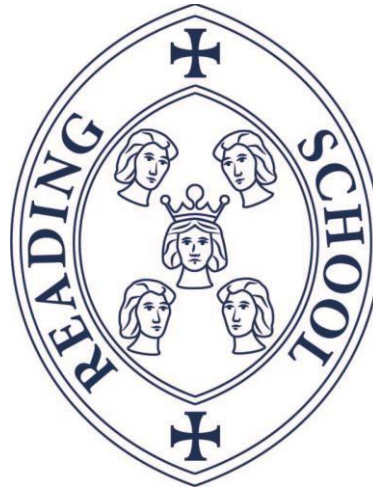


Reading School
Accessibility Plan
Action Plan 2019-2022



READING SCHOOL

Accessibility Plan 2019-2022

Access to the Physical Environment

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost
1	Rescheduling of rooms for students unable to access certain rooms (e.g. upper floors of building) or the suitability of rooms e.g. excessive glare, available technology.	Deputy Head and Student Support Dept to reschedule rooms on timetables.	August 2020 – ongoing	Deputy Head SENDCO	Equal opportunities to attend all activities	Time. Refurbishment of room if required (blinds, projectors) £2,500
2	Organisation of off site activities to address suitability of transport for a range of SEN and disability.	Portable ramp to allow access to transport. School minibus to be requested instead of coach to accommodate disability.	December 2019 ongoing	Trip Leader	Total participation in all school activities and trips by students with SEN and disability.	None
3	Emergency evacuation procedures (PEEPS) to be reviewed for students with SEN and additional needs.	Estates Bursar and SENDCO to meet and establish assembly point and facilitate evacuation of students with disabilities.	September 2020 – review as required	Tutor HoH SENDCO	All staff and students to be fully aware of procedures and designated personnel and rendezvous areas.	Time
4	Movement in building to be reviewed in high risk areas to take into account increased numbers on roll.	External steps and internal stairs to fitted with bright nosings on top and bottom step.	July 2020 review	All Staff and Students	All students to move in an organised manner. Reduction of overcrowding at key times. Health and Safety issues addressed.	Planned maintenance budget

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Accessibility Plan 2019-2022

Improving Access to the delivery of information

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost Implication
1	Wall displays/Signage to be clearly displayed to be accessible to students and adults with a range of specific and special needs.	Capitalisation to be used appropriately. Attention to spacing 1 ½ - 2 times alignment, good tonal contrast.	Ongoing	All departments including main areas.	Students and visitors to be able to access information displayed clearly. Focus on visual aspects	School budget department capitation.
2	Provision of translators/communicators for interviews, Annual Reviews and Parent's Reviews, etc	Application and completion of appropriate documentation or telephone request to Translation Service at RBC	Ongoing	SENDCO to book for students on SEN/EAL profile.	Equal opportunities to all wishing to attend meetings. Clear communication.	£20 per hour
3	ICT equipment to be reviewed for students with physical and visual needs.	Liaison and advice from RBC VI service. Provision through Statement funding for laptop computers and ongoing support.	Ongoing	SENDCO, ICT dept, Network Manager, parents, Occupational and Physiotherapists. Sensory Consortium	Students with visual and physical needs to be able to gain independent access to ICT equipment and the curriculum.	Provided through Statement funding.
4	Enlarged text request for curriculum materials (including access to entrance test)	Publisher or exam board to be contacted re: enlarged text. SENDCO to request enlarged print and adaptations for students with VI.	Ongoing review as demands of curriculum increase.	Subject teachers, SENDCO, LSA, Sensory Consortium	Students to experience equal opportunities to access the curriculum gaining independence in their learning.	Enlargements through department capitation.
5	Safety notices to be displayed to be accessible to all students.	Reference to detail re: design, colour, size of font and prominence of display.	Ongoing	Estates Bursar, class teachers, SENDCO	All safety notices to be accessible and to clearly impart required information particularly in case of emergency.	School budget department capitation.
6	Training on a range of SEN and Disability in order to enhance skills and knowledge of staff.	Organise external facilitators based on identified training needs.	Ongoing twilight sessions	SENDCO school staff. Sensory Consortium	All staff to be more knowledgeable and skilled in working with a range of students with SEN.	£300 Per session.

