plan and adapt it over time

<u>The main priorities in the school's plan</u>

Increasing the extent to which disabled pupils can participate in the school curriculum

- At College Town Primary we believe that we are already very effective in ensuring that all children with a disability can participate in the school curriculum.
- As part of our commitment to this we have invested very heavily in the support of Teaching Assistants who are able to work with these individual children.
- Our main priority is to sustain this because although money is provided by the LA we have to top it up in order to provide the level of commitment that we believe these children require. This has a huge impact on our school budget and could become an issue in the future as the level of provision declines.
- As children with physical disabilities move throughout the school we must address issue of accessibility to all areas of the school including outside buildings, as appropriate.
- We will continue to work closely with outside agencies to draw on expertise when appropriate
- Access to **all** areas of the curriculum for **all** children is fundamental to the ethos, principles and philosophy of our school.

Although this plan spans three years (2025 -2028) in line with school policy it will be reviewed annually and areas will be prioritised accordingly.

The school has set the following overall priorities for increasing curriculum access:

• To continue to provide appropriate high quality support to individual children as required
• To provide training for teaching and non-teaching staff in the following areas: speech and language, specific learning difficulties (e.g. dyslexia), Autism and Asperger's syndrome, child development, vision etc.
• Liaise with outside agencies
• Review plans and policies through school's self-evaluation process to ensure children are making appropriate progress and having appropriate access.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following priorities for physical improvements to increase access:
• Incorporation of appropriate colouring when refurbishing, specifically toilets as child with visual impairment progresses throughout the school
• Changes to playground to improve access for wheelchair users both children and adults (where appropriate)

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following priorities for providing information for disabled pupils:
• Availability of written material in alternative formats e.g. large print, different coloured paper
• Use of large print or other modifications, in consultation with the Visually Impaired Service
• Making home-school communications more accessible to parents who may have difficulties in

literacy of English language understanding. Use of different formats and size of fonts, translations if needed, face to face explanations.

Management, coordination and implementation

• The plan will relate to the School Improvement Plan, the SEND policy and development plan, asset management plans and health and Safety policies.

• The local governing body, will monitor and review the progress and effectiveness of the plan annually.

• The Inclusion Lead will liaise with the Head teacher on issues relating to staff development and training.

• The Head teacher, Inclusion Lead and subject co-ordinators will continue to analyse progress among the SEND population of the school.

• The Head teacher will communicate with the LA on larger issues and projects under the Schools Access Initiative and other premises matters.