Equalities Monitoring – Services

F - Education and Learning

Annual Report - 2019-20

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Introduction

Education & Learning sits within Bracknell Forest Council's People Directorate and aims to ensure that children, young people and adults achieve the best possible outcomes for their lives through education, advice and guidance, promoting lifelong learning and securing access to support and, where necessary, specialist placements.

The strategic direction and work of service areas within Education & Learning are underpinned by the Learning Improvement Strategy, which sets out clearly how we will all work together to make a real, positive and lasting difference for all children and young people in Bracknell Forest.

The strategy is centred around seven themes:
- Access Inspirational Leadership
- Get the Best Start in Life
- Access a High -Quality School Place
- A bespoke Curriculum for our children
- Thrive in Learning and not be 'left behind'
- Be proud to Succeed
- Develop Skills and Raise Aspirations at Post 16

The strategy was co-produced with school leaders and governors setting out the key roles and responsibilities for all which are tightly focused on the key areas which we believe will 'unlock opportunities' for all children and young people in Bracknell Forest.

2019-2022 Priorities

There is an acknowledgment of the need to further raise expectations through improving the following priorities:
- Diminishing the Difference for Disadvantaged Pupils
- Ensuring more pupils attend good or better schools
- Continuing to raise outcomes at all stages so that they are above the national for all pupils.

The purpose of equalities monitoring is to ensure that the Council is providing a fair and equitable service to all residents. This report looks at the work of each service area within Education & Learning, considering access to service, outcomes of data analysis where appropriate, how services have payed due regard to the three key equality aims, as well as how key equality and diversity issues highlighted are being addressed.

Early Years' Service

The Early Years' Service became part of Education and Learning towards the end of 2019/20. The service consists of some distinct areas which cover a range of services for children aged 0-5 years, their families and Early Years providers. The Service contributes to achieving the Council's priority for children to 'Get the Best Start in Life'.

Services include:
Early Years Quality and Development
Early Years Business Support
Family Information Service and Local Offer
Child Development Centre (CDC)

Access to Service

Much of the service is universal access, however we do not have detailed data captured to fully understand who is/isn't accessing services.

Equality Duty

The Child Development Centre works specifically with children aged 0-5 who have or are being assessed as having SEND.
Criteria for access is that the child falls within the specified age range, is resident within Bracknell Forest, has a known SEND or there are concerns about delays in learning and development warranting further assessment.
Outcomes for these children will be varied but in partnership with the parents we are working towards children accessing the right educational path to meet their needs whether this is mainstream or in a special placement.

Services are inclusive and aim to meet the individual needs of those children and families accessing them. Groups within the CDC are tailored to meet need so children may be displaying some similar characteristics.
Parents are encouraged to share experiences during group sessions, this often helps develop relationships which continue after services at the centre have ended.

The services are not statutory, so parents do not have to access the offered support. We work in partnership with other agencies as required to support engagement with families where this will support the development of the child and help the family understand any difficulties the child may be experiencing.

As well as accessing services within the centre many of the children will be accessing mainstream pre-school provision, pre-school provision aims to be inclusive and work hard to welcome children and families from the local community and reflect the local demographics.

Conclusion

There is limited data available to fully understand who is/isn't accessing the universal services available to children and families.
We are currently undertaking promotion of the services that are available to children aged 0-5 and their families in the hope that families understand services that are available to them.
We are currently reviewing our web pages for accessibility and investigating ways to make information accessible to speakers/readers of languages other than English.

Standards & Effectiveness

The Standards & Effectiveness Service consists of a team of Standards & Effectiveness Partners (STEP's) who work closely with schools not only to ensure fulfilment of the council's statutory duties in promoting high standards but to work in partnership with schools to identify ways to improve outcomes, share best practice and contribute to system led improvement. The roles and responsibilities of the service contribute to all seven areas within the Learning Improvement Strategy.

Access to Service

All maintained schools have access to a universal offer of school improvement support services.
Schools of concern, including those in an Ofsted category, receive additional support tailored to their needs, planned and agreed with the local authority and the school.
Schools and settings have the option of purchasing additional support to meet their own specific needs and priorities through a Service Level Agreement.

