



DISABILITY POLICY AND ACCESSIBILITY PLAN

References

In accordance with the Equality Act 2010 (EQA), the School seeks to ensure that students are not discriminated against or treated less favourably because they have a disability. Students with a disability are considered as having a Special Educational Need (SEND) which is defined in the SEND Policy and the SEND Code of Practice, 2015. The EQA defines a disabled person as someone who has: 'has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. The purpose of a Disability Accessibility Plan is to seek to remove any barriers to learning for disabled students.

Aims

- To support the ethos of the School which upholds a spirit of tolerance and respect for all people, disabled and non disabled, regardless of age, gender reassignment/gender transition, or gender identity, marriage/civil partnership, race, cultural or linguistic background, ethnicity, nationality, religion or belief, sex or sexual orientation or any other distinction in the belief that inclusion promotes spiritual and cultural richness and provides the best preparation for life beyond the school.
- To respect the rights of disabled students to have equal access to the curriculum, co-curriculum and other services.
- To foster positive attitudes towards disability within our community.
- Notwithstanding the above, and the School's desire to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of the outside world and our values, the School places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student.

To achieve our aims, the school has produced this Disability Policy and accompanying Accessibility Plan. The School Executive will: -

1. Review the School's Disability Policy at least every three years
2. Monitor the progress of the accompanying Accessibility Plan at least annually
3. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustment.
4. Allocate adequate resources for implementing the Accessibility Plan (including staffing allocation and specific funding through the annual financial planning cycles for the Budget and Capital Plan).



Admission to the School

- Students are admitted solely on their academic merits. We are committed to preventing, challenging and eliminating unlawful racial discrimination, to promoting equality of opportunity between people of different racial groups, religion, gender and sexual orientation.
- The School must feel reasonably sure that throughout the student's time at Kingston Grammar School, it will be able to educate and develop the prospective student to the best of his/her potential and in line with general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young adult.
- The School policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared with other students who are not disadvantaged because of disability.
- Kingston Grammar School requires parents to inform the School in respect of the disability, long-term medical condition or special educational need of a prospective student in the relevant section of the registration form.
- In assessing any student or prospective student, the School may take such advice and require such assessments, e.g, Educational Psychologist's report, and recommendations as it regards as appropriate. Failure to disclose this information at the time of registration may mean that the School is unable to accommodate adjustments when the candidate sits the entrance exam. In addition, the School may be unable to offer an adequate level of support for the student should they be offered a place and in some circumstances this may result in the offer of a place being withdrawn.
- With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, the School may allow some extra time in the entrance exam for prospective students with a disability.

Physical Access

The School is based on two sites: London Road and the sports grounds at Ditton Field. Some of the buildings have a Listed status. Under the legislation we are not able to remove or alter physical features.

- Parents should be aware that the School site covers a wide area with buildings of more than one storey and without lifts. Like many senior schools, the School requires students to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Students with impaired mobility may therefore be disadvantaged by this. The school's Accessibility Plan allows access to all curriculum facilities.
- The School looks to address issues of access as part of the Capital Project Plan, however, some substantial improvements cannot be achieved without major alterations at prohibitive costs to the School.
- The Accessibility Plan to meet the legal planning duties seeks to improve physical access within the constraints of local planning permission and the budgetary impact outlined above.



Curriculum

- Staff will continue to be made aware of students with a disability or learning support needs by the Head of Learning Support, the School Nurse and Heads of Year. They will be informed at the start of a school year during INSET and regularly during the academic year at key points. The Head of Learning Support will maintain a central database of students with a disability or learning support need. A hard copy will be visible in the staff common room. For further detail please refer to the School SEND Policy.
- Staff will continue to be made aware of strategies to make ‘reasonable adjustments’ within the classroom so as not to place disabled students at a disadvantage in accessing the curriculum. Such strategies will be discussed during inset sessions.
- Staff to make provision within their teaching for the learning needs of all the students according to their abilities and needs.
- The implementation of reasonable adjustments in classroom management, teaching and expectations, should not disadvantage the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- The School, as an independent school, is not required under legislation to provide auxiliary support but it will endeavour to provide as much assistance as it can for students who require learning support.
- The School is confident that, with reasonable adjustment, all aspects of the curriculum and all teaching and learning facilities could be made available to disabled students. This might entail room and timetable considerations and changes as well as providing access to library resources in a different location as needed.
- The School will work to ensure that the staff team will carry out any required training to support students’ needs.

