



DISABILITY POLICY AND ACCESSIBILITY PLAN

Introduction

Kingston Grammar School (“the School”) is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness.

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. We will make reasonable adjustments to avoid putting disabled students at a disadvantage.

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’. There is some overlap with the definition of “Special Educational Needs” (SEN) but not all students are disabled by their SEN and not all disabled students have SEN. “Disabled students” for the purposes of this Policy, refers not only to students with physical disabilities, but could include those for example with health issues, including mental health or learning disabilities if they meet the legal definition of “disability”.

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.

Purpose and Scope

In furtherance of our aims, the school has produced this Disability Policy and accompanying Accessibility Plan which meets the requirements of Schedule 10 of the EQA.

It is closely linked with the School’s SEND Policy which outlines the School’s provision for supporting students with special educational needs and disabilities, including the policy on reasonable adjustments.



This Policy and Accessibility Plan relate more specifically to students who are disabled. They outline how we seek to remove any barriers to learning and access in our school, and to ensure that students and staff are not limited in their ability to engage with all aspects of the School community because of accessibility needs.

The Plan contains relevant and timely actions to:

- increase the extent to which disabled students can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment 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 School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to students with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the student's disabilities and any preferences expressed by them or their parents.

This Policy and Accessibility Plan should also be read in conjunction with other relevant School policies including:

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Curriculum Policy
- Health and Safety, Fire Safety and security policies.

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 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 or cultural groups, religion, gender, disability, sexual orientation, gender identity and gender reassignment.
- We do not unlawfully discriminate in any way regarding entry. Applications are welcome from all those who have the ability and aptitude to thrive in an academic environment. We welcome students with



disabilities and/or Special Educational Needs (SEN) provided we can reasonably offer them the support that they require, cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or SEN, are provided with a safe and inclusive environment in which to learn.

- The School policy is to apply our admissions criteria to all students and potential students,
- We require parents of children with SEN, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the School at the outset of the admissions process so that we can make adequate provision for them.
- Parents must inform the School when submitting the Registration Form of any circumstances relating to their child (including information about their child's long term health/medical conditions, disability or SEN) which may affect their child's performance in the admissions process and/or ability to participate meaningfully in the education provided by the School. Parents must ensure that when submitting the Registration Form, they provide full details of all relevant information, including any relevant medical, Educational Psychologist's or other relevant expert third party report, materials or information about their child's needs, and this may include any final or draft EHC Plans. This is so that the School can assess the child's needs and consult with parents about any adjustments which can reasonably be made and so the school can ensure, for example, that the child would be able to meaningfully access the education offered should they receive an offer of a place, and that we would be able to ensure their health and safety, and the health and safety of others.
- Provided the School has received prior notification from the parents of any disabilities and/or SEN, reasonable adjustments, such as extra time or use of a laptop, will be made in the entrance assessment if supported by an Educational Psychologist's report or other relevant independent medical/other expert third party report and in line with JCQ guidance where appropriate. The School may also seek from a candidate's current school details of normal working provision and practices for the student.
- 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.
- There may be exceptional circumstances in which the School will not be able to offer a place to a child with SEN and/or disability. For example, if, despite reasonable adjustments (in the case of disability), the School feels that a prospective student is not going to be able to meaningfully access the education offered, it cannot adequately cater for or meet their needs, or that their health and safety or that of other students and staff may be put at risk, we may not be able to offer a place at the School.
- In offering a place, the School must feel reasonably sure that throughout the student's time at the School, it will be able to educate and develop the prospective student to the best of their 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 will make all reasonable adjustments to ensure that students with disabilities have full access to the curriculum, culture, policies and procedures of the School.



Physical Access

The School is based on three sites: the main site on London Road, Sixth Form Centre at 100 London Road (from September 2024) 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. 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).
- Auxiliary support will be provided for disabled students where this would be a reasonable adjustment.
- 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. Further detail is available in the Accessibility Plan.

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 June 2024 - June 2027

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 Tours and individual meetings offered with member of SEND department Online events, virtual tours available for any family unable to visit the school site.	Communications for open days/events ask participants if they require any adjustment/specific needs Process of event review and continuous improvement now part of standard practice	Head of Admissions	Ongoing
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/ongoing invigilator training by external consultants and Head of Examinations.	Exams Officer/ Head of Learning Support	Ongoing
Learning Support	SEND department staffing increased for September 2021 and September 2023 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	Staff INSET to demonstrate ease of access of information on iSAMS Introduction of school provided leased machines commencing September 2024 allowing opportunities for central IT upgrades	Head of Learning Support Head of Learning Support	Ongoing Ongoing