Outcomes
The two key priority groups in terms of outcomes for pupils in Bracknell Forest are male pupils and disadvantaged pupils.

Male pupils

Pupil outcomes

One of the key priorities emerging from the 2019 pupil outcome data is the gender gap at the end of Key Stage 2, with female pupils outperforming male pupils in the combined measure of reading, writing and mathematics at the expected standard.

57.2% of male pupils achieved the expected standard or higher in this measure, ranking Bracknell Forest in the bottom quartile of LAs in England, at 3.4% points below the average figure. With 72.3% of female pupils achieving this standard, the gender gap is 15.1% points, compared to 9.5% points across England.

This gap male and female pupils was reflected in outcomes at a number of key stages, and is particularly marked in outcomes in writing for male pupils. The progress of female pupils in mathematics at Key Stage 2 is slower than male pupils.

In the Early Years Foundation Stage, 71% of male pupils achieved a good level of development (GLD) compared to 83% of female pupils.

At the end of Key Stage 1, 62% of male pupils achieved the expected standard or higher in the combined measure of reading, writing and mathematics, compared to 72% of female pupils.

KS1 attainment 2019

	% BFC male pupils	% BFC female pupils	% National m/f
Reading EXS+	74	83	71/79
Writing EXS+	65	79	63/76
Mathematics EXS+	77	78	75/77
Combined RWM EXS+	63	72	60/70

KS2 attainment 2019

	% BFC male pupils	% BFC female pupils	% National m/f
Reading EXS+	70	83	69/78
Writing EXS+	71	87	73/85
Mathematics EXS+	77	81	78/79
Combined RWM EXS+	57	72	60/70
Reading progress	-0.65	1.06	-0.54/0.62
Writing progress	-1.27	0.32	-0.73/0.82
Mathematics progress	0.47	-0.81	0.73/-0.69

KS4 attainment 2019

	% BFC male pupils	% BFC female pupils	% National m/f
Attainment 8	47	50	47/50
Progress 8	-0.02	0.24	-0.03/0.22
Achieved 4+ in En/ma	66	70	65/68

Achieved 5+ in En/ma	44	49	43/47

Attendance (data based on the Autumn term of 2018)

There was also a slight gender gap in terms of overall attendance in primary schools in the academic year 2018-19: the absence rate for female pupils was 3.4%, and for male pupils was 3.6%. This figure remained below the national figure for both groups, and is in line with the national picture.

This gap was not reflected in the secondary school data for Autumn and Spring 2018/19 where there is no significant gender gap.

Exclusions

There is a gender gap in terms of the number of exclusions as a percentage of the cohort size, with a figure of 2.6% for male pupils, and 0.5% for female pupils in primary schools. These figures are broadly in line with national figures which are 2.4% and 0.3% respectively.

This picture was reflected in secondary schools, with a figure of 15.8% for male pupils, versus 4.8% for female pupils, against a national picture of 13.9% for male pupils and 6.3% for female pupils.

Disadvantaged pupils

While not a protected characteristic as set out in the Equalities Act 2010, poverty can impact on equality of opportunity, and disadvantaged pupils have been identified as a very high priority group by the Standards and Effectiveness Team.

Disadvantaged pupils are those pupils in receipt of the pupil premium grant, either because they have been registered as eligible for free school meals at any point in the last six years, or because they are looked-after, or have been previously looked-after, by the Local Authority.

Pupil outcomes

The attainment and progress of disadvantaged pupils continues to be a very high priority, and gaps at most key stages are wide. At the end of the 2018-19 academic year, the gap in pupil outcomes between disadvantaged pupils and their peers narrowed at the end of the Early Years Foundation Stage, and at the end of Key Stage 1. The gap narrowed at the end of Key Stage 2 in reading, writing and mathematics, but this was then not reflected in the combined measure, where the gap increased by 1%. The progress that disadvantaged pupils made between Key Stage 1 and Key Stage 2 improved and the progress gap between these pupils and their peers narrowed.