Sporting and Recreational Activities

- The School will continue to provide reasonable access to all school activities for disabled students subject to Health and Safety implications, the constraints of the activity itself and difficulties of supervision.
- Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits in line with the Educational Visits Policy. Increased staff: student ratio may be required.

Welfare

- Staff and students are to be made aware of the issues surrounding disability and accept and support disabled students as part of School life (e.g. PSHE, Assembly, Form periods).
- Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision where it is deemed necessary.



- The School will agree with parents appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

Medical Needs

- Where students need particular medical treatment or medication this is provided, where possible, by the qualified staff in the School medical room.
- The Learning Support Department supports students with learning difficulties.
- The School has a retained counsellor and also works with external counsellors and educational psychologists if appropriate.

Access to Information

The school provides written, printed and electronic information to students in ways that are user-friendly and support the students in their learning.

Parents

If a parent has a concern about the academic progress of their child they need to liaise with the Form Tutor or Head of Year in the first instance. They will liaise with the Learning Support Department where appropriate. The School maintains regular contact with the parents of students receiving support.

Staff, Governors and Volunteers

The aims of the School's Recruitment, Selection and Disclosure Policy are to:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- to ensure that all job applicants are considered equally and consistently
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender, gender identity, marital or civil partner status, pregnancy and maternity, disability or age.

The School will make provisions and adaptations to the recruitment process to open accessibility to employment, and to support and make reasonable adjustments where necessary to ensure equal opportunity and access whilst working at KGS.

Accessibility Plan

The following are matters that are considered by the Plan: Admission, Attainment, Examinations, Sport and co-curricular activities, Pastoral care, the Physical environment and Employment.

Awareness and Observance of the Policy

The School's Executive is responsible for ensuring that policies are brought to the attention of all the staff through regular staff meetings; and that the School Nurse, Head of Learning Support and Heads of Year give regular and relevant information to the staff on current disabilities within the School and those students with learning support.



In monitoring this policy the Executive will:

- review the school's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled and/or who have specific learning difficulties or medical needs;
- make and implement where appropriate, recommendations with a view to improving the access to education across the curriculum, including access to examinations for students or prospective students;
- review and cost the Accessibility Plan.

APPENDIX 1 KINGSTON GRAMMAR SCHOOL ACCESSIBILITY PLAN September 2021 – August 2024

AREA	CURRENT ACCESSIBILITY ASSESSMENT	PROPOSED IMPROVEMENT	LEAD	TARGET DATE FOR IMPLEMENTATION
Increasing the Extent to which Disabled Pupils can participate in the School Curriculum				
Open Days/ Admissions	Enhanced communication with prospective families regarding needs to tailor provision Enlarged print and use of own hearing aids. Accessible routes for school tours Support from SEND department	1:1 tours and individual meetings offered with member of SEND department Online events, virtual tours available for any family unable to visit the school site.	AW	Ongoing from recommencement on on-site tours from October 2021
Examinations	Support from Learning Support team Support from medical staff Separate exam rooms made available Invigilators briefed on vulnerable and SEND students who have access arrangements and special consideration. Monitoring of performance vs whole cohort Accessible locations (and near to disabled WC facilities) available	Additional invigilator training by external consultants and Head of Examinations.	EO/HLS	Spring 2022
Learning Support	SEND department staffing increased for September 2021 Head of Learning Support responsible for ensuring SEND register is up to date with relevant information Teaching staff updated on screening results and advised of pupils who require monitoring (including through iSAMS) Access arrangement assessments at key points in preparation for GCSE and A Level Examinations Referrals and liaison with external assessors and/or specialists, where required. Meetings to review pupils requiring/receiving support Screening of all students on entry to the school. Follow up interventions and monitoring in place. MiDYIS tests and Dyslexia Screening.	Staff INSET to demonstrate ease of access of information on iSAMS With the introduction of 1:1 devices from summer term 2021 throughout the school departments are making use of MSTEams and OneNote in lessons and when setting homework. This is an area which will continue to be developed and will be of benefit to all students particularly those with SEND.	HLS HLS	Ongoing Monitor from Autumn 2021 onwards

