



THE KING'S SCHOOL

GRANTHAM

Accessibility Plan

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1 **Aims**

- 1.1 This is the Accessibility Plan of The King's School (Academy).
- 1.2 The aims of this Accessibility Plan are to set out the Academy's plans for:
 - 1.2.1 increasing the extent to which disabled pupils can participate in the Academy's curriculum;
 - 1.2.2 improving the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the Academy; and
 - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
 - 1.2.4 actively promoting and safeguarding the welfare of children, staff and others who come into contact with the Academy.

2 **Scope and application**

- 2.1 This Accessibility Plan applies to the whole Academy.
- 2.2 This Accessibility Plan covers the three year period from the date of the last review in Version control.

3 **Regulatory framework**

- 3.1 This Accessibility Plan has been prepared to meet the Academy's responsibilities under:
 - 3.1.1 Equality Act 2010;
 - 3.1.2 Education (Independent School Standards) Regulations 2014;
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), as amended by the Data (Use and Access) Act 2025;
 - 3.1.5 Children Act 1989;
- 3.2 This Accessibility Plan has regard to the following guidance and advice:
 - 3.2.1 [The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities \(DfE, May 2014\);](#)
 - 3.2.2 [Technical guidance for schools in England \(Equality and Human Rights Commission, July 2024\);](#)
 - 3.2.3 [Public Sector Equality Duty Guidance for Schools in England \(Equality and Human Rights Commission, 2023\);](#)
 - 3.2.4 [Special educational needs and disability code of practice: 0 to 25 years \(DfE, January 2015\).](#)
- 3.3 The following policies, procedures and resource materials are relevant to this Accessibility Plan:
 - 3.3.1 Equal Opportunities Policy;
 - 3.3.2 Special Educational Needs and Disability Policy;
 - 3.3.3 Safeguarding and Child Protection Policy and procedures;

- 3.3.4 Risk Assessment Policy for Pupil Welfare;
- 3.3.5 Health and Safety Policy;
- 3.3.6 Relationships and Sex Education policy;
- 3.3.7 Administration of Medicines and Supporting Pupils with Medical Conditions Policy;
- 3.3.8 Admission Arrangements.

4 **Publication and availability**

- 4.1 This Accessibility Plan is published on the Academy's website.
- 4.2 This Accessibility Plan is available in hard copy on request.
- 4.3 A copy of this Accessibility Plan is available for inspection from the PA to the Head during the school day.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to The King's School, the Academy Trust.
 - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
 - 5.1.3 References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this Accessibility Plan.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under s.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 To ensure the efficient discharge of its responsibilities under this Accessibility Plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Accessibility Plan up to date and compliant with the law and best practice	The Head	As a minimum annually, ideally termly, and as required
Monitoring the implementation of this Accessibility Plan, relevant risk assessments and any action taken in response and evaluating effectiveness	The Head	As a minimum annually, ideally termly, and as required
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	The Head	As required, and at least termly
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually

7 Increasing accessibility

- 7.1 The Academy's plans, over time, to improve and increase the accessibility of provision in the following areas:
- 7.1.1 the extent to which disabled pupils can participate in the Academy's curriculum;
 - 7.1.2 the physical environment of the Academy to increase access to education by disabled pupils; and
 - 7.1.3 the delivery of information to pupils, staff, Parents and visitors with disabilities.
- 7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.

8 Welcoming and preparing for disabled pupils

- 8.1 Where it is reasonable to make adjustments to enable a successful applicant to take up their place at the Academy, the Academy will make those adjustments.
- 8.2 Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.
- 8.3 In assessing a newly enrolled pupil, the Academy may need to take advice and require assessments as appropriate. This process should be informed by the *graduated approach outlined in the SEND Code of Practice*, and where necessary, lead

to the development or review of an **Education, Health and Care (EHC) Plan**. The Academy will be sensitive to any issues of confidentiality.

9 Training

- 9.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on role of the individual member of staff.
- 9.3 The Academy maintains written records of all staff training.

10 Record keeping

- 10.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 10.2 The information created in connection with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published privacy notices on its website which explain how the Academy will use personal data.

11 Version control

Date of adoption of this plan	October 2021
Date of last review of this plan	November 2025
Date for next review of this plan	November 2026

Appendix 1 Increasing the extent to which disabled pupils can participate in the Academy's curriculum

	Targets	Strategies	Outcome	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Success of disabled pupils in examinations.
Short term	Providing access to students with EHCP.	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.		
Short term	Provide assistive aids that support access to the curriculum	Use SplashTop for students with Visual Impairments (VI) Use radio microphone assistive hearing loops for students with Hearing Impairments (I.e. the Roger Neck loop receiver)	Students have better access to the curriculum.	Success of disabled pupils in examinations.
Short term	Provide all access arrangements for tests, assessments and examinations	Students are assessed and receive 25% extra time, use a laptop, or have rest breaks in examinations.	Better tests, assessments and examinations putcomes	
Medium term	Increase the extent to which disabled students can participate in the curriculum	Classrooms are organised to provide appropriate access and support for disabled students	Furniture and equipment selected, adjusted and located appropriately	
Long term	Increase the extent to which disabled students can participate in the curriculum	Appropriate adjustments made for students to take part in music and physical education.	Adjustments enable higher use of music and drama	
Long term	Increase the extent to which disabled students can participate in the curriculum	Install lifts in all buildings so that students can access all levels.	Lifts access all levels in the school	Lifts in place

Key points to consider when completing this table:

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g . lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there high expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- does the Academy have a differentiated relationships education / relationships and sex education (RSE) curriculum for pupils with special educational needs and/or disabilities?

Appendix 2 Improving the physical environment of the Academy to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Goals achieved
Short term	Enable disabled pupils and visitors to access the ground floor of the Academy's buildings.	Obtain consents to modifications. Build at least one ramp and handrail.	Minimum of one accessible entrance.	Improved access to ground floor.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the Academy.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Improved access to Academy's site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Improved facilities for disabled students and visitors.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift/staircase.	Ability of disabled pupils to access all non listed areas of the Academy.	Improved access to educational facilities.

Key points to consider when completing this table:

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy's site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with special educational needs (SEN) and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

Appendix 3 Improving the delivery of information to disabled pupils

Targets		Strategies	Outcome	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the Academy could provide written information on alternative formats.	Delivery of information to disabled pupils is improved.
Short term	Provide access for sense impaired 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:	Reduced issues with access.	All VI students have full access to equipment in the classroom. All HI students have full access to equipment in the classroom.
Medium term	Provide information in braille or on audiotape for visually impaired students.		Appropriate provision for visually impaired students.	
Medium term	Review the website and SharePoint sites for accessibility.	Employ an external agency to review the website and internal SharePoint site for accessibility issues.	Website compliant	
Long term	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.		

Key points to consider when completing this table:

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g . by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?