While the overall picture at primary is improving, the attainment gap at the end of Key Stage 4 widened in 2019, although the progress measures remained broadly static, suggesting that this cohort was lower attaining on entry.

Attainment and progress 2019

Early Years Foundation Stage

EYFS % attaining a Good Level of Development (GLD)
- Disadvantaged 60% v Other pupils 77%
- Attainment improved on 2018 by 4%
- Gap reduced by 4%

Key Stage 1

KS1 reading EXS+
- Disadvantaged 68% v Other pupils 81%
- Attainment improved on 2018 by 11%
- Gap reduced by 11%

KS1 writing EXS+
- Disadvantaged 57% v Other pupils 74%
- Attainment improved on 2018 by 3%
- Gap reduced by 6%

KS1 mathematics EXS+
- Disadvantaged 66% v Other pupils 82%
- Attainment improved on 2018 by 4%
- Gap reduced by 7%

Key Stage 2 - attainment

KS2 reading EXS+
- Disadvantaged 60% v Other pupils 80%
- Attainment in line with 2018
- Gap narrowed by 1%

KS2 writing EXS+
- Disadvantaged 63% v Other pupils 82%
- Attainment improved on 2018 by 4%
- Gap narrowed by 3%

KS2 mathematics EXS+
- Disadvantaged 62% v Other pupils 83%
- Attainment improved on 2018 by 6%
- Gap narrowed by 2%

KS2 RWM EXS+
- Disadvantaged 42% v Other pupils 70%
- Attainment in line with 2018
- Gap increased by 1%

Key Stage 2 – Progress

KS2 reading progress
- Disadvantaged -0.77 v Other pupils 0.44
- Progress improved compared to 2018 (-1.78)
- Gap narrowed by 0.51

KS2 writing progress
- Disadvantaged -1.32 v Other pupils -0.31
- Progress improved compared to 2018 (-1.88)
- Gap narrowed by 0.56

KS2 mathematics progress
- Disadvantaged -1.38 v Other pupils 0.12
- Progress improved compared to 2018 (-1.66)
- Gap narrowed by 0.46

Key Stage 4

English and mathematics 4+
- Disadvantaged 38% v Other pupils 71%
- Attainment dropped from 2018 by 9%
- Gap increased by 9%

English and mathematics 5+
- Disadvantaged 16% v Other pupils 49%
- Attainment dropped from 2018 by 9%
- Gap increased by 10%

Attainment 8
- Disadvantaged 33.7 v Other pupils 49.3
- Attainment dropped from 2018 by 2.9
- Gap increased by 1.6

Progress 8
- Disadvantaged -0.47 v Other pupils 0.07
- Down slightly from 2018 (-0.43)
- Gap broadly the same as 2018 (-0.54)

Attendance (data based on the Autumn term of 2018)

There was a gap between disadvantaged pupils and their peers in terms of overall attendance in primary schools in the academic year 2018-19: the absence rate for disadvantaged pupils was 4.9%, and for other pupils was 3.2%.

This picture was reflected in secondary schools during the Autumn and Spring terms, with the absence rate for disadvantaged pupils sitting at 7.7%, versus 4.1% for their peers.

Exclusions

Exclusion rates for disadvantaged pupils were significantly higher that those for their peers in primary schools, with a figure of 7.5% versus 0.7% for non-disadvantaged pupils.

There was a significant difference between exclusion rates for disadvantaged pupils in secondary schools, at 31%, and their non-disadvantaged peers, at 6.6%.

Equality Duty

The Standards and Effectiveness Team works in close partnership with school leaders to analyse data relating to key pupil groups, and to support them in evaluating the effectiveness of their provision in meeting the needs of *all* pupils. As a result of this analysis, underachieving groups are identified as appropriate, and this leads to the identification of key priorities aimed at unlocking opportunities for all children and young people.

In addition to this core aspect of the team's work, support is provided on a traded basis to improve equality of opportunity for disadvantaged pupils. This work has included guidance for school leaders and governors, including the recently published Pupil Premium Toolkit, termly network meetings for school leaders, and the brokering of specialist training aimed at improving outcomes for these pupils. The Standards and Effectiveness Team also works with school governors to ensure that leaders are held to account for the outcomes of these pupils.