	Pupils identified by teachers in need of learning support referred to Learning Support dept. Advice to pupils and parents regarding any assessment needs for gaining access arrangements for further/higher education			
Curriculum	Timetabling of rooms can be adjusted as required Activities to be modified for physically disabled as necessary Training is provided for pupil specific requirements on their admission Medical Centre disseminates information to tutors on any pupil medical needs (Operoo) Access to remote learning if pupils suffer a long period of ill health.	Head of DT and Head of Art to liaise with HLS to develop schemes of work. All students are given opportunity to complete projects in Art and DT including lunchtime clubs. See also SEND Policy for related actions	DH / AC	Summer 2022
Trips and Visits: Day Trips	Individual risk assessments including review of suitability of venue and activities Provision of "buddy" pupil Regular review of the Educational visits policy	Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips; EVC to keep up to date with current regulations and to check website 'learning outside the classroom.' http://www.lotc.org.uk/	LP in discussion with individual trip leads	Ongoing and continuous
Residential Trips	Modifications to Trips/ activities made in response to particular needs Review of suitability of venue Provision of "buddy" pupil Educational Visits Policy reviewed regularly Liaison with pupil's specialist team to advise on risk assessment and providing training prior to departure.	Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips; EVC to keep up to date with current regulations and to check website 'learning outside the classroom.' http://www.lotc.org.uk/	LP in discussion with individual trip leads	Ongoing and continuous
Sports and Co-curriculum	Where students are identified as having specific additional needs/ disability, individual risk assessments are undertaken in order to identify what adaptations can be made in order to	(New) Director of Sport to review and explore alternative forms of provision in Games or PE for disabled pupils, but to	AJB / AW	Summer 2022

	<p>ensure safe inclusion and accessibility to activities. This might involve adjusting the staff: student ratio or exploring the purchase of additional equipment to support said student. The aim is to provide inclusive opportunities, in rare instances where this might not be possible, alternative options are always made available.</p> <p>Co-curricular opportunities and sports, offer a wide and diverse choice in order to ensure students are well provided for.</p> <p>Student awareness of disability sport is enhanced by the inclusion within PE lessons by, for example, the playing of blind football using specialist equipment.</p> <p>Staff receive advice, guidance and training for how to make activities inclusive and accessible to all.</p> <p>Venues are flexible in most instances, providing that activities are not made inaccessible by the physical limitations of the buildings.</p> <p>Within PE lessons, there has been an extend delivery of movement skills in order to strengthen core skills for all.</p>	<p>ensure inclusion wherever possible; Improve knowledge of how to integrate disabled students; In service training for staff from specialist trainers e.g. https://www.ukcoaching.org/courses/workshops/how-to-coach-disabled-people-in-sport or https://disabilitysportscoach.co.uk/training-workshops/</p> <p>Further exploration of what adaptive tasks and equipment are available and applicable to enhance the experience of students with specific additional needs/ disability.</p>		<p>Autumn 2022</p> <p>Summer 2022</p>
Parents' Evenings	<p>Parents' evening communications request detail on any special access requirements and appropriate adjustments are made Staff ensure they read pupil files to be up to date on access needs</p>	<p>Remote parents' evenings largely successful during Covid lockdown so provide an alternative provision</p>	WC/ADL	AS required
Classroom Layout	<p>Change of location/venue where required Teachers supported/briefed on how best to use relevant equipment/ set up the rooms for requirements of all pupils. ISAMs notes any specific access requirements</p>	<p>Monitor and adjust as required</p>		

