

Maidstone Grammar School

Accessibility Plan

2016 – 2019

Introduction and Legislative Framework

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act 2010 set out legal obligations that schools and others have towards individual disabled children and young people stating that schools “*must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*” (Equality Act 2010 and SEND Code of Practice 2014 6.9).

In addition, the Equality Act 2010 and SEND Code of Practice 2014 (xviii-xxi) states that schools:

- must not directly or indirectly discriminate against disabled children and young people
- must promote equality of opportunity and foster good relations between disabled and non disabled children and young people
- must publish accessibility plans setting out how they plan to increase access to education for disabled students.

Definitions

The Equality Act 2010 defines a disability as ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This definition provides a relatively low threshold and includes more children than many realise: ‘*long-term*’ is defined as ‘a year or more’ and ‘*substantial*’ is defined as ‘more than minor or trivial’.

It is important to note that students with a disability or learning difficulty are not automatically considered as having a special educational need. Conversely, a student with SEN may also have disability under the Equality Act 2010. The SEND Code of Practice 2014 (xiii- xiv) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Background

Maidstone Grammar School was built, in its current site, in 1929. Since that time the school has grown and expanded and now incorporates a number of different buildings. The DDA regulations stated that any building built after 2005 must meet the requirements of the Act. The School has ensured that the act has been adhered to for any buildings built after 2005 but there are a number of older buildings where this is not easily achieved. These are:

- the original 1929 building where access to the first floor is by stairs only.
- The 1960s building where access to the first floor is by stairs only
- The 1980s building where access to the first floor is by stairs only

When and where necessary the school will accommodate disabled students in other rooms which are accessible via ramps or platform lifts.

Principles

Maidstone Grammar School is an inclusive school which strives to identify and remove barriers which prevent students with disabilities from taking an active part in every aspect of school life. The school is fully committed to upholding the requirements of the Equality Act 2010 and the SEND Code of Practice 2014 which provide the most up to date statutory guidance (as outlined in the introduction) as well as any other relevant policies.

Maidstone Grammar School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Maidstone Grammar School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students according to requirements of the SEN Code of Practice 2014. The School achieves this by:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Taking into consideration the views and wishes of identified students and their parents.

Activity

a) Education & related activities

Maidstone Grammar School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Maidstone Grammar School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

Maidstone Grammar School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Audit of School Accessibility

See attached (Appendix 1)

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- staff development plan
- building development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

APPENDIX 1

Maidstone Grammar School

Accessibility Plan 2016-2019

Audit of School Accessibility

1. The School is made up of the following buildings:

- 1929 Neo Tudor Block (Main Building)
- 1929 Pavilion
- 1993/4 converted Fives' Courts
- 1960 Classroom Block (access via a link door from the main building)
- 1980s Classroom Block (access via a link door and a bridge from the 1960s classroom block)
- 2005 Classroom Block
- 2005 Refectory
- 2009 Media and Computing Building
- 2011 Sixth Form and Food Technology Building
- 2013 Renovated Sports Hall

2. Accessibility to buildings:

2.1 1929 Neo Tudor Block – two storey building:

- Disabled access by ramp to reception
- Disabled access to the ground floor only
- Access to computer rooms on ground floor only
- Access to Science Rooms on ground floor only
- No access to English department on 1st floor – relocate class to ground floor
- Platform lift to access link corridor to 1960s block
- Ramp installed for access to the reception
- Ramp installed for access to the big hall/gym
- Hearing loop in main reception
- Hearing loop in big hall

- Painting and decorating meets DDA requirements
- Blinds/curtains in all rooms to improve vision of screens
- Lights have been changed to LED which have a more natural effect
- Handrails and grip rails fitted on stairs
- Disabled students access to the curriculum accommodated downstairs
- Nosings on stairways where appropriate
- Designated disabled toilets by main entrance and teacher support department
- Magnetically controlled doors outside doors
- Wheelchair access to magnetically controlled door from reception to foyer
- Disabled toilet in foyer and near boys' entrance
- Changing facilities limited for wheelchair access.

2.2 Pavilion

- No disabled access

2.3 Converted Fives Courts – two storey building – first floor in attic space

- Outside stair to first floor classroom – no disabled access
- Two classrooms on ground floor – disabled access

2.4 1960s classroom block including music

Two storey building made up of a honeycomb of undersized rooms on different levels and first floor not accessible for disabled access

- Ramps to access court side of building
- Access to the library on court side – disabled access from the court
- Access to drama room 60 – disabled access from the court
- Access to sixth form English room, offices for: deputy head (staff and student development), English department, Learning Managers Years 7-10 around the perimeter of the building and access from the field side.
- No access to the first floor buildings
- Access to the music department via the court

2.5 1980s classroom block – made up of single and two storey building

- Ramps to enter building
- No disabled access to first floor
- Disabled access to Design and Technology
- Disabled access to computer room 61 from outside door
- Disabled access to the lecture theatre from ground floor level
- No disabled toilet in this building but one in adjacent building
- Disabled access to geography rooms around perimeter of building and enter via door by room 51
- No disabled access to the first floor

2.6 New Teaching Block by Refectory opened in 2005

- Disabled building
- Platform lift to all floors
- Disabled toilet access on all floors
- Décor meets DDA requirements for visually impaired
- Emergency exit suitable for disabled exit

2.7 Refectory Opened in 2005

- Platform lift to first floor
- Disabled toilet access on both floors
- Décor meets DDA requirements for visually impaired
- Emergency exit on ground floor suitable for wheelchair exit
- Handrails/grab rails fitted as required

2.8 Media and Computing Building – opening 2009

- Platform lift to first floor
- Disabled toilet on ground floor
- Décor meets DDA requirements for visually impaired