Schools have a duty to foster good relations between those pupils who share a protected characteristic and those who do not. Partnership working between the Standards and Effectiveness Team and school leaders over the past two years has focused heavily on the quality of education, and in particular, the effectiveness of the school curriculum. A key priority has been to ensure that the curriculum is fully inclusive: that pupils have equality of access to the curriculum, as well as ensuring that all pupils see themselves reflected within it. In addition to this, schools are required to provide for the personal development of all pupils, including though the promotion of equality of opportunity, and the deepening of pupils' understanding of the fundamental British values of mutual respect and tolerance.

Conclusion
The delivery of training and professional development for schools provided by the service will continue to incorporate focused sessions to address the underperformance of key groups such as male and disadvantaged pupils. Ongoing analysis of data and the evaluation of provision and practice will inform the work of STEPs in addressing individual school priorities.
The team will continue to work in close partnership with school leaders to ensure that *all* pupils have access to a broad, balanced and ambitious curriculum.

Children's Support Services

Children's Support Services works with children & young people who either have SEN and Disabilities over the 0 – 25 age range, are of school age and in need of additional support (SEND Support) or are a child looked after and in the care of Bracknell Forest Council. The Service contributes to achieving the Council's priority to 'Thrive in Learning and not be left behind'. The Service consists of:

- Virtual School
- SEN Team
- Educational Psychology Service
- Safeguarding & Inclusion Team
- Support for Learning

The service adopts a co-production model of working with parents and carers and works in partnership with a range of statutory and voluntary organisations to achieve improved outcomes for the children & young people we support and their families.

Access to Service

In Bracknell Forest, at a primary level in 2012, 11.6% of school aged pupils had SEN which is marginally lower than the England average of 11.9%. Of the pupils with SEN, 2.5% had an Education, Health and Care plan (EHCP). This is lower than the national average of 3.1%.

The SEND Code of Practice (2014) is relevant to children and young people up to the age of 25. Services are designed to provide co-ordinated support for young people as they transition into adulthood.

As of December 2019, of the 887 children and young people who had a plan (all ages), 157 of them (16.9%) were open Social Care cases. 18 children and young people had a personal budget as part of their EHCP.

73% of the children and young people with an EHCP were male. This corresponds with national trends showing boys are around twice as likely to have SEN than girls, although this varies by type of need. 39% of all children with an EHCP attend an education setting outside of the borough. The predominant presenting need is Autistic Spectrum Disorder (ASD), moderate learning difficulties and social, emotional, mental health.

The remaining protected categories are considered to be of low relevance.

The SEND team is the Local Authority's point of contact for a family and professionals around a child as they go through the process of requesting and, if approved, having an assessment of the child/young person's education, health and care needs.

The Service works closely with schools, particularly SENCos, Designated Teachers and Designated Safeguarding Leads to support them in ensuring they

have access to resource and support needed to effectively support children and young people.

There are agreed protocols in place that govern the work of the SEND Moderating Group the SEND Intervention Panel and auditing processes to quality assure EHCP's and Personal Education Plans for children looked after to support consistent and fair decision making.

Outcomes

Children Looked After:

There were 140 young people in the care of Bracknell Forest Council at the end of the 2018/19 academic year. Of these, 113 were between the ages of 4 and 16 of which 65 were of secondary school aged. From this cohort:

Key Stage 1: There were three Children Looked after that attempted the Key Stage 1 SATs exams during this academic year and who were in the care of Bracknell Forest Council for at least 12 months as at the 31st of March 2019. Their average school attendance for the academic year in excess of 99%. The cohort achieved at least the expected level across Reading, Writing, Mathematics and Phonics. Two of the three children exceeded the expected level across all assessed areas.
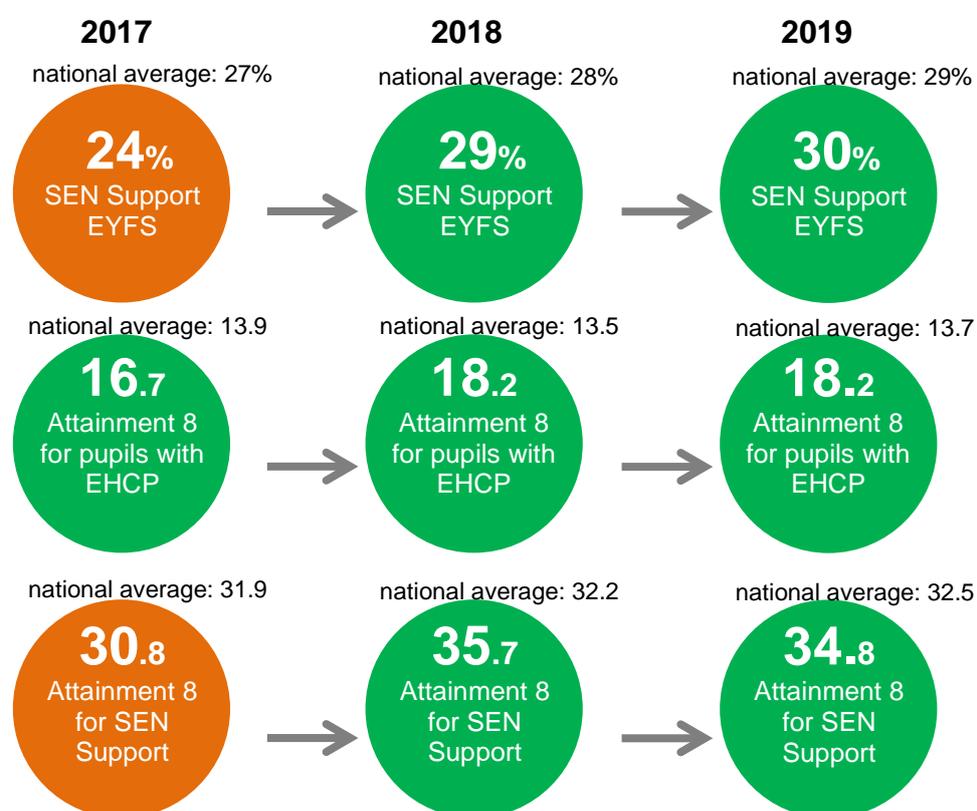
Key Stage 2: There were six Children Looked After in the cohort who had been in care for 12 months or more as at the 31st of March 2019. Five attended a Bracknell Forest school. All six achieved at least the expected levels across Reading, Writing, Mathematics and Grammar, Punctuation and Spelling. One child had an Education, Health and Care Plan. The average attendance for the cohort was in excess of 98% for the academic year.

Key Stage 4: There were twelve Children Looked after that attempted GCSE and various equivalent exams and had been in care for 12 months or more. We noted continued success of 100% of the cohort securing at least one pass, six secured at least four passes between grades 4 to 9, five attended a Bracknell Forest School and five had attended at least two different schools over the past two years. Six of these nine attempted exams from different centres other than their schools and also experienced a period out of education during the course of year 11 due to a range of issues. Four had an Education Health Care Plan. Each young person has now successfully started their chosen post 16 program and are hence in a form of education.

July 2019 outcomes

- Improved SEN Support for EYFS and KS2 RWM
- Improved Attainment 8 for pupils with EHCP has been above national average and is on upward trajectory
- Improved Attainment 8 for SEN Support from just below national average in 2017 to above the 2018 national average
- Improved progress 8 for both EHCP and SEN Support from above 2017 national average
- Significantly above national average for EHC Plan and SEN Support pupils qualified to level 2 and 3 by age 19
- Focussing to improve KS1 RWM with EHCP from below national average

2017	**2018**	**2019**
national average: 27%	national average: 28%	national average: 29%
24% SEN Support EYFS	**29**% SEN Support EYFS	**30**% SEN Support EYFS
national average: 13.9	national average: 13.5	national average: 13.7
16.7 Attainment 8 for pupils with EHCP	**18**.2 Attainment 8 for pupils with EHCP	**18**.2 Attainment 8 for pupils with EHCP
national average: 31.9	national average: 32.2	national average: 32.5
30.8 Attainment 8 for SEN Support	**35**.7 Attainment 8 for SEN Support	**34**.8 Attainment 8 for SEN Support

Equality Duty

We work in partnership with the Family Information Service and SEND Support (IASS) to ensure that families are provided with impartial information, advice and support for children, young people and families on SEN and disability issues. This includes admissions, use of dedicated resources such as the pupil premium grant for children looked after and access to alternative education provision where the need arises.

