



**MAIDSTONE
GRAMMAR SCHOOL**
FOUNDED 1549

Maidstone Grammar School Accessibility Plan 2021-2024

October 2021

Definition of special educational needs

In this plan, ‘special educational needs’ refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual’s ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

Maidstone Grammar School has adopted this accessibility plan in line with the school’s **Special Educational Needs Disability Information and Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school’s approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school’s **Special Educational Needs Disability Information and Policy** which is also published on the school’s website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Development Area	Objectives	Timescale and Resources	Success Criteria	Responsibility	Monitoring
Access to the Curriculum To ensure that all students’ needs are catered to in the classroom and by teaching / support	To continue to ensure that the learning environment at the school accommodates all learners and to support staff to understand the needs of all students in order to remove barriers to learning: <ul style="list-style-type: none">• Ensuring that staff have effective training to support learners with disabilities/ SEN/AEN• Ensure that staff have up to date information for	Inset time for staff training and development. Administrative time for paperwork and ensuring school information management system is up to date. Time to assess students with special needs and cost for assessments to	All students can fully participate in our curriculum. Students who are unable to attend school due to SEN / AEN or other	SLT / Heads of Department / Heads of House / all teaching staff.	SLT

<p>staff.</p>	<p>learners with SEN and disabilities, including via the School's Pupil Profile documents.</p> <ul style="list-style-type: none"> • All teaching staff should understand the key principles of reasonable adjustment and best endeavours and understand how to use The Graduated Approach (Assess-Plan-Do-Review) for SEN/AEN students and any other students who are persistently underperforming. • Ensure that appropriate access arrangements are made for students with an identified additional need e.g. for external exams including obtaining extra time, scribes and readers and laptop access. • Provision of appropriate work for students unable to attend school long term where there is an authorised reason. • Staff will be confident to use Teams to deliver blended lessons where there is an authorised reason and this is agreed by the school (for example students with SEMH difficulties who are under CAMHs and unable to attend long term). • Where there is an authorised reason why a student cannot attend school for a significant period of time the school will also loan a laptop to allow remote access, where required. • Where a student is temporarily unable to access rooms for timetabled lessons due to restricted mobility (e.g. crutches / wheelchair) we will facilitate use of the library, access to blended learning on site and provision of work by teachers as judged appropriate by the school in each case. 	<p>take place.</p> <p>Time for teaching staff to compile appropriate resources to support learners.</p>	<p>authorised reason are able to access all areas of the school curriculum (where appropriate) and lessons meet individual learner needs.</p>		
<p>Access to the Curriculum</p> <p>Improve awareness of the variety of</p>	<p>Increased opportunities for our students to learn and practise a range of study skills and revision techniques by:</p> <ul style="list-style-type: none"> • Students in Year 7 complete a Learning to 	<p>Tutor Time</p> <p>Curriculum Time – Learning to Learn</p>	<p>Students equipped with revision and study skill strategies and can personalise these to fit</p>	<p>SLT and all teaching staff</p>	<p>SLT</p>

<p>study skills and techniques students can use to support their learning.</p>	<p>Learn Course which equips them with practical knowledge of key study and revision skills (one lesson / fortnight)</p> <ul style="list-style-type: none"> The MGS Tutor Time programme allocates Mentoring Monday each week for students to develop study skills and work together on revision activities. 		<p>their individual needs</p>		
<p>Access to the Wider Curriculum</p> <p>To ensure that learners with disabilities/SEN/AEN have access to school activities and events</p>	<p>To ensure that students with disabilities/SEN/AEN have access to school activities.</p> <ul style="list-style-type: none"> When necessary ensure that students with disabilities/SEN/AEN have support from a TA or additional member of staff including on residential trips. Ensure that lessons are adapted to accommodate the needs of students with disabilities/SEN/AEN. Ensure that the hearing loop is available whenever required. 	<p>TA support or additional staffing is available, when necessary, for residential trips.</p> <p>Staff are aware and kept updated on the needs of disabled students.</p>	<p>Students with disabilities/SEN/AEN take part in a range of extra-curricular activities and continue to have access to trips and visits.</p>	<p>SLT</p>	<p>SLT</p>
<p>Access to the Wider Curriculum</p> <p>To promote an acceptance of differences and respect for others through “Inspire to Belong” and ensure that students have an opportunity to share and feedback about their experiences.</p>	<p>To ensure that we support students to understand their role in accepting and respecting others:</p> <ul style="list-style-type: none"> The MGS Students Code of Conduct highlights behaviour and conduct expectations with a strong emphasis on respecting and accepting others. The whole school assembly programme, MGS Tutor Time programme and PSHCE programme have a strong focus on equality diversity and inclusivity themes. Start of year assemblies highlight how students can report concerns including face to face or 1;1 via Teams. Regular online Student welfare surveys provide 	<p>Assembly and tutor time</p> <p>Staff training</p>	<p>All students will feel a sense of belonging – that they are known, valued, safe and supported.</p> <p>Students have a range of ways in which they can share their feedback and experiences with the school.</p>	<p>SLT and all staff</p>	<p>SLT and all staff</p>

