



THE KING'S SCHOOL

GRANTHAM

Accessibility Policy

This policy pays due regard to government law and local Lincolnshire County Council directives, including the Equality Act and the Children and Families Act which links to the SEND Code of Practice (and to previous legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities". 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Special Educational Needs are defined in the Code of Practice which states that a child has "special educational needs" if he or she has a learning difficulty which requires special educational provision to be made. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils who experience difficulty in any of the four following areas may be classed as having a SEN or disability in accordance with the SEND Code of Practice 0-25 (2015):

- Communication and Interaction Difficulties
- Specific Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs (including Medical needs)

The School Site

The school occupies a very compact site which features many different styles of building, several being listed (The Old School – grade 1, no. 1 and 2 Church Street – grade 2). The Newton Block has full disability access, the Tower Block has partial disability access to two floors and the CIS building is accessible. In addition, there are separate extensive playing fields approximately half a mile from the main school site.

The current provision within the school for disability access also includes:

- Two parking bays for disabled drivers (1 in the visitors carpark and 1 outside the Newton Block) Parking bays can be reserved on site for disabled visitors informing the school in advance of their visit.
- 2 ground floor toilets for disabled use – Newton Block and Tower Block. A further 2 toilets are available in the Newton Block
- Ground floor toilets available in Tower Block area (male and female, Newton Block (male and female), Quad (male) Reception area (male and female) Music Block (male)
- Computer facilities available at ground level in Rm 9, first and second floor in Newton Block, ground and first floor Tower Block; laptops compatible with school wireless system are also available from the Student Support Centre for use in all other areas.
- Lift in Newton Block for access to upper floors, Tower Block for access to first floor (School Hall)
- Access to Old School House via rear door from Church Street

Policy adopted: December 2018

Reviewed: November 2020

Next Review: January 2024

- Ramp access to Tower Block
- Illuminated fire exits.
- Level access to ground floor for Reception, Medical Room.

Our Commitment

The School is committed to providing an environment which:

- Values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenges attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Has high expectations of all students.

The school is committed to making reasonable adjustments to allow disabled students to access educational provision. More specifically the school plans, over time, to increase the accessibility of provision for all students, staff and visitors in the following areas:

- Increase the extent to which disabled students can participate in the school curriculum.
- Improve the physical environment of the school to increase access to education by disabled students, staff, parents and visitors.
- Improve delivery of information to students, staff, parents and visitors with disabilities.

Access to the Curriculum

The King's School is committed to all students having full access to the School's curriculum. Subject Leaders monitor students' progress in their subjects and report this progress twice a year. Heads of Year monitor student progress in all subjects and report this progress twice a year through a meeting with the Deputy Headteacher. Students in the 'special groups' including Pupil Premium, EAL, SEND are tracked separately, and their progress is compared with students who are not in the special groupings. Students identified as needing specific intervention may be seen by their Head of Year in order to plan appropriately.

There are various learning support interventions to provide a differentiated and appropriate curriculum for identified students: Additional literacy and numeracy support, subject mentoring, on-line help programmes and support sessions.

Students with medical needs, unable to access school full-time, are supported by their Heads of Year, their teachers (on-line) the SEND department and the County's home tutors.

Throughout KS4, and selectively for KS3 students, through whole school data and learning support specialist testing, students are identified for support needs and Access Arrangements for public examinations.

The Pastoral team manage sections of the curriculum for identified students including school-refusers, students returning from school after a medical absence, or those who are on part-time timetables owing to documented medical reasons or long-term absence.

Access to the Pastoral Support

There are three Designated Child Protection staff on site, with links to Social Services and Lincolnshire Safeguarding Children Board.

The Pastoral Team manage behaviour modification programmes for identified students.

County Educational Psychologists can support the work of the school, and of individual students, as required by their needs.

The Pastoral Team work with external professionals under the umbrella of the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives.

