

Accessibility Policy

Policy Number: S131

Policy Owner: Headteacher

Governing Body Responsibility: Welfare Committee

Version: 2.0

Date: January 2020

Policy to be reviewed on or before January 2023



Kesteven and Grantham Girls' School

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Policy Statement

This Accessibility Policy pays due regard to government law and local Lincolnshire County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links to the SEN&D Code of Practice (2014) (and to previous legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

This Accessibility Policy is divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support - includes the principles of past county and national initiatives, including 'Every Child Matters' (ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) - for staff, parents and students

Section 3: Site Accessibility - for staff, parents, students and the community

Section 4: Access to Information - for staff, parents, students and the community

This Accessibility Policy details policies and initiatives, how these are monitored, reviewed/ evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Accessibility Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, support staff, the SLT and governors.

Section 1: Access to the Curriculum

This section of the Accessibility Plan is monitored by the Headteacher. Aspects of the curriculum are also managed by the Heads of Year, Director of Sixth Form and Faculty Leaders.

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **School Development Plan**
- **Individual Faculties' Development Plans**
- **Curriculum Policy**
- **Assessment Policy**
- **Special Educational Needs & Disabilities Policy**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Kesteven and Grantham Girls' School are:

- At Key Stage 3 students are taught in their mixed ability House groups; the composition of the groups is carefully determined (from 11+ scores and information received from primary schools and also from parents) at the beginning of Year 7.
- The students are allocated to ability groups in Maths from Y8.
- Heads of Faculty monitor students' progress in their subjects and report this progress three times per year through a written report and a meeting with the Headteacher and members of the SLT.
- Heads of Year monitor student progress and attendance in all subjects and report this progress three times per year through a written report and a meeting with the Headteacher and Assistant Headteacher.
- Students in the 'special groups' including Pupil Premium, EAL, G&T, SEN&D and Disadvantaged are

tracked separately and their progress is compared with students who are not in the special groupings. Their progress is reported by the Head of Year as part of their Head of Year report to the Headteacher and the Assistant Headteacher.

- Student and Tutor review meetings are held 3 times per year, allowing targets to be set for each student individually.
- Students identified as needing specific intervention may be seen by their Head of Year in order to plan appropriately.
- At Key Stage 4 the curriculum is increasingly personalised: students choose 4 options at GCSE, in addition to core subjects (English, Maths, Science and RE). Students identified as working significantly above the expected ability range in Maths also study Further Maths. All students study 3 separate Sciences for GCSE but at the end of Y10 a small number of students can change to the combined science award.
- Data from primary schools and Cognitive Ability Tests (CAT), together with information from parents, students and professionals, inform differentiated mainstream classroom teaching and learning support interventions.
- Learning support interventions at KGGS are informed by the Progress tracking system and in some cases specific SEN&D testing.
- There are various learning support interventions to provide a differentiated and appropriate curriculum for identified students: 1:1 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 SEN&D 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 or after exclusion. (This usually involves short-term interventions, but for a few there can be longer-term interventions.)

Section 2: Access to Pastoral Support

The lead teacher monitoring this section of the Accessibility Plan is the Assistant Headteacher(Pastoral), working with the Pastoral team (Heads of Year, non-teaching support staff, SEN&D and T.A.s, School Counsellor) tutors and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Child & Adolescent Mental Health Service (CAMHS), Pilgrim Hospital School contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

Our school's various separate policies contribute to supporting these aims:

Attendance Policy

Drugs Policy

Medical Conditions Policy

Behaviour Policy

Safeguarding & Child Protection Policy

Special Educational Needs & Disabilities Policy

Promoting Positive Mental Health Policy

Principal features of KGGS are:

- There are three Designated Child Protection staff on site, with links to Social Services and Lincolnshire Safeguarding Children Board.
- 'Children Looked After' are identified and monitored by a designated member of staff, who liaises with County professionals and social workers, following County guidelines.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Heads of Year. Heads of Faculty, the PP Lead and SLT.
- Children who act as 'Young Carers' are identified and monitored by the Heads of Year and by the School Counsellor, who liaises with other professional groups.
- The Pastoral Team manage behaviour modification programmes for identified students such as those returning from school after exclusion or from medical absence. (This usually involves short-term interventions, but for a few there can be longer-term interventions).
- 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.
- An independent Careers professional is employed, together with our Careers and Work Experience Co-ordinator, to support students from Year 9 onwards with work-related learning and planning for the future.
- We have developed links with our primary 'feeder' schools and 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 of Y6 students into Y7 (for tutor group placement, SEN&D initiatives, and pre-transfer visits).

- We have a full time School Counsellor who liaises closely with Year Heads and external agencies.
- Students can request an individual appointment with the School Counsellor.
- Links to GPs and local NHS mental health services (CAMHS) closely inform support provided by the school for specific students.
- Pastoral staff and the School Counsellor are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Support through the Pastoral office allows vulnerable pupils a base and encourages them to discuss any concerns they have.
- Short and long term programmes are offered through the School Counsellor to support social and emotional development.
- Guest speakers and visiting Theatre in Education Groups allow for bespoke PSHE sessions, tailored for specific year groups.
- Older 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.
- Attendance is monitored daily and parents are contacted on the first day of absence. Heads of Year liaise with pupils with lower attendance and support them with the provision of work and reintegration packages.
- 'Restorative-justice style' meetings take place to resolve issues between pupils.
- Exclusions are kept to a minimum. When returning from exclusion, a student and her parents have a meeting with the Headteacher and Head of Year. Expectations are re-established before the student returns to lessons.

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Headteacher, the SENCO and the Facilities Manager. They are assisted by contributions from a range of external advisors and other professionals who support the school.

Students, staff, parents and visitors to the school have an equality of opportunity to access the site and we aim to make all areas accessible where possible. If buildings cannot be adapted, or become inaccessible, changes will be made to the rooming to provide accessible accommodation.

The following policies support these aims:

Critical Incident plan

Equality Policy

Facilities Development Plan, within the **School Development Plan**

Fire Risk Assessments and the **Fire Safety Action Plan**

Health and Safety Policy

Lettings Policy

Principal features of KGGS are:

- We have an annual audit of the site, using Lincolnshire County Council's framework / guidelines, referring to The Access Needs Report and consulting with occupational therapists when necessary.
- Health and Safety issues are identified and addressed on a continuous basis by a range of people within school, including the Health and Safety team led by the Facilities Manager. Teachers are expected to report issues that arise within their activities and classrooms, and Heads of Faculties regarding their departmental areas. 'Common areas' are monitored by the Facilities Manager and Headteacher.
- Risk assessments for activities and trips specify arrangements for individual students with specific health issues or whose movements and capabilities are compromised by their disability.
- Risk assessments specify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical condition of students affecting health and safety and site accessibility, compiled (using ProvisionMap Writer) as a separate document by the SENCO, is circulated to staff in school on a need-to-know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Headteacher and related staff.
- The Pastoral Team and Faculty Leaders have the responsibility for ensuring that identified SEN&D students access all areas of the site within the health and safety guidelines.
- External professionals (for example, Occupational Therapists, the Visual Impairment Team, the Hearing Impairment team, physiotherapists, the Autism Outreach Service) support the work of the school, and the integration of specific students within mainstream classes.
- The SEN&D Teaching Assistants, on a day-to-day basis, monitor individual students' accessibility to all areas of the school.

Section 4: Access to Information

This section of the Accessibility Plan is monitored by the Headteacher, SLT and ICT Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

the Freedom of Information Act (FOIA)
the Data Protection Act (DPA)
the Disability Discrimination Act
the Equality Act (2010)
and other legislation that provides a right of access

In addition, KGGS has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the school's website, and hard copies may be requested at a small charge.
- Parents/students may request access to student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, in writing, to the Headteacher.
- Any complaints should be addressed through the school's Complaints Procedure, available to view via the school website.