Motor skills	Individual risk assessment undertaken and specific support is available iSAMs allows sharing of relevant information between staff Where appropriate the school liaises with specialists to support particular motor needs			
Hearing	Hearing induction loops are installed in certain multi-use locations Monitoring of acoustics Guidance available in the use of hearing aids. Hearing equipment in exams if required. ISAMs allows sharing of relevant information between staff	Consider periodic assessment from the Kingston 'Sensory Team'.	DL	Summer 2022
Sight	The School has a partially sighted pupil which has assisted in the development of the Schools response. SharePoint allows flexibility in sharing and handling of information in more suitable formats. Guidance and procedures provided regularly in INSET sessions and available via Share Point SEND team offers advice	Consider periodic assessment from the Kingston 'Sensory Team'.	DL	Summer 2022
Improving the Physical Environment of the School for Students and Staff				
London Road complex	Ground floor accessible, including Hall and Dining Hall First floor inaccessible. Disabled WC within close proximity to Reception, Hall and Dining Hall. Baxter Gallery and associated classrooms all ground floor and accessible (some internal steps overcome by temporary ramp) Use of Hall for additional dining capacity has provided an additional/alternative venue.	Library inaccessible: review for contingency plan to offer alternative access to the services	DL / Librarian	Summer 2022
Fairfield Building	Ground floor accessible including to the Gym and accessible WC. No lift to first and second floors. Labs based on both			

	ground (and first floor). Language labs on second floor: would require relocated provision			
QEII Building	Accessible ground floor including Hawkes Café, Theatre, Quad and classrooms. Accessible WC on ground floor. Lift access to both other floors of the building	Challenge remains the access from the Link Bridge into the London Road building; the prevailing route is the via the front entrances to both buildings		
Outdoor areas	London Road and QEII quads both accessible for the respective building; 'Cage' play/sports area accessible. Access to Fairfield park includes road crossing			
Ditton Field	<p>Accessible carpark and entrance to sports pitches, courts and All Weather pitches, and to changing rooms, accessible WC</p> <p>No access to First Floor of pavilion, to the First Eleven Pavilion or boathouse, including small dining area, access limited to strength and conditioning suite.</p>	<p>Ground floor Reception to be cleared and refurbished summer 2021.</p> <p>Installation of tarmac path from edge of tennis courts to Boat House out for costing to improve access</p> <p>First floor site access to be considered during proposed major refurbishment /redevelopment, consideration to be given to widening of entrances and provision of 'step-free' entrances and/or ramps as necessary.</p>	JF/ DSL / AJB/ AW	<p>Due for completion September 2021</p> <p>Autumn 2021</p> <p>Feasibility to be completed by summer 2022 with refurbishment/ redevelopment 2024</p>
Improving Access to School Transport				
Minibuses	Individual assessments undertaken for minibus access and external coaches (for transfer to Games at Ditton Field)	New minibus being proposed autumn 2021: investigate improved accessibility	DL/ RAG	Autumn 2021

Improving Staff Awareness				
Training for raising awareness of disability.	Regular CPD sessions for Teaching Staff to support their communication with students with learning difficulties and/or disabilities and/or SEND. Teachers to be made aware of strategies to adapt their teaching to make provision for students as per their learner profiles.	Annual event on First CPD day at start of the Academic Year with regular updates and INSET throughout the academic year.	ADL/NJS	Annual and ongoing
Improving Access to Employment at the School				
Recruitment Accessibility	Offer expenses to attend interview Offer trainee and internship roles Unconscious Bias training For more junior positions accept CV only first stage application; Extra time for SEND with any assessment tests; ask for any adaptations to attend interview Offer funding for trainee teachers and internship/apprenticeships. Offer subsidised accommodation for those new to the area or junior staff Offer support with technology/printing etc. for interview	Publish EDI statement on eTeach; Unconscious Bias training for interviewers Add accessibility section to Recruitment Information pack —expenses/remote teams/test extra time etc Application form – review eTeach template/blind hiring/additional questions Printed version of job pack and application form available in large print; Review Disability Confident Campaign	NJS	Complete over 2021/22

September 2021