Conclusion

Each individual Team within the Service has its own training and development plan. Statutory duties mainly direct our work. We retain oversight of data and performance relevant to the cohorts of children and young people we support that provides an element of the evidence base to inform on-going training needs.

Community Learning

Bracknell Forest Council's adult education service is managed by Community and Continuing Education. It includes a programme designed to:

- Support people to move into, or closer to, employment or volunteering
- Improve skills, including English, maths and IT
- Support people's physical and mental well-being
- Support strong communities

To enhance the breadth of engagement with adults who may not have otherwise previously participated in adult education, the service sub-contracts to two community organisations and partners with others, including schools, Children's Centres and libraries.

NOTE: data within this year is impacted by the COVID-19 pandemic which saw in-class activities cease during the spring and summer terms, as well as an increase in online enrolments.

Access

Table 13: Adult Learners by Sex (April 2019 - March 2020)

Gender of Adult Learners 2019/20 compared with Bracknell Forest adult population				
	Adult Learners	**%**	**Bracknell Forest Adult population* %**	**Variance**
Female	2,455	77%	49%	+28%
Male	736	23%	51%	-28%
Total	3,191			

*ONS Mid-2016 estimates

The split between female and male learners using our service is in line with adult learning across the country. This ratio has remained broadly similar over several years even though the gender split across Bracknell Forest, South East and the UK is 49% female to 51% male. However, in 2019/20, the number and percentage of male learners increased from the previous year.

Table 14: Adult Learners by Age band (April 2019 - March 2020)

Age band of Adult Learners 2019/20				
	Adult Learners	**%**	**Bracknell Forest Adult population* %**	**Variance**
16-18	1	0.03%		
19-24	98	3%	7.9%	-4.9%

25-39	1,721	54%	28%	+26%
40-59	1,055	33%	38.9%	-5.9%
60 plus	308	10%	25.2%	-15.2%
Unknown	8	0.3%		
Total	3,191			

*ONS Mid-2016 estimates

A focus on supporting people to improve work and employability skills means the largest group of learners engaged are in the 25–59 age group. An increase in the percentage of learners coming from family leaning in 2019/20 would also contribute to the increased number of learners in this group.

Table 15: Adult Learners by Ethnicity (April 2019 - March 2020)

Ethnicity of Adult Learners 2019/20 compared with Bracknell Forest Population				
	Adult Learners	**%**	**Total Bracknell Forest population* %**	**Variance**
Asian/Asian British	183	6%	4.7%	+1.3%
Black/Black British	59	2%	1.8%	+0.2%
Mixed	48	2%	1.3%	+0.7%
White	2,331	73%	91.5%	-18.5%
Other ethnic group	262	8%	0.4%	+7.6%
Unknown	268	9%		
Total	3,191			

*National Population Census 27 March 2011

The ethnicity of adult learners is broadly in line with the local Bracknell Forest population. However, a variance can be seen with the 'White' and 'Other ethnic group' learners. This is a continued trend from the last couple of years, where the service is engaging with a larger proportion of learners in the 'other ethnic group' category. There has also been a significant increase in the percentage of learners declaring 'Unknown'.

