



THE KING'S SCHOOL

GRANTHAM

Accessibility Plan

Contents

1	Aims	2
2	Scope and application	2
3	Regulatory framework	2
4	Publication and availability	3
5	Definitions	3
6	Responsibility statement and allocation of tasks	3
7	Increasing accessibility	4
8	Welcoming and preparing for disabled students	4
9	Training	4
10	Record keeping	5
11	Version control	5

Appendix

Appendix 1	Increasing the extent to which disabled students can participate in the Academy's curriculum	6
Appendix 2	Improving the physical environment of the Academy to increase access to education by disabled students	8
Appendix 3	Improving the delivery of information to disabled students	9

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 students 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 students are able to take advantage of education and benefits, facilities or services provided or offered by the Academy;
 - 1.2.3 improving the delivery to disabled students of information which is readily accessible to students who are not disabled; and
 - 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, in particular section 20 (duty to make reasonable adjustments), section 85 (discrimination against pupils) and paragraph 3 of Schedule 10 (duty to prepare, implement, review and publish an accessibility plan);
 - 3.1.2 Children and Families Act 2014, Part 3 (children and young people with special educational needs and disabilities);
 - 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; and
 - 3.1.6 the Academy's funding agreement and the Academy Trust Handbook 2026.
- 3.2 This Accessibility Plan has regard to the following guidance and advice:
 - 3.2.1 [Equality Act 2010: advice for schools \(Department for Education\)](#);
 - 3.2.2 [Technical guidance for schools in England \(Equality and Human Rights Commission\)](#);
 - 3.2.3 [3.2.3 Public sector equality duty guidance for schools in England \(Equality and Human Rights Commission\)](#); and
 - 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 Equality 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 Academy Trust Handbook 2026;

3.3.9 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.

4.4 A copy of this Accessibility Plan is available in an accessible format upon request.

5 Definitions

5.1 Where the following words or phrases are used in this plan:

5.1.1 References to the **Governing Body** 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 student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive Parent of the student, but who has care of, or Parental responsibility for, the student (e.g. foster carer / legal guardian).

5.1.3 References to **school days** mean Monday to Friday, when the Academy is open to students during term time. The dates of terms are published on the Academy's website.

5.1.4 A person has a disability for the purposes of the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A person who has had such an impairment in the past is also protected.

6 Responsibility statement and allocation of tasks

6.1 The Governing Body has overall responsibility for all matters which are the subject of this Accessibility Plan.

6.2 The Governing Body 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 Governing Body 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 Governing Body 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	The Head	As a minimum annually, ideally termly, and as required

Task	Allocated to	When / frequency of review
action taken in response and evaluating effectiveness		
Maintaining up to date records of all information created in relation to the plan and its implementation as required by the UK GDPR	The Head	As required, and at least termly
Formal annual review	The Governing Body	Annually
Overall responsibility for content and implementation	The Governing Body	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 respects:
- 7.1.1 the extent to which disabled students can participate in the Academy's curriculum;
 - 7.1.2 the physical environment of the Academy to increase access to education by disabled students; and
 - 7.1.3 the delivery of information to students, staff, Parents and visitors with disabilities.
- 7.2 Attached are three action plans relating to the above. The action plans run on a three year cycle. The Governing Body reviews progress against them annually and revises the Plan at the end of each three year cycle, or earlier if circumstances require. In preparing these action plans, the Governing Body has had regard to the need to allocate adequate resources for their implementation.

8 Welcoming and preparing for disabled students

- 8.1 Where it is reasonable to make adjustments to enable a student to have access to the admissions examination the Academy will make those adjustments.
- 8.2 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.
- 8.3 Once a place has been accepted for a prospective student, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective student'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.
- 8.4 In assessing a newly enrolled student, 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 plan 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 plan 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 plan 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	October 2026
Date for next review of this plan	November 2029

Appendix 1 Increasing the extent to which disabled students 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 students.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled students.	Success of disabled students 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.	Provision for students with an EHC Plan is agreed and reviewed annually with the local authority	All students with an EHC Plan have provision in place that reflects their plan.
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 (For example the Roger Neck loop receiver)	Students have better access to the curriculum.	Success of disabled students in examinations.
Short term	Provide all access arrangements for tests, assessments and examinations	Students who may need access arrangements are assessed, and applications are made to the awarding body on the basis of evidence of need and of the student's normal way of working. Arrangements granted may include extra time, use of a word processor, supervised rest breaks, a reader or a scribe	Better tests, assessments and examinations outcomes	

	Targets	Strategies	Outcome	Goals achieved
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	

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

	Targets	Strategies	Outcome	Goals achieved
Short term	Enable disabled students and visitors to access the ground floor of the Academy's buildings.	Obtain consents to modifications. Build ramps and handrails.	Minimum of one accessible entrance.	Improved access to ground floor.
Short term	Enable disabled students 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 students 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 students to access all non-listed areas of the Academy.	Improved access to educational facilities.
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

Appendix 3 Improving the delivery of information to disabled students

	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 in alternative formats.	Delivery of information to disabled students is improved.
Short term	Provide access for sense impaired students.	The Academy 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 accessible digital audio for visually impaired students.	Identify suppliers of braille and accessible digital formats, establish costs and lead times, and record the arrangements so that material can be produced when a student requires it.	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	Website compliant with WCAG 2.2 level AA under the public sector accessibility regulations.
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.	Hearing impaired students and parents are able to take a full part in open events and meetings.	A portable induction loop is available and sign language support is booked when requested.