



READING BLUE COAT

Accessibility Plan 2022 - 2025

Ethos and aims

Reading Blue Coat School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every student can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled students can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

How the plan is constructed

The School's Accessibility Plan is reviewed by the Senior Leadership Team and they will co-opt additional staff members whose expertise in any field could be of assistance (e.g. the School's Health and Safety Officer, the Maintenance and Grounds Team, the Deputy Bursar, the Director of Equality, Diversity & Inclusion, the Headmaster of Learning Support). They are responsible for:

1. reviewing annually the School's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled;
2. making recommendations with a view to improving the accessibility of its education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future
3. preparing the School's Learning Support and Disability policies
4. preparing the School's Accessibility Plan
5. reviewing such plans and policies as necessary and at least on an annual basis.

The following has been considered when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School will review its provision for students with special educational needs and/or disabilities. Views of teaching and non-teaching staff and students will be obtained and considered. We will use those views to ascertain understanding in the school community of disability and accessibility, priorities for our students with SEN and/or disabilities and priorities for our students' parents. The views of the School's local authority will be sought as part of the process.

The School will consult staff with responsibility for the induction arrangements for new students to ensure that the particular needs of disabled students are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are considered.

How the plan is reviewed and monitored

This Accessibility Plan will be reviewed annually by the Senior Leadership Team and annually by the Governing Body of the School. The Senior Leadership Team will identify which measures have been achieved and where any delay in implementation is foreseen. The Accessibility Plan will then be updated with adjusted time-frames where necessary.

The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The Plan should be read in conjunction with the School's Admissions Policy, Learning Support Policy and Disability Policy.

The Accessibility Plan
Improving access to the physical environment

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	Targets	Action and Resource Required	Timescale	Status	Responsibility	Evidence of Implementation
Short Term	Door survey and action plan	Review of all doors	By Sept 22	Completed	Maintenance Manager	Visual
	Review of ramp access around the site	New ramp to be installed by science building giving access to reception.	By Sept 22	Completed	Maintenance Manager	Visual
	Review car parking and traffic arrangements for disabled access	Define procedure for on-school parking and allocate specific bays	By Sept 22	Completed	Bursar HSO	
	Review number of allocated disabled parking bays.	Consider all disabled car parking spaces to ensure there is 3 space +3% of total car park	By October 22	Completed		
	Access on minibuses	All new minibuses can be converted to take a wheelchair user The conversion process is part of the minibus driver training.	For all new drivers	4x smaller minibuses include portable ramp. 1x large minibus will be upgraded to accessible vehicle on lease renewal (Sept 24)	Vehicle Manager	Part of the training process
Medium Term	Review of toilets to ensure suitable disabled facilities	Location Plan for all disabled toilet facilities	By October 2022	Completed	Maintenance Manager	Plan
	Improve access to the Stable block	In line with current building requirements	Ongoing	Complete	Maintenance Manager	
	Ensure all new entrances are DDA compliant	Details gained from each bus company	After October half term	Ongoing	Deputy Bursar	Written statement
	Bus service ensure accounts for disabled requirements	Visual survey to be completed	After October half term	Ongoing	Deputy Bursar	Written report
	Lighting levels around the school			Ongoing	Head of Maintenance	
Long Term	New large building projects (PAC, Sixth Form Centre and Arts block) to be fully DDA compliant and designed with physical access at the forefront. In addition, major refurbishments of existing buildings (School House, Bernard Inge, Sports Hall changing rooms) will all take account of DDA requirements where possible and appropriate.	PAC is first major capital project and architects involved will design in suitable facilities to improve and enhance disabled access.	2022-2025 (design and build of PAC)	Ongoing	Bursar	As built.

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Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Embed the understanding and use of the new PIPs system (student information passports), launched in April 2022 among teaching staff.	Time and reminders to staff; use of new system; continued communication with Learning Support department.	Ongoing	SEB All teachers	More accessible format for teacher access to student specific information for additional needs. Expression of student voice on PIPs sharing insight into personal impact of difficulties. Greater response by teachers to individual needs.
	Support the induction of new member of staff in Learning Support Department.	Induction meetings and department planning.	Sep 2022 - ongoing	SEB	Increased capacity and specialism in LS dept.
Medium Term	Conduct a review of EDI, inclusive of disability / SEND – academic and pastoral focus.	Time	Academic year 2022-2023	SRL	Presentation and discussion of review outcomes Provision of training
	Identify and provide training to all teaching staff for key access issues of students (e.g., ADHD, ASD, etc.).	Time slot for CPD; budget	Academic year 2022-2023	SEB and KJM	Improved, cohesive provision across teaching staff for SPLD evidenced by HoLs SEB/RTI SEND learning walks.
Long Term	Gradual improvement and expansion of pastoral spaces / staffing to better meet the needs of students and give flexibility to accessing the curriculum. Facilitate better coordination between Medical, Learning Support, Academic Departments.	Liaison between members of academic SLT and the Bursar; continuing review of pastoral staff training and availability; increase of 'visibility' roles in the school.	Academic years Sep 22 – Aug 2024	TT GJW RTI	More capacity in pastoral spaces and staff; more skilled pastoral staff. Staff and students reporting appropriate access to excellent provision Individual students feeling supported; positive feedback for individual cases.
	Proactive and reactive response to emerging student needs, as per disabilities and profiles of specific individuals.	Time and budget as needed.	Ongoing	SLT SEB	Need for something relating to Admissions and recruitment of SEND students.

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	<p>Embed use of new PIP system (see above) to help teachers improve delivery / access for information in classroom and at home.</p> <p>Create accessibility checklist for pastoral communications.</p> <p>Greater accountability for acting on shared information on additional needs</p>	<p>Reminder and focus on the PIP system; continuing familiarity.</p> <p>Time to draft, consult with LS dept, publish</p> <p>Continued publication of Access Matters Learning Support online newsletter for busy teachers</p>	<p>Ongoing</p> <p>By end of calendar year (2022)</p> <p>Ongoing</p>	<p>SEB All teachers</p> <p>GJW</p> <p>SEB</p>	<p>Better classroom practice for information access. PIPs don't provide this – they are readily accessible documents for teachers replacing ILPs which were written in a longer format.</p> <p>Adherence to guidance by pastoral staff; more accessible communications.</p> <p>Increased readership and application of strategies on dept basis reported /surveyed to HoLS by HoDs</p>
Medium Term	<p>Use posters and school information campaigns to better advertise support for access in many forms: LS dept, but also mentoring, counselling, etc.</p> <p>LS champions as initial student friendly discussion contacts for those with additional needs.</p>	<p>Time, budget. Development and printing of information posters.</p> <p>Time in meetings and assemblies.</p> <p>Learning Support</p>	<p>Throughout academic year Sep 22- Aug 23</p>	<p>GJW SEB</p> <p>SEB</p>	<p>Better public display of information. Better understanding among students.</p> <p>LS Champion established in each year group. Regular meeting with SEB for guidance.</p>
Long Term	<p>Proactive and reactive response to emerging student needs, as per disabilities and profiles of specific individuals.</p> <p>LS already operates in this way from baseline assessment and emerging needs evidenced from the classroom</p>	<p>Time and budget as needed.</p>	<p>Ongoing</p>	<p>SLT SEB</p>	<p>Individual students feeling supported; positive feedback for individual cases.</p> <p>We already receive this in LS</p>

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References:	<ul style="list-style-type: none">• Admissions Policy• Disability Policy• Learning Support Policy
Agreed by:	 Anjali Chandar (EDI Governor) <i>on behalf of the Full Governing Board</i>
Date of Agreement:	June 2024