



Maidstone Grammar School  
*for Girls*

*Non sibi sed omnibus*

Accessibility Policy and Action Plan  
Governing Body Policy

2024-2027

**History Log**

<b>Last Revised</b>	<b>Revised By</b>	<b>Ratified By Governors</b>	<b>Next Review Date</b>	<b>Time Scale</b>
March 2021	D Stanley		March 2024	Every 3 Years
February 2024	D Stanley	13.03.24	February 2027	Every 3 Years

Contact: Miss D Stanley, Headteacher

*A forward-thinking community with a tradition of excellence*

## A Definition Of Disability

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a students’ everyday life.

## Key Objectives

- To reduce and eliminate barriers to accessing the curriculum.
- To enable inclusive and full participation in the school community for all students, and prospective students, with a disability.

## Principles

- Our duty under the Equality Act 2010.
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- In performing their duties, governors and staff will have regard to the [DRC](#) Code of Practice (2002).
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respects the parents’ and child’s right to confidentiality.
- The school provides all its students with a broad and balanced curriculum, adjusted to meet the needs of individual students and their preferred learning styles and endorses the key principles in the National Curriculum framework, leading to a more inclusive curriculum. This curriculum acknowledges that suitable learning challenges must be set and that it needs to respond to diverse learning needs and there should be a response to overcoming possible barriers to learning and assessment.
- The school, at every opportunity, will seek to improve the physical environment for the purpose of increasing the extent of which disabled students are able to take advantage of education and associated extended services.
- The school will, at every opportunity, attempt to improve the delivery of information to parents, students and carers.
- The school will attempt to offer alternative formats whenever possible, for example coloured paper, larger fonts. Such information should be made available within a reasonable time frame and take account of student’s disabilities and parents and carers preferred formats.

<b>Aim</b>	<b>Actions/Strategies</b>	<b>When</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>
Increase access to the curriculum for pupils with a disability	Regular review of curriculum to ensure full accessibility	Annually		Leadership team line managers of departments and SENCO
	High expectations of all students	Ongoing	High achievement by all	All staff
	Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)	Ongoing	Classrooms optimally organised for disabled students. Class seating plans in all subjects	All staff
	Range of Learning and Teaching strategies facilitated by high-quality ICT	Ongoing		
	Information and training for staff (SEN department + outside agencies)	Ongoing	Teachers and support staff have the necessary training to teach and support current disabled students	SENCO
	The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals (DfE Guidance ‘Accessible Schools)	Ongoing		SENCO
Improve and maintain access to the physical environment	Yellow markings (paint) on all steps (look also at external step nosings)	Within 12 months	Site is accessible to all	SBM
	Install/Renew handrails in key areas around the school (more than 2 steps)	Within 12 months	Site is accessible to all	SBM

	External hard surfaces (loose and broken paving slabs now being repaired as soon as they are reported)	Ongoing	Site is accessible to all	SBM
	Lifts, both internal and external are all working Keep putting pressure on Skanska regarding repairs that are needed urgently	Ongoing	Site is accessible to all, all students can access their curriculum	SBM
	Improved external lighting on the site.	ASAP	Site is accessible to all	SBM
	All new practical rooms (science /DT) will be DDA complaint	With new building	All practical rooms are accessible to all	SBM/Governors
	The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance ‘Accessible Schools’)	Ongoing		SBM
Provision of information	Examination papers –Papers are modified as appropriate	Each year	Good links between exams officer and SENCO	Exams Officer and SENCO
	Resource material is modified for students, parents and visitors as required	Ongoing	Staff are following advice and students are receiving modified material	All staff
	Liaison with external services	Ongoing	Effective exchange of information	DSL/SENCO
	Information for visitors with disabilities in writing on arrival		Disabled parking, toilets, portable induction loop	Main Office