

# KIRKHAM GRAMMAR SCHOOL

## DISABILITY POLICY & ACCESSIBILITY PLAN

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

Policy number: 39	Date last reviewed: March 2025	Next review: March 2026
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### AIMS

Kirkham Grammar School aims to:

- ensure that any pupil will have equal access to the school, through the admissions procedures and subsequent to entry, to all educational services the school provides regardless of any disability insofar as the school believes this is reasonable under the provisions detailed below;
- develop plans to improve access for disabled pupils and staff in school through the provision of accessibility plans and undertaking such changes as are necessitated by such planning and deemed reasonable by the Governing Body;
- to incorporate within the school's policies provision for disabled pupils and staff to avoid discrimination.
- approach the issue of disability in compliance with the Equality Act 2010.

### THE POLICY MAKES THE FOLLOWING DEFINITION OF DISABILITY

Defines "disabled person" as a person with "a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities". This applies to members of staff and pupils.

- The person has an impairment that is either physical or mental.
- The impairment has adverse effects, which are substantial.
- The substantial effects will be long-term.
- The long-term substantial effects will adversely impact normal day-to-day activities.

It is intended that the school will cater for many forms of disability depending upon the severity of each case. Sight/hearing impairments; physical and medical impairments and special needs have all been included before but each case must be assessed according to the individual needs of the person concerned.

## PUPILS

### Terms of Admission

The school will endeavour to identify pupils who have any disability at the outset of the entrance procedure through declaration on the registration form. If a disability is identified which raises questions about the ability of the school to cater for the needs of the pupil without unreasonable adjustments the following procedures will be applied.

- A request for a meeting between the Headmaster/Headmistress and parents/carers before the entrance examination/assessment day.
- Establish the specific needs required, ie wheelchair access; meals; Braille, etc.
- Assessment of the school's ability under its current Accessibility Plan and applying the criteria below to establish the school's ability to meet the needs required.
- Provision within the Open Days and Entrance Examination for particular needs where identified prior to these events.

It must be clear, however, that admission to the school depends upon a prospective pupil, as with all pupils, meeting the criteria required to maintain and, if possible, improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. Nor does having a disability automatically imply that a pupil has special educational needs.

The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his/her potential in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident well-educated and well-rounded adult.

The school's policy is to apply these criteria to all its pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his/her disability.

### Review of Policy

The school will review its policy regularly through the Policy Review Committee including members of the Senior Leadership Team and relevant members of staff. This policy will be presented to the Governors for their approval. The committee will:

- Review the school's policy, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled.
- Make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare the Disability Policy.

### Current problems

The school faces problems currently in meeting the needs of disabled pupils in common with other schools because of its geography, which covers a wide area and consists of many separate buildings of separate storeys. These have developed historically as has the provision of subject specific classrooms including specialist facilities. This requires pupils to go from classroom to classroom in between

lessons. The boarding facilities face similar problems. This will mean that physically impaired pupils will inevitably face difficulties in mobility and accessing key areas of the school. These issues cannot be remedied by reasonable adjustments in the short term and even long term plans can only go some way to ameliorating the position.

### Reasonableness

If there is ever ground for excluding a disabled pupil from any activity this must be on the grounds of reasonableness. The school may consider the following areas when applying this principle.

- The need to maintain musical, academic, sporting standards. It will apply standard admission criteria regardless of disability or not. Any necessary amendments to visits or exams necessitated by Special Needs will be undertaken under the SEN policy.
- Financial resources. The school is not required to provide additional auxiliary aids nor make physical alterations to buildings for individual pupils.
- Costs. Immediate cost implications could preclude an individual being offered a place in school.
- Practicability. It must be practical to include any pupil within a group given the particular problems pervading at that time.
- Health and Safety. It is reasonable to apply risk assessment evidence where a pupil or other pupils would be put at risk should such an activity be carried out.
- Interests of other pupils. It must be practical to include any pupil within a group so as not to inhibit the access of the rest of the group to the education on offer.

Each of these will be taken into account when individual cases are dealt with on the basis that the school will do all that it reasonably can to ensure that disabled pupils are not disadvantaged.

### **STAFF**

The school values each member of staff for their contribution to the school and will seek to ensure that no member of staff is disadvantaged by reason of his/her disability.

The school aims, within the constraints of resources available, to ensure that no member of staff is less favourably treated in the school's procedures and practices in respect of:

- recruitment;
- appraisal review;
- promotion;
- staff development;
- teaching/working environment;
- access to the premises.

### Practices

- *The Headmaster/Headmistress will report to the Governing Body annually on members of staff who have a disability, and the steps taken to ensure that they are not treated less favourably.*
- The school will ensure that the needs of disabled staff are fully considered, in any strategic planning for the development of the school campus.

## **GENERAL RESPONSIBILITIES**

Within their purview the Head/Headmistress/Bursar will:

- ensure policy is implemented;
- identify staff or pupils who have a disability;
- liaise with disabled staff;
- identify where adjustments can be made;
- implement policies that identify and eliminate areas of possible 'less favourable' treatment;
- ensure all staff know their responsibilities.

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

Kirkham Grammar School has adopted this accessibility plan 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 the 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

Area	Target	Strategy	Outcome	Time frame
Whole School	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
	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).

	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 CPD delivered to senior school staff 02/09/24
	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.	As required CPD delivered to senior school staff 02/09/24 New Staff induction program includes SEND session
	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 teacher in place in the English Dept. EAL support delivered by Cathy Halsall.

## 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.  Two new minibuses purchased, fitted with ramps.	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.  New ramp for Senior School main entrance.	Achieved and ongoing.
	Utility of ramp access in Junior School.	Discuss in Development Planning.	Wheelchair access to lower classrooms.	Review
	Develop facilities in Medical Centre for SEND access.	Investigate and refurbish shower/toilet facilities.	Inclusion for all disabled users.	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.
	Meet the needs of hearing-impaired pupils/staff	Induction loop System in SLH and Old Hall	Improved access to assemblies for hearing aid users	

## SECTION C: IMPROVING THE DELIVERY OF WRITTEN INFORMATION

	Target	Strategy	Outcome	Time frame
<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.

	Updated application forms for Support Staff employees.	Through Bursarial Department.	Updated forms enabling clear passage of information on disability.	Reviewed annually
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## BOARDING HOUSE

Boarding House Area	Target	Strategy	Outcome	Time Frame
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. Available	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.

<b>Boarding House Area</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Time Frame</b>
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.

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