	<p>Referrals and liaison with external assessors and/or specialists, where required.</p> <p>Meetings to review pupils requiring/receiving support</p> <p>Screening of all students on entry to the school. Follow up interventions and monitoring in place. MiDYIS tests and Dyslexia Screening.</p> <p>Pupils identified by teachers in need of learning support referred to Learning Support dept.</p> <p>Advice to pupils and parents regarding any assessment needs for gaining access arrangements for further/higher education</p> <p>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.</p> <p>This is an area which will continue to be developed and will be of benefit to all students particularly those with SEND.</p>	<p>Proposals for a SEND relocation to expanded accommodation (following acquisition of Sixth Form Centre).</p>		<p>September 2024</p>
<p>Curriculum</p>	<p>Timetabling of rooms can be adjusted as required</p> <p>Activities to be modified for physically disabled as necessary</p> <p>Training is provided for pupil specific requirements on their admission</p> <p>Medical Centre disseminates information to tutors on any pupil medical needs</p> <p>Access to remote learning if pupils suffer a long period of ill health.</p>	<p>Head of DT and Head of Art to liaise with HLS to develop schemes of work.</p> <p>All students are given opportunity to complete projects in Art and DT including lunchtime clubs.</p> <p>See also SEND Policy for related actions.</p>	<p>Deputy Head (Academic)</p>	<p>Ongoing</p>
<p>Trips and Visits: Day Trips</p>	<p>Individual risk assessments including review of suitability of venue and activities</p> <p>Provision of “buddy” pupil</p> <p>Regular review of the Educational Visits policy</p>	<p>Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips;</p> <p>EVC to keep up to date with current regulations and to check website ‘learning outside the classroom.’</p> <p>http://www.lotc.org.uk/</p>	<p>EVC/EVA in discussion with individual trip leads</p>	<p>Ongoing and continuous</p>

Residential Trips	<p>Modifications to Trips/ activities made in response to particular needs</p> <p>Review of suitability of venue</p> <p>Provision of “buddy” pupil</p> <p>Educational Visits Policy reviewed regularly</p> <p>Liaison with pupil’s specialist team to advise on risk assessment and providing training prior to departure.</p>	<p>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.’</p> <p>http://www.lotc.org.uk/</p>	<p>EVC/EVA in discussion with individual trip leads</p>	<p>Ongoing and continuous</p>
Sports and Co-curriculum	<p>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 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. 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>Director of Sport to review and explore alternative forms of provision in Games or PE for disabled pupils, but to ensure inclusion wherever possible; Improve knowledge of how to integrate disabled students; In service training for staff from specialist trainers e.g.</p> <p>https://www.ukcoaching.org/courses/workshops/how-to-coach-disabled-people-in-sport or</p> <p>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>AJB / Director of Sport</p>	<p>Ongoing and continuous</p>

Parents' Evenings	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	All parents' evenings held remotely	Deputy Head (Academic) /Head of Upper School	Ongoing
Classroom Layout	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 Focus with parents ahead of enrolments to make all necessary adjustments for students with accessibility needs	Monitor and adjust as required	Head of Learning Support/ DFO	Ongoing
Suppliers		Consider adopting a preferred supplier for purchasing materials/curriculum requirements in an alternative format	DFO	September 2024
Improving delivery to disabled students of written information which is readily available to non-disabled students				
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		Head of Learning Support/ Admissions	Ongoing
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 Detailed acoustic survey undertaken as part of 100LR fit out	Consider periodic assessment from the Kingston 'Sensory Team'. Periodic testing of hearing loops conducted Audit proposed to include the new site at 100LR	DFO	Autumn 2024

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'.	DFO	Autumn 2024
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 Full internal access audit walk undertaken summer 2022 (including wheelchair user access). Reviewed summer 2023; accessible (if not fully step free) routes identified and tested	DFO / Librarian	Ongoing
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	Installation of lift proposed in relation to science block/Fairfield Building refurbishment		Summer 2026
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 Successful re-timetabling of lessons has improved accessibility issues (without detriment to teaching and learning environments)	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		
100 London Road	New Sixth Form Centre from September 2024. Accessibility assessment conducted as part of design / layout and re-fit. Four	Installation of additional accessible WCs on higher floors being evaluated	DFO	August 2024

	storey building served by two lifts. Stepfree access at ground level. Accessible WC on ground floor			
New Teaching Block	Proposal at early stage feasibility and to reflect best practice on accessibility	To ensure final design reflects best practice	DFO	Summer 2025 detailed design
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 cleared and refurbished summer 2021</p> <p>Installation of tarmac path from edge of tennis courts to Boat House install summer 2022 improving access</p>	<p>.</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>	Facilities Manager / DFO / AJB/ Director of Sport	New Sports Centre feasibility commenced and ongoing
Improving Access to School Transport				
Minibuses	<p>Individual assessments undertaken for minibus access and external coaches (for transfer to Games at Ditton Field)</p> <p>New, smaller/more accessible MPV acquired summer 2023</p>			
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	Annual INSET with regular updates	ADL/ Director of HR	Annual and ongoing

	strategies to adapt their teaching to make provision for students as per their learner profiles.			
Improving Access to Employment at the School				
Recruitment Accessibility	<p>Offer expenses to attend interview</p> <p>Offer trainee and internship roles</p> <p>Unconscious Bias training</p> <p>For more junior positions accept CV only first stage application;</p> <p>Extra time for SEND with any assessment tests; ask for any adaptations to attend interview</p> <p>Offer funding for trainee teachers and internship/ apprenticeships.</p> <p>Offer subsidised accommodation for those new to the area or junior staff</p> <p>Offer support with technology/printing etc. for interview</p> <p>Publish EDI statement on eTeach</p>	<p>Unconscious Bias training for interviewers</p> <p>Add accessibility section to Recruitment Information pack — expenses/remote teams/test extra time etc</p> <p>Printed version of job pack and application form available in large print; Review Disability Confident Campaign</p>	Director of HR	Initiated and ongoing

June 2024