	<p>opportunities for all students to feedback about any concerns in a confidential way.</p> <ul style="list-style-type: none"> • Student House Councils and the Student Council provide opportunities for students to raise and discuss issues important to them. 				
<p>To ensure that laptops, cameras, adapted resources and other physical aids are available for classroom use for students with disabilities/SEN/AEN; specialised software is provided where recommended by Kent's Assistive Technology Team</p>	<ul style="list-style-type: none"> • Discussion with Bursar to include some provision in the budget each year. • Work with the Network Manager in ensuring that there is a pool of equipment for students with disabilities/SEN/AEN to borrow and that appropriate software is installed on machines where required. • Liaise with Student Services Department on the up to date needs of the students with disabilities/SEN • Liaise with timetabler to ensure that students with long term mobility restrictions are timetabled in accessible areas. 	<p>Training time for staff including TAs so that they are able to support the students with physical aids, modified resources etc.</p> <p>Regular discussions between SEN, Bursar and Network Manager on current needs of students.</p>	<p>Students with current needs for physical aids are issued with the most appropriate aid and that this is regularly reviewed to ensure that the needs of the students are being met.</p>	<p>REJ/AEL/MHC/SJM/ SLT Timetabler</p>	<p>REJ/AEL/MHC/SJM</p>
<p>To continually improve the physical environment of the School to further support students with disabilities/SEN/AEN</p>	<ul style="list-style-type: none"> • Ongoing enhancements to school site such as fixtures/fittings/fluorescent marking on steps and stairs. • Developments to the first floor of the new Pavilion which will include a platform lift and there will be a disabled toilet. 	<p>Ongoing</p>	<p>First floor Pavilion project completed.</p>	<p>MHC</p>	<p>MHC</p>
<p>To ensure that all individuals with mobility difficulties can be safely evacuated in the</p>	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plans will be in place for all students with long and short term mobility issues. • We will ensure that we have sufficient capacity in terms of staff who can assist in an evacuation by physically supporting students to exit the 	<p>Ongoing</p>	<p>Evacuation plans and staff in place to support students appropriately.</p>	<p>MHC/SLT</p>	<p>MHC/SLT</p>

event of an emergency	building and / or exit site or who can support with use of the evacuation chair. <ul style="list-style-type: none"> • Fire safety orders and Bomb Evacuation and Lock Down Orders are regularly reviewed. 			
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In addition, we will continue to monitor and review provision for students with visual impairments, hearing impairments, and physical disabilities including by:

- Using the three SEN / AEN review points (students categorised as EHCP or SEN Support) annually to review progress and make adjustments as required, including input from the student and parents / carers.
- To apply the Kent Mainstream Core Standards when developing appropriate strategies.
- To consult the Kent Specialist Teaching Service where appropriate.
- To continue to improve signage and markings for visually impaired people around the site.
- To continue to review how we can improve the acoustic environment for hearing impaired.

This accessibility plan and the outcomes will be monitored and evaluated every 1-3 years to ensure that it covers all areas of accessibility needed in the school.

Signed by

<u>Mrs Sally Kemp</u>	SEN governor	Date:October 6 th 2021.....
<u>Mr M Tomkins</u>	Headteacher	Date:October 6 th 2021.....
<u>Miss R Johnson</u>	SENCO	Date:October 6 th 2021.....
<u>Mrs H Cook</u>	Bursar	Date: October 6 th 2021.....

This document will be reviewed every three years, next in 2024