We aim to visit every student in their primary school before they come to our New Intake Day in July of their Y6. This allows the early identification of individual students' needs which enables us to plan effectively for the transfer

We have a full time Mental Health Lead who liaises closely with Head of Year and external agencies. Students can request an individual appointment with the Mental Health Lead.

Links to GPs and local NHS mental health services (CAMHS) closely inform support provided by the school for specific students.

Support through the Heads of Year and Student Support Centre allows vulnerable pupils a base and encourages them to discuss any concerns they have.

Older, trained, students mentor younger ones to help with subject-specific problems.

We have a House system which enables a mixed age range of students to work together on House events and competitions.

Information provided by the school

Students have access to information by:

- the regular reporting of students' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Progress Evenings and 1:1 mentoring sessions with their Tutors.
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, Team Around the Child (TAC) meetings and Student Support Plans (SSPs).
- the SEN&D review process
- reading the school student planner
- representation on the Student Council

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Progress Evenings
- the Options Evening (for students selecting their KS4 & KS5 courses)
- Tutors, Heads of Year, Pastoral Team contacting parents
- making a prior appointment to visit the school
- making appointments with teachers (SEN&D reviews, LAC reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Task feedback and the Team Around the Child mechanisms)

Accessibility of information

King's aims to provide information in an accessible format and will respond to individual needs and requests as they arise. For example:

- the school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- the school will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.

The Accessibility Plan

The Accessibility Plan will be monitored through the Governing Body. There will be a full review of the plan every three years.

SENDCo – Also referred to as SENCo

AHT(T&L) – Assistant Headteacher (Teaching and Learning)

DF&E – Director of Finance and Estates

TARGET	STRATEGIES	Responsibility	Success Criteria
Increase the extent to which disabled students can participate in the curriculum	CPD to enable staff to increase their knowledge and understanding of the needs of SEND students.	SENDCo Assistant Headteacher (T&L)	Passports are used to meet the needs of disabled students.
	Classrooms are organised to provide appropriate access and support for disabled students (including furniture and equipment selected, adjusted and located appropriately).	DF&E	
	Appropriate adjustments made for students to take part in music, drama and physical education.	SENDCo	Data tracking of progress/ Examination results provides evidence of success.
	Where a disabled student has an EHCP, the school will work with the LA through the Annual Review process to make appropriate provision for disabled students.	SENDCo	The school, LA and parents work together to review, plan and implement appropriate provision tailored to the specific needs of each disabled student
Improving the physical environment of the school to increase access to education by disabled students	Once a place has been offered to a disabled student, the SENDCo will work with parents, the LA and student to plan for a smooth transfer to King's.	SENDCo	Effective transfer to King's with the student able to access the curriculum and school buildings.
	Enable disabled students and visitors to the school to park within reasonable distance of the school by designating at least one parking space for disabled people which is clearly signposted.	DF&E	Parking for disabled people achieved.
	Ensure that disabled students who use wheelchairs can move around the school without experiencing barriers to	SENDCo	Physical accessibility for wheelchair users is increased.

TARGET	STRATEGIES	Responsibility	Success Criteria
	access e.g. doorways, steps, stairs and toilet facilities.		
	Safe evacuation of all students with disabilities	SENDCo	Evac chairs have been purchased for the main school buildings. Investigate possibility of installing assistance buttons at all evacuation points.
	Provision of transportation to the school playing fields and for educational visits.	SENDCo	Adapted mini bus purchased.
Improving the delivery of information for disabled students.	The school will take guidance from specialists (Hearing Impaired Service, Visual Impaired Service etc.) in order to meet the specific needs of students on the school roll or who are in the process of transferring to the school roll:	SENDCo	
	Provide information in braille or on audiotape for visually impaired students.		Appropriate provision for visually impaired students.
	Provide a portable induction loop and sign language support for hearing impaired students and parents.		Buy in services to support students and parents who attend open day events to ensure they are able to make reasoned choices for their son's education.