



Accessibility Plan

Increasing Access to the Curriculum:

Targets	Strategies	Timeframe	Success Criteria	Progress
<ul style="list-style-type: none"> Staff to develop their knowledge regarding Autism as ARP is implemented. New staff to receive training on various different needs and how to support these within the classroom 	<ul style="list-style-type: none"> Ensure the handbook of different SEND needs is available to access on The Cloud. New staff to be pinpointed towards this ASD training for all staff Student and parents' feedback via meetings and Student voice panels 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staff confident in meeting the needs/increasing access to the curriculum of disabled students in their lessons Lesson observations will confirm the above Student voice developed further within SEND faculty 	<ul style="list-style-type: none"> A-Z of Disabilities Handbook uploaded onto Cloud Regularly updated when a student with a new condition arrives at RCS training Hurlers Syndrome delivered on Inset 1 (September 2015)
<ul style="list-style-type: none"> To share best practise regarding deployment of LF's both within the MAT and in other secondary schools 	<ul style="list-style-type: none"> Continue to share best practise with other schools particularly in MAT Ensure LF's are aware of lesson objectives and subject planning with individual teachers 	<ul style="list-style-type: none"> On-going On-going 	<ul style="list-style-type: none"> Increased progress of disabled students 	<ul style="list-style-type: none"> Still not explored other schools but LA teacher stated she felt we deployed and asked if she could share. Five other Havering school (RL;SHM,FB, AC, C) have visited this year to learn from our best practise. On-going
<ul style="list-style-type: none"> To provide greater access for disabled students to participate in extra-curricula activities, as well as holiday enrichment sessions where necessary 	<ul style="list-style-type: none"> To offer LF's support in before and after school activities/clubs, as well as holiday revision sessions. Possible Multi sports tournament with other schools 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Data will show an increase in disabled students taking part in before/after school activities/holiday sessions Soirt for Confidence will further develop 	<ul style="list-style-type: none"> Friday Boccia club and Table Cricket led by Essex County Cricket Club.;Attendance to various Sport for confidence competitions, e.g. tennis, Boccia, Table cricket, Multisports (reached Regional finals for several of these); Selected for LYG to represent Havering for



				<p>Boccia; Sports Leaders training for LYG at Lords: Lunchtime Social Club which focuses on developing social skills via structured activities; Boccia competition with Woodlands; Debating Club and Art Club. Support in enrichment sessions and holiday lessons.</p>
<ul style="list-style-type: none"> To provide parents with web-based access to homework tasks and resources for them to support their child 	<ul style="list-style-type: none"> Continued use of SMHW 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Parents more involved in supporting their child Better communication between home and school with homework A positive impact on students' progress 	<ul style="list-style-type: none"> Students can access classroom on Drive for most subjects Show my homework implemented September 2016

Making Improvements to accessibility of the Physical Environment:

Targets	Strategies	Timeframe	Success Criteria	Progress
<ul style="list-style-type: none"> To provide specialist furniture & equipment or identified students in specific curriculum areas as required 	<ul style="list-style-type: none"> To identify resource needs following liaison with advisory teachers OTs & physiotherapists. To discuss needs with students & staff To liaise with manufacturers To meet the architects 	<ul style="list-style-type: none"> Subject to identified individual student needs As soon as student needs are known in the Spring prior to entry in September 	<ul style="list-style-type: none"> Student fully equipped to access all school activities, learning and social 	<ul style="list-style-type: none"> Walker Hearing aid and training Seeing Ear Programme (unfortunately this will cease in June 2020 as student leaves)
<ul style="list-style-type: none"> To ensure that adaptations to existing facilities takes into account DDA issues 	<ul style="list-style-type: none"> To involve SENCo in design and adaptation Identify areas for improvement and funding sources 	<ul style="list-style-type: none"> Incorporate into building of ARP Subject to cost implications 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> All in place, fully accessible for wheelchairs etc LRC - Library and old ramp into G40 installed



				<ul style="list-style-type: none"> • Accessible corridors which are wheelchair viable
<ul style="list-style-type: none"> • To provide designated disabled car parking bays 	<ul style="list-style-type: none"> • Consultation on the most suitable position for parking bays with users of the school 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Car parking bays in use 	<ul style="list-style-type: none"> • In place in front car park
<ul style="list-style-type: none"> • To improve the quality of exterior lighting 	<ul style="list-style-type: none"> • To review existing lighting • Identify areas for improvement and funding sources 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Improve lighting around school site 	<ul style="list-style-type: none"> • New lighting in car park and front reception • Floodlight • Overflow car park • Replaced lighting in quad
<ul style="list-style-type: none"> • To provide disabled access to the first floor of the Secometric Block 	<ul style="list-style-type: none"> • To explore possibility of a lift • To review use of timetable to increase access to Science curriculum • Identify areas for improvement and funding sources 	<ul style="list-style-type: none"> • Continue to research the viability 	<ul style="list-style-type: none"> • Lift for access to Science for disabled students is assured 	<ul style="list-style-type: none"> • Not in place - all wheelchair students placed in ground floor classroom (S1) • Impossible • New building to be replaced by DDA compliant building (Dec 2018)
<ul style="list-style-type: none"> • To provide training when appropriate for staff re: using equipment 	<ul style="list-style-type: none"> • Explore training opportunities for training key staff in BSL • Annual PNI training 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Specific areas of the school will be equipped to meet needs of hearing impaired visitors to the school and students 	<ul style="list-style-type: none"> • Not a reasonable adjustment as students have their own hearing aids and microphones
<ul style="list-style-type: none"> • To continue to adapt the physical environment to ensure accessibility for sight impaired member of our community • To pursue possibility of additional lift 	<ul style="list-style-type: none"> • Luminous strips on steps, bollards etc • Signage appropriate for sight impaired 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Potential trip hazards and obstacles clearly marked 	<ul style="list-style-type: none"> • New signage using images and words have been put up including Totem pole. • Resurfaced playground • Rear entrance needs to be resurfaced



Making Written Information More Accessible:

Targets	Strategies	Timeframe	Success Criteria	Progress
<ul style="list-style-type: none"> To make staff aware of alternative ways for students to present class and homework using different technologies 	<ul style="list-style-type: none"> Raise staff awareness through training and dissemination of information & good practice, i.e. Google 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Evidence of students using different technologies via Google to present their class/homework 	<ul style="list-style-type: none"> Google Drive Google Classroom Seeing Ear Programme
<ul style="list-style-type: none"> Students to have access to professionally or in-house prepared resources that they can easily read & understand. 	<ul style="list-style-type: none"> Purchasing or preparing resources that take the presentation of written information to disabled students into account. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Written information presented in ways to suit the needs of a wider range of disabled students. 	<ul style="list-style-type: none"> Blue, enlarged documents Seeing Ear programme
<ul style="list-style-type: none"> To develop the school's web-based resources so that they are able to be accessed by users who are visually impaired. 	<ul style="list-style-type: none"> Audit visually impaired users of the school to establish the difficulties they experience To identify software 	<ul style="list-style-type: none"> Subject to need 	<ul style="list-style-type: none"> Visually impaired users of the school able to access school's web-based resources 	<ul style="list-style-type: none"> In process of setting up a page on school website Seeing Ear resources