MAIDSTONE GRAMMAR SCHOOL
FOUNDED 1549

Accessibility Plan 2025-2028

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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 and Disability Policy and information** (available on the MGS school website) 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. It should be read in conjunction with this policy.

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 staff.**	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: • Ensuring that staff have effective training to support learners with disabilities/ SEN/AEN • Ensure that staff have up to date information for learners with SEN and disabilities, including via the School's Pupil Profile documents. • 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 agreed by the school such as long term and higher level medical need. Strategies may include provision of a part time timetable (via kelsi); provision of work by subject teachers via Teams; Referral to an appropriate off site provision where there are long term	Inset time for staff training and development, including on how to use the Kent Mainstream Core Standards. Administrative time for paperwork and ensuring school information management system is up to date. Time for teaching staff to compile appropriate resources to support learners. Work with the Network Manager in ensuring that there is a pool of equipment for students with disabilities/SEN/AEN etc to borrow and that appropriate software is installed on machines where required. Timetabler.	All students can fully participate in our broad and ambitious curriculum to the best of their ability.	SLT / Heads of Department / Heads of House / SEN Staff/ all teaching staff.	SLT / REJ

	medical needs; offer of access to The Hub to support transition into school or provide periods of "time out" during the day where relevant. Exit card. Such arrangements will be made on a case by case basis following agreement by the Deputy Head (pastoral). The school may ask for appropriate documentation from medical professionals where required. • Staff will be confident to use Teams to deliver online lessons where there is an authorised whole school or cross year group closure e.g. due to inclement weather or other reasons for short term ad hoc closures. • 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 with the provision of work by teachers as judged appropriate by the school in each case. All students with short term or ongoing restricted mobility or other difficulties such as fractures to a writing hand etc should be raised with Medical Room staff in the front office from the outset so that appropriate arrangements can be made e.g. exit card to leave class early / use of a laptop. • In very rare and exceptional circumstances the school may agree to adjust the curriculum of a student, eg through a reduction in one or more subjects. This will usually be where there is evidence of extensive history of need and high level concerns, supported by documentation from medical professionals. Each case will				

	be agreed individually by relevant members of SLT. • The school will deploy or support the use of additional devices and assistive technologies where appropriate / required on a case by case basis as agreed by the Deputy Headteacher (pastoral). These could include allowing students to have access to personal devices to monitor medical conditions at any time in the day; use of hearing loops, microphones, magnifiers for students with hearing and visual impairments; provision of devices or provision of other equipment for students with other physical conditions, such as specialised chairs or adapted furniture where there is documentation to support this; also use of specialised software such as Splash or Docs Plus; applications for additional access arrangements in exams where there are exceptional circumstances. • In specific circumstances the school may need to adjust rooming and timetables so that students with long term physical disabilities can access appropriate teaching rooms on the ground floor or via lifts.				
Access to the Curriculum Improve awareness of the variety of study skills and techniques students can use to support their learning.	• Increased opportunities for our students to learn and practise a range of study skills and revision techniques including: • Students in Year 7 complete a Learning to Learn Course which equips them with practical knowledge of key study and revision skills (one lesson / fortnight)	Tutor Time, assembly time Curriculum Time – Learning to Leari Sixth Form private study periods and staff supervision	Students equipped with revision and study skill strategies and can personalise these to fit their individual needs	SLT and all teaching staff	SLT

	• Students in the Sixth Form have supervised private study periods allocated on their timetables to support all students to develop independent study skills. • The MGS assembly, tutor and intervention programmes focus on teaching and learning / revision and study skills at intervals throughout KS3-5. There is also a planned intervention programme in Year 10 and 11 led by the Intervention Co-ordinator and House Teams to provide further focused support for individuals and small groups.				
Access to the Wider Curriculum To ensure that learners with disabilities/SEN/AEN have access to school activities and events	To ensure that students with disabilities/SEN/AEN have access to school activities. • When necessary and as judged on a case by case basis by the Deputy Head (Pastoral) to ensure that students with disabilities/SEN/AEN have appropriate support to ensure that they can take part in the full range of activities including in school time and overnight and residential trips. This could include a personalised pre trip meeting with student, parents and key staff; an agreed trip plan for staff and student; a designated staff member of the trip; adjustments to staffing if required.	TA support or additional staffing is available, when necessary, for residential trips. Staff are aware and kept updated on the needs of disabled students.	Students with disabilities/SEN/AEN take part in a range of extra-curricular activities and continue to have access to trips and visits.	SLT	SLT / REJ / JR for Trips and Visits.
Access to the Wider Curriculum To promote an acceptance of differences and	To ensure that we support all students to understand their role in accepting and respecting others: • The MGS Students Code of Conduct highlights behaviour and conduct	Assembly and tutor time Staff training	All students will feel a sense of belonging – that they are known, valued, safe and supported.	SLT and all staff	SLT and all staff

respect for others through "Inspire to Belong" and ensure that students have an opportunity to share and feedback about their experiences.	expectations with a strong emphasis on respecting and accepting others. • Vertical Tutor Groups enable mixed age groupings and encourage a supportive ethos across the year groups. • 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 or the website. • Regular online Student welfare surveys and other opportunities for student voice such as student voice meetings and House / School Councils provide opportunities for all students to feedback about any concerns in a confidential way.		Students have a range of ways in which they can share their feedback and experiences with the school.		
To continually improve the physical environment of the School to further support students with disabilities/SEN/AEN	• Ongoing enhancements to school site such as fixtures/fittings/fluorescent marking on steps and stairs. • Developments of new buildings include lifts and single enclosed cubicle disabled toilet where possible.	Ongoing and for consideration when any developments are planned and actioned.		JR	JR/SLT
To ensure that all individuals with mobility difficulties can be safely	• 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	Ongoing	Evacuation plans and staff in place to support students appropriately.	MHC/SLT	MHC/SLT

evacuated in the event of an emergency	an evacuation by physically supporting students to exit the building and / or exit site or who can support with use of the evacuation chair. • Fire safety orders and Bomb Evacuation and Lock Down Orders are regularly reviewed.				

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.