



READING SCHOOL

ACCESSIBILITY PLAN 2016-2019

1. This Accessibility Plan has been drawn up and covers the period from September 2016.
2. We are committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Reading School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, within the physical constraints of the site, and within reasonable financial constraints. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
 - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
4. Attached is the Action Plan relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - Academy Operational Plan
 - School Prospectus
6. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Curriculum & Standards and the Property & Projects Committees of the Governors.

Reading School

Accessibility Plan Action Plan 2016-2019



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Access to the Physical Environment

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost
1	Specification for new Science Build to include disabled toilet/lift.	Estates Bursar to liaise with architects re: disabled access.	2016	Estates Bursar Architects	All students with a range of disability and SEN to have equal access to all facilities in the new build.	£3.5 million project
2	Rescheduling of rooms for students unable to access upper floors of building.	Deputy Head and SEN to reschedule rooms on timetables.	August 2016 – ongoing	Deputy Head SENCo	Equal opportunities to attend all activities	Time. Refurbishment of room if required £2,500
3	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.	September 2016	Trip Leader	Total participation in all school activities and trips by students with SEN and disability.	None
4	Emergency evacuation procedures (PEEPS) to be reviewed for students with SEN and additional needs.	Estates Bursar and SENCo to meet and establish assembly point and facilitate evacuation of students with disabilities.	September 2016 – review as required	HoH Tutor SENCo	All staff and students to be fully aware of procedures and designated personnel and rendezvous areas.	Time
5	Movement in building to be reviewed in high risk areas.	Reinstate a one-way Walk on the Left or Right Policy. External steps and internal stairs to fitted with bright nosings on top and bottom step.	September 2016	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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Access to Information

Target	What is to be achieved	How will it be achieved	By When	By Whom	Success Indicators	Cost Implication
1	Wall displays to be clearly displayed to be accessible to students and adults with a range of specific and special needs.	Capitalisation to be used appropriately. Elimination of italics . Attention to spacing, good tonal contrast. Avoidance of gloss and overprint.	Ongoing	All departments including main areas.	Students and visitors to be able to access information displayed clearly.	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 RBC Translation Service	Ongoing	SENCo to book for students on SEN/EAL profile.	Equal opportunities to all wishing to attend meetings. Clear communication.	£???? per hour
3	ICT equipment to be reviewed for students with physical and visual needs.	Liaison and advice from RBC VI service. Provision through funding for laptop and ongoing support.	Ongoing	SENCo, Network Manager, Parents and Physiotherapists.	Students with visual and physical needs to be able to gain independent access to the curriculum.	Provided through Statement funding.
4	Enlarged text request for curriculum materials. Journals to have enlarged font and graphics.	Publisher to be contacted re: enlarged text. SENCo to request enlarged print for students with VI.	Ongoing review as demands increase.	Subject teachers, SENCo, TA	Students to experience equal opportunities to access the curriculum	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, SENCo.	All notices to be accessible and to clearly impart information i	School budget department capitation.
6	Training on a range of SEN and Disability in order to enhance skills and knowledge of staff.	Organise invitation to external facilitators based on identified training needs.	Ongoing twilight sessions	SENCo, school staff.	All staff to be more knowledgeable in working with a range of students with SEN.	£200 per session

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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.	2016 ongoing	SENCo Teachers	Students to successfully and independently access the curriculum.	School budget department capitation.
2	Examination papers for GCSE and AS/A Level exams to be enlarged for students with visual impairment.	Liaison with examinations officer and Deputy Head regarding ordering of papers.	Ongoing termly/yearly	Examinations officer GCSE, A Level, SENCo – 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 including reference to the Examinations Policy.	Completion of appropriate documentation following attainment testing referral to EPS and examination board. Implementation of relevant aspects of examination policy.	Ongoing termly/yearly	SENCo, 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.	SENCo, Estates Bursar to be assisted in determining need for equipment following advice from external agents.	Ongoing as required	SENCo, Estates Bursar, Occupational and Physiotherapists.	Students to access the curriculum using equipment assessed to be suitable for their needs.	Rise and Fall bench/sink £1,100. Elephant Feet £30
5	School visits and activities to include students with a range of disability and SEN.	Risk assessments to be carried out. Appropriate documentation to be completed. Staff ratio to meet needs of students.	Ongoing	HODs, SENCo, Offiste coordinator parents students.	No student to be excluded from an activity or trip due to their SEN or disability.	School budget department capitation.

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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	Improve education experience for VI students	Workable blinds in all classrooms to regulate glare for VI students.	2016	Estates Bursar Staff	Learning experience enhanced.	Planned Maintenance budget
2	Designation of 2 disabled parking bays. One at the front of the building, one in staff car park.	Estates Bursar to designate areas and overview process of demarcation.	2016	Estates Bursar	Easier access to transport, addressing H and S	£350
3	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.	Ongoing	Estates Bursar, all staff, SENCo.	All staff and students to be aware of evacuation procedures.	
4	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, SENCo	Students to acknowledge ease of accessibility to common and specific areas.	Planned Maintenance budget
5	Revision of internal decoration to take into account increased numbers of VI students	Programme of redecoration taking into account tonal contrasts on doors and stairs.	Ongoing	Estates Bursar, SENCo, maintenance staff.	Students with VI to be more confident when moving in respect of H and S.	Planned Maintenance Budget
6	Safe passageway around exterior of school site	Ensure even surfaces are maintained and clear of obstacles. Trip hazards removed or highlighted 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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Access to Information

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.	September	SENCo, SLT HoH Administration staff.	The development of a 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 evident.	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.	Whole staff INSET Ongoing	SENCo, Staff, students, parents, RBC	Reduction in incidents of students difficulties associated with completion of homework.	Reasonable adjustments. Homework club
4	Distribution of RNIB materials. Review of suitability of journals for students with VI.	SENCo to distribute. Liaison with VI TA	Ongoing	SENCo SENCo, TA	Awareness of need for quality text in advised font and size.	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.	2016 – ongoing.	Examinations Officer, HODs, subject staff.	Early preparation of documentation required for Special Considerations.	SEN Framework