

# KIRKHAM GRAMMAR SCHOOL

## POLICY DOCUMENT

### 3 YEAR ACCESSIBILITY PLAN 2021-2024

**This is a whole-school policy and is applicable to Kirkham Grammar Senior School (KGS) and Kirkham Grammar Junior, Infant and Pre-School (KGJS)**

<b>Policy number: 58</b>	<b>Originating date:</b>	<b>Date last reviewed: November 2021</b>	<b>Next review: November 2022</b>
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#### INTRODUCTION

Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan.

Kirkham Grammar School has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim to ensure that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The Special Educational Needs Policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's Equal Opportunities Policy explains how it ensures equal opportunities for all its pupils. Increased access to the curriculum, physical access to the school, and access to information are particular to pupils with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to the Special Educational Needs Policy for an outline of the full provision that our school has in place to support pupils with SEND.

#### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years 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.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

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 SPECIAL EDUCATIONAL PROVISION**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.

## **SECTION A: INCREASING ACCESS TO THE SCHOOL CURRICULUM**

<b>Area</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Time frame</b>
<b>Whole School</b>	Reviewed school policies in line with SEND Legislation - Junior and Senior Schools.	Through Policy Review Committee and Governors Committee.	Policies in line with Disability Legislation: - Bullying - Health & Safety - SEN - Safeguarding	Undertaken annually
	Updated application forms for Support Staff employees.	Through Bursarial Department.	Updated forms enabling clear passage of information on disability.	Reviewed annually
	Clarification of information on pupils with SEND due to disability.	LS clarify access arrangements in the classroom (Passports).	Provision of either extra time for pupils or pre-prepared written material.	Undertaken annually
	Use of ICT facility for SEND.	Purchase of bank of laptop computers/iPads.	Availability of ICT in the classroom. (25 BTEC Aug 2019)	
	Amend admissions procedures in line with SEND Legislation.	Consultation with Junior School and Registrar to ensure consistent approach.	Information passage of any disability ensured.	Undertaken annually
	Review policy on pupils with serious allergic reactions.	Policy Review Committee and Medical Centre to conduct review.	Procedures for prophylactic/allergy reaction; pupils secure.	Sept 2021 (as needed). Staff training 5.10.21
	Assess risks in Science classes.	Science Department – look at suitable experiments, alternatives.	Integration in practical activities.	Reviewed annually
	Access to school trips.	Assess risk by specific risk assessment for disability. Reasonable test. Address needs on individual basis.	Health and Safety of all party catered for.	EVC (ongoing).

<b>Whole School</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Time frame</b>
	Access to Entrance Exam for SEND pupils, including visually impaired and wheelchair users.	Assess correct pre-arrival literature. Allocate suitable classrooms.	Access for all.	Ongoing
	Health Action Plans in the event of diabetes/epilepsy/allergies, etc.	Review by School Nurse.	Implemented and staff trained.	Action Plans, epipen/asthma training (ongoing).
	Review car parking and SEND facility.	Audit car parking and use DDA recommendations.	Access for disabled users.	June 2021.
	Fire evacuation procedures known to disabled pupils.	Addressed on basis of need but may include light display.	Safe exit for all.	As required
	Ensure availability of Inset on SEND issues as they arise.	CPD planning. Weekly updates.	Awareness raised amongst all staff of disability issues.	Ongoing
	Training teachers on differentiation in classroom.	Inset for teaching staff.	Teachers meet needs of disabled pupils.	Ongoing
	Allow access for SEND pupils on minibus trips.	Identify a hire company with a wheelchair facility.	Incorporate external hire into trips, including wheelchair users.	As required
	Ensure consistent use of passports throughout the school.	Provide a LS folder to each department. Ensure all passport info is available on the Q Drive. Regular use of staff briefing notes to remind/update new additions. Use of iSAMS flag function to highlight those with passports within teaching groups.	Improved differentiation in the classroom. All passport needs met.	Completed Sept 2021 – ongoing review
	Ensure curriculum offer for EAL students is appropriate for expectations.	Develop English Language screening assessment ahead of place allocation.	EAL pupils able to access age appropriate curriculum.	EAL coordinator in place

## SECTION B: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF SCHOOL

Whole School	Target	Strategy	Outcome	Time frame
	Assess Risk Assessments in the Boarding House for SEND access.	Employ expert to perform Risk Assessment.	Assess accessibility in Boarding House for physically and sensory disabilities. Governors consider recommendations.	Ongoing Review
	Transport to and from school for SEND pupils.	Identify through pre-arrival papers any wheelchair users.	Access for wheelchair users by school bus.	Ongoing. PSVAR reg.
	Ensure toilet facilities meet needs of all groups.	Audit toilet facilities for everyone and ensure standards met.	Plan for refurbishment of toilet facilities for everyone.	Achieved in Waite Building and Sports Centre (disabled), for everyone in SLH and E Block (Music Dept)
	Key signage points across campus.	Include Braille on appropriate signs to assist visually impaired visitors.	Access to those with visual difficulties	As replaced/required.
	Visibility of external steps specifically at building exit points, ie KGJS Classrooms and SLH.	Improve visibility.	Assist visually impaired, disabled and wheelchair users.	Completed – ongoing monitoring and review.
	Review planning to cater for wheelchair access.	Governors to incorporate Disability Legislation into planning.	Current buildings re-assessed for access to wheelchairs and sensory handrails.	Achieved and ongoing.
	Investigate utility of ramp access in Junior School.	Discuss in Development Planning.	Wheelchair access to lower classrooms.	Review of all school facilities to be undertaken as part of wider compliance review.
	Develop facilities in Medical Centre for SEND access.	Investigate and refurbish shower/toilet facilities.	Inclusion for all disabled users.	Review of all school facilities to be undertaken as part of wider compliance review.
	Meet recommendations for all steps with regard to nosings/railings.	Incorporate into refurbishment programme.	Safer access to all steps.	As required.
	Review lighting provision to meet recommendations.	Incorporate into refurbishment programmes.	Safer access for all.	As required.

## SECTION C: IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO SEND PUPILS

	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Time frame</b>
<b>Whole School</b>	Further development of ICT facilities to afford access to pupils with writing difficulties.	ICT development. Laptop use in class. Bring Your Own Device.	Ongoing. Reading pens. More laptops.	Ongoing.

### BOARDING HOUSE

<b>Boarding House Area</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Time Frame</b>
Entrance	Ease of access for all.	a. Provision of handrails at front and rear entrances. b. Improve signage to front door of Boarding House. c. Ramp to main entrance.	Access for all disabled.  a. Incomplete b. Incomplete c. Incomplete	Ongoing.  As required or temporary ramp.
Kitchen	Safe access for all.	Ramped throughout.	Meet Health & Safety requirements.	As required or use of temporary ramps.
Recreation Area	Access to ICT facilities.	Ramped throughout and investigate ergonomic keyboards. Joystick mouse voice activated software.	Access to those with hearing/visual difficulties.	New room adapted
Main Stairway	Access for wheelchair users.	Provision of chair lift.	Access to boys' area for all.	Long term combined with refurbishments.
Fire Alarm System	Safe access for hearing impaired.	Affix vibrating pager to new system. Personal.	Access to all.	As required for an individual pupil.
Dormitories	Provide access for SEND boys.	Provide dormitory on ground floor as required.	Access for all – serious physical barriers here.	As required and assessed as reasonable.
Catering Facilities	Access to dining areas.	a. Create ramped access to doorways. b. Improve lighting levels.	Safe and easy access for all.	As required.