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 Parents' Consultation 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/by 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 Parents' Consultation Evenings and Termly Progress Reviews
- the Year 6 information evening.
- Year 7 and Y12 Welcome Evenings
- the Y7 Curriculum Information evening
- the Options Evening (for students selecting their KS4 & KS5 courses)
- Tutors, Heads of Year, Pastoral Team contacting parents
- consulting the school's website
- attending open mornings for parents of prospective new students
- making a prior appointment to visit the school
- making specific requests for information (see above)
- making appointments with teachers (SEN&D reviews, LAC reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- referring to the Main School Prospectus
- SEN&D information given to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- consulting the school's website
- making contact with professionals within the school
- submitting a written request to the Headteacher

Accessibility of information

- KGGS 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 school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

APPENDIX 1

KGGS ACCESSIBILITY PLAN

This has been produced after reviewing our existing plans and looking at options for improving accessibility within existing arrangements following an audit of the school site for accessibility. We continuously monitor the implementation of the Plan and keep this under review.

We are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity for all persons, including students with SEN&D and their parents.
- Foster good relations between all, including those between pupils with SEN&D and others.

With this in mind, the Accessibility Plan has been drawn up in consultation with pupils, parents/carers, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all pupils, parents/carers, staff and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The purpose of the Plan

This plan shows how KGGS intends, over time, to ensure full accessibility to all students, parents/carers, staff and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual information

The school, some parts of which are over a hundred years old, is built on sloping ground and has been extended several times over the last fifty years. Consequently there are many stairs, narrow corridors and doorways. Some upper levels of the school are equipped with a lift that can be used for those with mobility impairments. Some levels are accessible by three or four steps and are equipped with a wheelchair lift.

The school also has a fully accessible hygiene suite.

Current range of disabilities

The school has students with a range of needs, including sensory impairment, specific learning challenges and autism and mobility issues.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all students. We aim to meet every pupil's needs within mixed ability, inclusive classes that utilise adult and peer support in a nurturing and engaging way.

It is a core value of the school that all students are enabled to participate fully in the broader life of the school. Consequently all pupils are able to attend clubs, leisure and cultural activities, and educational visits. If there are safety issues, a full discussion will take place with parents/carers to seek a solution involving reasonable adjustment that works for all involved and does not disadvantage the child.

1. Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Increase confidence of staff in differentiating the curriculum for all pupils with SEN&D.	Teacher training, mentoring and CPD.	Ongoing.	Headteacher Faculty Head SENCO	All teaching staff differentiate in effective ways for pupils with SEN&D.
	Ensure TAs have access to specific training on appropriate SEN&D issues.	Training and information sharing.	Ongoing	SENCO SENCO admin.	TAs have appropriate knowledge of relevant disabilities for pupils.
	Continue to review the school's policies	SEN&D Policy Teaching and Learning	Ongoing	SENCO SENCO admin Governors	Policies are reviewed on time.
	Reflect identified areas of need in lesson planning and delivery.	Incorporate quality first teaching into all planning. Make physical adaptations where necessary. E.g. Hearing loop. Ongoing programme of staff training in SEN&D awareness to reflect diverse needs of students within the school and anticipatory duties. Purchase of resources to increase student participation.	On going	Class teachers Headteacher/ SLT SENCO	Reasonable adjustments training for staff Observations of lessons through performance management Improved access to curriculum for all pupils
Medium Term	Ensure all staff are aware of pupils with SEN&D's curriculum access	Set up system of individual access plans for pupils with SEN&D incorporated into their SSP. Set up system for information to be shared with appropriate staff by buying into an on-line programme for provision mapping.	When required When required	SENCO	Where necessary disabled pupils to have individual Healthcare Plans. All staff aware of individual pupils' access needs. Provision mapping

2. Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of disabled staff, children and	Create access plans/ healthcare plans for individuals where necessary	When required	SENCO SENCO admin	Individual plans in place where necessary for students with a range

	parent/carers	Include information in letters to parents concerning whom to contact about access arrangements for school events. Staff needs are supported through regular updates / personal discussions with Facilities Manager	From September 2016 (ongoing on a yearly update basis) Annual Appraisals / informal updates throughout the year	Assistant Head Headteacher Facilities Manager Faculty Leader	of needs. All staff aware of all pupils' access needs. Parents able to fully access all school activities/ needs are being identified and met Staff finding all aspects of school fully accessible / needs are being identified and met
	School staff are better aware of access issues	All members of staff and governors are aware of the Equality Act 2010 and its impact upon practice in the school environment All contractors doing repairs and maintenance to work to Health and Safety and access standards	At new staff induction	Governors / Assistant Head (staffing) Facilities Manager. Headteacher Facilities Manager	All staff understand and work within the requirements of the Equality Act 2010 and have regard to all aspects of delivery and support On-going improvements in access to all areas during repair and maintenance works.
Medium Term	Ensure that all disabled pupils can be safely evacuated.	Continue to monitor Evacuation Procedures to ensure all staff are aware of their responsibilities and ensure that the systems continue to work as building changes take place Update training for site team in using Evac-Chair. Investigate possibility of installing assistance buttons at all evacuation points.	Ongoing	Site team SENCO Governor team TAs	All disabled students and staff working with them are safe and confident in event of fire or other emergency situation.
<u>Long term</u>	Investigate an audit of classroom accessibility and school premises for visually impaired children and adults	Involve external professionals to ensure that a greater awareness of need can be determined through an audit, depending on cost.	Ongoing when required	Visual Impaired Service (SIS) Headteacher Site team SENCO	All classrooms and general areas will allow for greater accessibility for students and adults with visual impairments

3. Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure medical information regarding pupils is	The medical list is continually updated and distributed to	On going	SENCO SENCO admin Administration	All staff have access to an up to date medical list.

	appropriately shared	Faculty files. Medical information is gathered from the school admission forms. Health Care Plans are produced where required and updated regularly on the school administrative system.	Termly updates.	staff Headteacher Faculty Leaders	Staff are aware of special medical care required. Health Care Plans are produced and updated in a timely fashion.
	Review information to parents/carers to ensure it is accessible e.g. newsletters, school documents	Ask parents/carers about access needs when daughter is admitted to school e.g. large print Review all letters sent home if required.	On going	Administration staff Pastoral staff	Information accessible to all
	To provide written information to pupils in an appropriate format.	Develop ways of presenting information for visually impaired pupils when they join the school - e.g. larger print, use of pastel paper, coloured overlays, coloured backgrounds for Smart board presentations for students with dyslexia	When required	Headteacher/ SENCO/ class teachers/ Head of Year	All students can access written information appropriately. Students know how they want written information to be presented. Students can have ownership of their learning as a result.
	Include discussion of access to information in all annual reviews	Ask parents/carers and pupils about access to information and preferred formats in all reviews Develop strategies to meet needs	Ongoing	SENCO SENCO admin.	Staff more aware of pupils' preferred methods of communication. Staff more aware of parent needs and supportive of these.
Medium Term	Ensure appropriate information is distributed to parents of pupils with SEN&D.	Ensure updates on all aspects of the changes are disseminated	On going	SENCO admin	Increased confidence of parents of disabled children with regard to information regarding the disability. Ability of parents to engage fully in their daughter's education and become co-producers of SEN&D policy
	If possible, provide translations of paperwork, letters, documents for parents for whom English is a second or additional language when	Arrange for an interpreter when needed to support full inclusion of parents/carers and students in dialogues	Ongoing	SENCO Head of Year	Information is produced to support all parents, regardless of language barriers, where possible.

	requested.				
Long Term					

Configuration History

Version:	Date:	Author	Contributors
1.0	March 2017	Mrs J Lennie (Deputy Head)	
2.0	January 2020	Mr J Fuller	SLT, Mr S Tarver (SENCO)

Audit trail of change

Version	Date	Reason for Change
1.0	March 2017	New Policy
2.0	January 2020	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	January 2020	