Table 16: Adult Learners by Disability (April 2019 - March 2020)

Adult Learners by Disability (self declaration)				
	2019-20		**2018/19**	
	Adult Learners	**%**	**Adult Learners**	**%**
Has a learning difficulty / disability	404	13	455	14
Does not have a learning difficulty / disability	2,513	79	2,609	79
Not declared	274	8	246	7
Total	3,191		3,310	

The data suggests that the service reaches a significant percentage of the Bracknell Forest population who have declared a learning difficulty or disability. Similar to 18/19, there is a significant proportion of people who make no declaration and the percentage who are declaring a disability remains broadly the

same. Work to tackle this, including work with one sub-contractor was interrupted by the national lockdown and the stop in face-to-face delivery.

Outcomes

Achievement rates for people enrolling in adult learning courses are measured by them successfully meeting course objectives. For recognised qualifications, such as English, Retail Knowledge, Customer Service, Hospitality Industry, Food Safety, Health & Safety and Emergency First Aid at Work, achievement criteria is set by the relevant awarding body.

Table 17: Levels of achievement by Sex

Adult Learners - % of people enrolled who achieved their goals		
	Enrolments	**% Achieved**
All	4,030	99.01
Female	3,048	99.02
Male	982	98.90

Table 18: Levels of achievement by Age band

	Enrolments	**% Achieved**
All	4,030	99.01
19-24	128	96.09
25-39	2,010	99.22
40-59	1,498	98.85
60 plus	385	99.20
Unknown	8	100

Table 19: Levels of achievement by Ethnicity

	Enrolments	**% Achieved**
All	4,030	98.96
Asian	255	98.03
Black	79	97.44
Mixed	52	100
Other	284	100
White	3,016	98.88
Unknown	279	100

Table 20: Levels of achievement by Disability

	Enrolments	**% Achieved**
All	4,030	99.01
Has a learning difficulty / disability	656	96.78
Does not have a learning diff. / dis.	3,072	99.37
Not declared	302	99.65

Conclusion

The overall achievement rate remains strong at 99%. Black learners achieve at a lower level than White learners (-1.36%), but this represents a narrowing of the gap from 2018/19. There is an achievement gap of 2.59% between learners declaring a learning difficulty or disability and those declaring they don't have a learning disability or difficulty. This remains in line with last year and will continue to be an area of focus.

School Property Places & Admissions

The School Property Places & Admissions Team provides the School Asset Management Plan which includes all maintained school sites and buildings and administers the School Admissions process whereby parents apply for a school place for their children in schools. The Service contributes to achieving the Council's priority 'Access a High Quality School Place.

Access to Service

Key issues
- Disabled Access to maintained school sites and buildings
- The accessibility of the School Admissions process

Who is and isn't using the service?
- All pupils, parents and staff in maintained schools access our school buildings.
- All parents/carers use the School Admissions system to secure a school place for their children.

Data

The Council monitors the physical accessibility of its maintained school buildings in the School Asset Management Plan. As part of this each maintained school is subject of an access audit to identify issues with physical access into and around the site and buildings. The access audits provide estimated costs for any identified compliance works and prioritise the identified need as follows:

o Priority 1   Severe barrier or hazard for disabled people
o Priority 2   To provide a service or facility under the Equality Act
o Priority 3   To eliminate a problem or provide a service/facility
o Priority 4   Management solutions to access issues

A summary of identified need for disabled access works from the access audits of maintained schools is set out on the table below:

Prioritised Identified Need for Disabled Access from Access Audits

School	Priority 1	Priority 2	Priority 3	Priority 4	Total
Ascot Heath Primary School	£0	£1,875	£5,450	£0	**£7,325**
Birch Hill Primary School	£0	£0	£3,500	£700	**£4,200**
College Hall PRU	£7,820	£19,655	£9,345	£4,750	**£41,570**
College Town Primary School	£2,880	£48,095	£76,975	£11,790	**£139,740**
Cranbourne Primary School	£10,660	£8,775	£9,990	£4,000	**£33,425**
Crowthorne CE Primary School	£30,180	£32,100	£7,030	£8,300	**£77,610**
Easthampstead Park Community School	£47,500	£94,160	£179,830	£20,050	**£341,540**
Fox Hill Primary School	£2,740	£12,925	£3,200	£1,425	**£20,290**
Garth Hill College	£15,860	£42,120	£11,045	£2,950	**£71,975**
Harmans Water Primary School	£32,865	£75,850	£43,710	£8,200	**£160,625**
Holly Spring Primary School	£0	£3,000	£8,050	£500	**£11,550**
Kennel Lane Special School	£17,840	£24,150	£92,645	£14,550	**£149,185**
Meadow Vale Primary School	£16,790	£75,650	£50,160	£3,500	**£146,100**
New Scotland Hill Primary School	£21,730	£16,960	£30,015	£1,500	**£70,205**
Owlsmoor Primary School	£7,440	£85,475	£26,900	£5,350	**£125,165**
Pines (The) Primary School	£6,850	£26,600	£7,065	£5,500	**£46,015**
Sandhurst Secondary School	£3,650	£140,560	£133,585	£12,600	**£290,395**
Sandy Lane Primary School	£47,670	£56,000	£39,120	£36,500	**£179,290**
Uplands Primary School	£20,840	£66,500	£34,085	£2,300	**£123,725**
Warfield Primary School	£29,260	£37,950	£26,420	£6,800	**£100,430**
Whitegrove Primary School	£12,350	£31,525	£12,075	£2,700	**£58,650**
Wildridings Primary School	£39,640	£49,455	£22,820	£12,495	**£124,410**
Winkfield St Marys CE Primary School	£7,160	£40,550	£22,150	£3,350	**£73,210**
Wooden Hill Primary School	£2,180	£34,275	£9,155	£5,000	**£50,610**
Total:	**£383,905**	**£1,024,205**	**£864,320**	**£174,810**	**£2,447,240**

There is currently £2.4m of physical access work identified at maintained schools of which £0.38m is priority 1.

The Council maintains CAD floor and site plan drawings of maintained school sites and buildings which provide the frame of reference for the access audits. These plans are periodically updated following completion of significant building works or physical alterations at each school.

Equality Duty

Under the Equality Act the Council has a legal duty to ensure that disabled pupils, staff, and adults can access our school sites and buildings.

This is achieved in two ways, firstly by ensuring that any physical alterations to school buildings comply with disabled access requirements through the Building Control process. In this way school buildings become more accessible over time as compliant current standards become enhancements to the existing accommodation.

Secondly the Council has prioritised funding for disabled access works required for individual disabled children, young people, and adults in its schools. Under the School Asset Management Plan schools can flag up where individual pupils, staff or visitors have specific physical access needs with the building which allows the Council to implement physical alterations as required to meet the individual's

needs. It is these works which become a first call for funding on the Councils annual School Planned Works Programme.

In terms of outcomes for disabled people, recent past examples of these access works have included:
- o Installation of a lift
- o Provision of ramped access
- o Fitting automatic door opening devices

Given the wide spectrum of disability the needs of an individual may differ greatly from another which is why this individual-centric approach has been adopted.

The School Admissions process encompasses all children and young people in Bracknell Forest schools. This process is highly regulated and needs to be effectively communicated and accessible to people of all backgrounds.

The School Admissions process takes account of equality issues by:

- o Ensuring that the BFC annual guides for both Primary and Secondary Education are available in foreign language versions including Nepalese, on request.

- o Ensuring that all the School Admission pages on BFC website are available as spoken word documents using ReadSpeaker.

- o Providing a telephone service for applicants who may have difficulty understanding the written word to help them to apply for a school place.

- o And in addition, the School Admissions also meet with some applicants face to face (subject to Covid) either in the Council Offices or at Children's Centres to help them with their application/s.

Conclusion

The Council monitors the accessibility of its school sites and buildings by way of access audits, and most are accessible to disabled people. Construction works to our schools are implemented in accordance with the requirements for disabled access set out in Building Regulations, and in this way, accessibility is enhanced every time that new construction works are undertaken. In addition, where individuals have issues with physical access there is an established response procedure that that makes funding available to implement any physical alterations that may be necessary straight away.

The school admissions process has been made accessible to everyone including minority groups, by making sure that applicants have the written procedures in their own language. Also there is access to the School Admissions Team staff on a one to one basis is available if necessary to assist and advise them in making an application.