

Maidstone Grammar School
for Girls

Non sibi sed omnibus

Accessibility Policy and Action Plan

Governing Body Policy

2021 -2024

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 Disability Discrimination Act of 1995, amended by SENDA in 2001
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan.
- 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. This would cover such items as hand-outs, timetables, textbooks, newsletters and website.

- 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.

Short and Medium Term

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
1	To ensure that pupils with additional educational needs as a result of disabilities and/or learning difficulties have full access to all areas of the curriculum where practically possible,, provided at a suitable level and differentiated according to their individual need.	<p>A Provision Mapping system for all pupils with disabilities and learning difficulties.</p> <p>CPD for staff and support staff provided through twilight and INSET.</p> <p>Make use of external support agencies to provide support and opportunities in and outside of school.</p> <p>Provide relevant equipment and staffing to enable students to access all parts of the curriculum.</p> <p>Record any appropriate action/intervention identified.</p> <p>Wherever the need arises and wherever reasonably possible to do so, provide learning materials in alternative formats e.g. large print, Braille, audio, use of ICT.</p> <p>Use higher needs funding if eligible.</p>	<p>All students with SEND will be identified early. Resources and support are put into place. Students with disabilities have an Educational Healthcare Plan (EHCP)</p> <p>Gaps in provision will be quickly identified and any reasonable provision put into place.</p> <p>Individual progress will be monitored through the tracking system with reference to the Inclusion Profile.</p> <p>Staff will be fully aware of individual disabilities and learning difficulties and this information will be taken into account when planning lessons, trips, extra curricular activities and when providing school related information to pupils.</p> <p>Staff recognise and plan for the additional time and effort needed by some disabled pupils.</p> <p>Alternative experiences can be arranged for those who cannot partake in particular activities e.g. PE/sport. Lessons will provide opportunities for all students to achieve and are differentiated to take into</p>	<p>Annually and continuously. Provision plans reviewed three times per year.</p> <p>INSET continuing throughout year</p>	<p>Shared provision plans shared with staff. Provision plans for students on SEN Support.</p> <p>Students with a disability are included in all aspects of school life.</p> <p>Appropriate provision, support and resources provided for students with SEND.</p> <p>Improved staff awareness of individual needs of pupils with SEND.</p> <p>Students gain full access to the curriculum.</p> <p>Improved confidence in staff when dealing with pupils with SEND.</p> <p>Greater awareness of disabilities.</p>

			<p>account individual needs. Classrooms will be optimally organised to take into account the individual needs of pupils with physical disabilities.</p> <p>All students will be able to fully participate and follow the content of their lessons.</p>		
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2	<p>To incorporate accessibility considerations into new curriculum as need arises to meet needs of specific students.</p> <p>To review all curriculum areas to include disability issues and make all subjects accessible to all.</p>	<p>To implement full KS3, KS4 and post 16 curriculum audits which review patterns of achievement and participation by pupils with disabilities in different areas of the curriculum.</p> <p>Curriculum updates shared through Leadership Team line management of the SENCO.</p> <p>INSET for Heads of Department for new curriculum changes.</p> <p>Curriculum heads to review their subject schemes of work giving consideration for disability issues.</p> <p>Review PE curriculum to include disability sports.</p> <p>Review Music curriculum to include the use of ICT and specialist resources for those with hearing impairments.</p> <p>Include specific reference to disability equality and</p>	<p>Modifications to curriculum and resources to allow greater access for pupils with disabilities.</p> <p>Consideration given to DDA. This will be reflected in schemes of work, teaching materials and resources.</p> <p>Inclusion of disability issues into all curriculum areas. Greater staff awareness of the requirements of the DDA.</p> <p>Schemes of work updated regularly.</p>	<p>Special consideration must be given to changes to GCSE/GCE specifications as necessary.</p> <p>Ongoing as necessary</p>	<p>A curriculum that is inclusive for all pupils.</p> <p>All new curriculum developments will comply with the DDA.</p> <p>Students with a disability can access every subject at GCSE and A Level.</p> <p>Wide access and an inclusive curriculum.</p> <p>Whole school approach to meeting the needs of pupils with disabilities.</p>
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		inclusion in all curriculum reviews by introducing a section of disability on curriculum planning documents.			
3	ICT resources to provide access to the curriculum for pupils with SEN and disabilities.	Continually be aware of hardware and software resources that would enable pupils with particular disabilities to access the curriculum should the need arise. To purchase such resources as necessary.	Enhanced ICT resources for use by pupils with disabilities and learning difficulties.	On going	Use of ICT resources in lessons allowing access to the curriculum.
4	To ensure pupils with disabilities participate equally in holiday, after school and lunch time activities	Make arrangements to ensure/allow disabled pupils to participate in extra curricular activities. Conduct audits to establish participation after school activities and lunch clubs by pupils with SEN and disabilities.	Pupils with SEN and disabilities will be able to participate equally in extra curricular activities.	Ongoing where need is identified.	All students to have sense of 'belonging' and access to all school activities.
5	Buildings are accessible to all students	Ensuring lifts are maintained and in working order Ensuring outdoor platforms remain in working order Modifications to pre 2000 buildings are made in such a way to enhance access to those with disabilities, e.g by removing stepped areas	Site in increasingly accessible to all students	Ongoing	All students and visitors with disabilities have full access to the site
Long term					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved

1	<p>To audit and review the effectiveness of the short and medium term access plans with regard to full inclusion of pupils with SEN and disabilities.</p>	<p>Annual reviews to review targets and strategies in the light of new opportunities and legislation.</p> <p>Ongoing review of support through monitoring and tracking of students with SEN and disabilities.</p> <p>Regular pastoral meetings.</p> <p>Regular meetings with parents/carers to review provision.</p> <p>Regular meetings between SEN governor and SENCO.</p> <p>Annual SEN report provided to governing body.</p>	<p>Ongoing improvements on inclusion in curriculum.</p> <p>Staff in school pro-active in planning for students with disabilities.</p>	Annually	Curriculum is accessible and inclusive to all.
2	<p>To continue to</p> <ul style="list-style-type: none"> · provide a broad and balanced inclusive curriculum · develop differentiation strategies to enable increased access for pupils with SEN and disabilities · identify any pupils who face barriers to learning and full participation and make any reasonable provision for these pupils to access the curriculum <p>Work with external agencies and other schools to develop and</p>	<p>Monitor and assess the delivery of the curriculum to students with SEN and disabilities on a regular basis.</p> <p>Staff responsible for disability equality and accessibility meet with local schools and specialist services with a view to sharing good practice, resources and training sessions for staff.eg. SEN Forum Meetings.</p> <p>Ongoing review of support through monitoring and tracking of students with SEN and disabilities.</p> <p>Feedback through lesson observations and learning walks.</p>	<p>Through regular reviews, monitoring, and planning, disability equality and access to the curriculum will become an everyday part of whole school planning.</p> <p>A wider perspective on working with students with SEN and disabilities.</p> <p>Possible budget saving through shared resources.</p>	Reviewed each year.	<p>Disability equality and Accessibility Plans incorporated in School Development Plan.</p> <p>Knowledge and resource base for working with pupils with a disability or learning difficulty.</p> <p>Students with SEN and disabilities fully included in all aspects of the school.</p>

	share good practice with regard to increasing the learning opportunities for students with SEN and disabilities.				
3	Replacement of T block and N block	New buildings are fully compliant with DDA legislation and provide enhanced access to all students	New building constructed	2025	Whole site is fully accessible to all students

Action plan for improving the delivery of information to people with a disability or learning difficulty which is provided in writing for pupils without disability

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Improving the delivery of information to pupils with a disability or learning difficulty so they are not disadvantaged.	<p>To increase the font size and style of all school generated documents in line with RNIB guidelines, when requested.</p> <p>To make available via the internet and Parentmail all school generated documents.</p> <p>Regular meetings with parents/carers.</p> <p>Reserved seating and electronic hearing of presentation material at events and use of lifts.</p> <p>To provide voice activation, voice recognition and handwriting recognition software.</p>	<p>To enable people with visual impairment to read school generated documents more easily.</p> <p>To improve accessibility of school generated documents for all people with a disability.</p>	Ongoing as necessary	<p>Information can be delivered in a wide variety of formats.</p> <p>All parents and carers can access all information from the school.</p>

Medium term	Improving the delivery of information to pupils with a disability or learning difficulty so they are not disadvantaged.	To continue to provide information display screens in prominent locations. To provide school generated documents in an audio format as required.	To enable people with hearing impairments access to whole school information. To enable people with a visual impairment access to school generated documents. To enable people with visual/hearing impairments and difficulties with fine motor skills experience greater freedom of communication.	As the need arises	Information can be delivered in a wide variety of formats. All parents and carers can access all information from the school.
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long term	Improving the delivery of information to pupils with a disability or learning difficulty so they are not disadvantaged.	To have staff trained in a range of different methods of communication to meet the needs of pupils and parents/carers with a learning difficulty.	To provide a direct means of communication for those people with a severe hearing and/or speech impairment.	As required.	

Action plan for improving the Physical Environment of the school to increase the extent to which people with disabilities can take advantage of education and associated services

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Lifts are immediately available to all who need to use them All lifts working	Have the lift keys put on chains and secured next to each lift. Keep putting pressure on Amey regarding repairs that are needed urgently	All lifts available at all times All lifts are working at all times	As soon as possible As soon as possible	Ongoing Ongoing

Medium term	Improve the general accessibility of the school	<p>Review the door opening mechanisms that are in place and consider repairing those that are no longer working</p> <p>Consider making changes to the door operating systems so that the fire doors stay open all the time but automatically shut when the fire alarm goes off.</p>	<p>All doors are in working order so that there is accessibility for all</p> <p>Improvement in movements around the school for all staff and for wheelchair users in particular</p>	<p>s soon as possible</p> <p>As soon as possible</p>	<p>Ongoing</p> <p>Ongoing</p>
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