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Accessibility Plan 2019-2022

Improving Access to the Curriculum

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost Implication
1	Enlargement of text for students with visual disability – handouts/worksheets, timetables, Progress Tests.	Reference to RNIB guidelines on type, size, font 16-22 medium/bold. Liaise with Sensory Consortium and QTVI	2019 ongoing	SENDCO Teachers	Students to successfully and independently access the curriculum.	School budget department capitation.
2	Examination papers for GCSE and A level exams to be enlarged for students with visual impairment.	Student Support Dept to order modified papers from Exam boards. Liaison with examinations officer and Deputy Head.	Ongoing termly/yearly	Examinations officer GCSE, GNVQ, SENDCO – Deputy Head all other papers.	Opportunity to complete examinations suited to visual ability.	School budget department capitation.
3	Provision of amanuensis for examinations for students eligible for special exam arrangements.	Completion of appropriate documentation following attainment testing referral to EPS and examination board.	Ongoing termly/yearly	SENDCO, Educational Psychologist, Exams Officer, Exam boards.	Thorough assessment leading to correct referral and permission.	Time
4	Provision of specialist equipment for students with physical and mobility needs.	SENDCO, Estates Bursar to be assisted in determining need for equipment following advice from external agents.	Ongoing as required	SENDCO, Estates Bursar, Occupational and Physiotherapists.	Students to access the curriculum using equipment assessed to be suitable for their needs.	
5	School visits and activities to include students with a range of disability and additional needs.	Risk assessments to be carried out. Appropriate documentation to be completed. Staff ratio to meet needs of students.	Ongoing	HODs, SENDCO, Offsite coordinator parents students.	No student to be excluded from an activity or trip due to their SEN or disability.	School budget department capitation or pupil premium funding or Leadership budget as appropriate.

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Accessibility Plan 2019-2022

Improving access to the Physical Environment

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost Implication
1	Clear written guidelines for evacuation of students from all areas of the school in the event of a fire or as required.	Consultation has taken place. Designated holding areas for students with disabilities as required.	Ongoing	Estates Bursar, all staff, SENDCO.	All staff and students to be aware of evacuation procedures.	
2	Improvements to rampage, entrance to building and entrances and exits to buildings.	Estates Bursar to build in considerations when routine maintenance work is planned.	Ongoing	Estates Bursar, SENDCO	Students to acknowledge ease of accessibility to common and specific areas.	Planned Maintenance budget
3	Revision of internal decoration to take into account increased numbers of students with visual impairment.	Programme of redecoration taking into account tonal contrasts on doors and stairs.	Ongoing	Estates Bursar, SENDCO, maintenance staff.	Students with VI to be more confident when moving around the school in respect of Health & Safety.	Planned Maintenance Budget
4	Safe passageway around exterior of school site	Ensure even surfaces are maintained and clear of obstacles. Trip hazards removed or highlighted with yellow 55mm nonslip paint. Student bags to be placed in storage units.	Ongoing	Estates Bursar Students	Unhindered access and accessibility to all parts of the site.	Planned Maintenance Budget

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Accessibility Plan 2019-2022

Improving life chances through promotion of awareness of needs

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost Implication
1	Identification of all students and parents with a disability. Collation of data on school system.	Audit to be conducted following DDA guidelines on disability.	July 2020 (and updated termly/annually)	SENDCO, SLT HoH Administration staff.	The development of a comprehensive data base. Ability of school to monitor and review trends and respond accordingly.	Teacher and administration time.
2	Specific tracking and monitoring of student progress	Data base/spreadsheet to be set up and termly monitoring of attendance, exclusion, academic and social progress.	ongoing.	staff, SLT, HoH Administration staff	Students with disability to be more closely monitored and strategies and provision to be put in place to ensure progress in all areas of school life.	SEN Framework Reasonable adjustments
3	Continued promotion of awareness of the needs of students with SEN and Disability in respect of noting and completing homework/coursework.	Further reference to Pedagogy and Practice materials. Revision and monitoring of practice. Memos as required. INSET.	Whole staff INSET Ongoing	SENDCO, Staff, students, parents, RBC	Reduction in incidents of student and parent's difficulties associated with completion of homework.	Reasonable adjustments. Homework club
4	Distribution of RNIB materials re: clarity and quality of printed text and displays. Review of suitability of journals for students with VI.	SENDCO to distribute. Liaison with VI LSA	Ongoing	SENDCO SENDCO, TA	Awareness of need for quality text in advised font and size. Purchase of new journals.	SEN Framework Reasonable adjustments
5	Early identification of modular and internal tests in order to ensure ordering/preparation of texts, scripts and special considerations.	HODs, Examinations Officer to prepare timetable.	2020 – ongoing.	Examinations Officer, HODs, subject staff.	Early preparation of documentation required for Special Considerations.	SEN Framework