- Wheelchair access to the building
- Emergency exit suitable for disabled exit
- Handrails/grab rails fitted where necessary

2.9 Sixth Form and Food Technology Building – opened in 2011

- Platform lift to first floor
- Disabled toilet on ground floor
- Décor meets DDA requirements for visually impaired
- Wheelchair access to the building
- Handrail/grab rails fitted where necessary
- DDA compliant adjustable table fitted for disabled use in Food Technology room

2.10 Sports Hall – renovated in 2013

- DDA compliant emergency exits within sports hall
- Ramp into sports hall
- Disabled toilet
- Emergency exits inside sports hall

2.11 External/General

- Wheelchair access to ground floor of all buildings except the Pavilion
- Two designated parking bays for disabled drivers
- External steps which are a trip hazard are marked with yellow fluorescent paint
- External ramps for access to ground floor of all buildings apart from the Pavilion#
- Parking lines clearly marked on site
- Double yellow line markers visible around site for no parking
- Mini bus lite purchased with wheelchair access for disabled

3 Areas for Improvement:

- Demolition of the single storey music department and replaced by a two storey building housing science and computing rooms
- Access to all rooms via a lift
- Demolition of Hut 93 and replace with a two storey building housing Performing Arts – accessible on both floors
- Rooms in new builds to include furniture suitable for disabled students
- Both buildings to conform to latest DDA requirements
- Construction of an all-weather surface – also to be DDA compliant
- Demolition of four mobile classrooms and replace with new pavilion with changing rooms and on two floors to be DDA compliant
- On-going reviews of the facility to identify an areas which might need to be improved.

4. Access to the Curriculum

- Hearing loop in the big hall for assemblies
- Hearing loop in reception
- Access to the whole curriculum is available although at times subjects may have to be accommodated in a ground floor room
- Detailed information on students with high needs given to all staff
- Differentiated timetables available if required
- Inset includes some time allocated to training staff on SEN.

5. Curriculum

- Information on all students is available to all staff
- Inset included specialist speakers to keep staff informed of any new developments
- Booklet produced for all staff on students with Additional Educational Needs
- Teaching Support Assistants appointed to support students with Additional Educational Needs
- Differentiated timetables available if required
- Information on external agencies is held by the Student Services Department
- Counsellor appointed for students support
- Regular meetings with parents on their child's performance

APPENDIX 2

ACCESSIBILITY ACTION PLAN FOR 2017-2020

Development Area	Objectives	Timescale and Resources	Success Criteria	Responsibility	Monitoring
<p>Access to the Curriculum To ensure that all students' needs are catered to in the classroom</p>	<p>To continue to ensure that the learning environment at the school accommodates all learners by:</p> <ul style="list-style-type: none"> • Ensuring that staff have effective training to support learners with disabilities/ SEN/AEN • Ensure that staff have up to date information for learners with disabilities. • Ensure that appropriate access arrangements are made with students identified additional need e.g. external exams including obtaining extra time, scribes and readers and laptop access. • Provision of appropriate work for students unable to attend school. • All staff should understand the key principles of reasonable adjustment and best endeavours. 	<p>Inset time for staff training and development. Administrative time for paperwork and ensuring school information management system is up to date.</p> <p>Time to assess students with special needs</p>	<p>Students with disabilities/SEN/AEN and students who are unable to attend school are able to access all areas of the school curriculum (where appropriate) and lessons meet individual learner needs.</p>	<p>SLT</p>	<p>SLT</p>

		Time for teaching staff to compile appropriate resources.			
<p>Access to the Wider Curriculum</p> <p>To ensure that learners with disabilities/SEN/AEN have access to school activities and events</p>	<p>To ensure that students with disabilities/SEN/AEN have access to school activities.</p> <ul style="list-style-type: none"> • When necessary ensure that students with disabilities/SEN/AEN have support from a TA including residential trips. • Ensure that lessons are adapted to accommodate the needs of students with disabilities/SEN/AEN. • Ensure that the hearing loop is available whenever required. 	<p>TA support is available, when necessary, for residential trips. Staff are aware and kept updated on the needs of disabled students</p>	<p>Students with disabilities/SEN/AEN take part in a range of extra-curricular activities and continue to have access to trips and visits.</p>	SLT	SLT
<p>To ensure that laptops, cameras and other physical aids are available for classroom use for students with disabilities/SEN/AEN</p>	<ul style="list-style-type: none"> • Discussion with Bursar to include some provision in the budget each year. • Work with the Network Manager in ensuring that there is a pool of equipment for students with disabilities/SEN/AEN • Liaise with Student Services Department on the up to date needs of the students with disabilities/SEN 	<p>Training time for staff including TAs so that they are able to support the students with physical aids. Regular discussions between SEN, Bursar and Network Manager on current needs of students.</p>	<p>Students with current needs for physical aids are issued with the most appropriate aid and that this is regularly reviewed to ensure that the needs of the students are being met.</p>	REJ/AEL/MHC/SJM	REJ/AEL/MHC/SJM
<p>To continually improve the physical environment of the School to further</p>	<ul style="list-style-type: none"> • Removal of mobiles which had poor acoustics and an inadequate learning environment for students 	<p>Build a new Performing Arts Building</p>	<p>Two storey building with access to the first floor by Platform lift will be completed</p>	MHC	MHC

<p>support students with disabilities/SEN/AEN</p>	<p>with disabilities/SEN/AEN.</p> <ul style="list-style-type: none"> • Removal of Hut 93 – a science hut poorly designed for science use • Removal of Performing Arts/Music Building • Build a new pavilion which is, in the main, Sports England Complaint and Equality Act 2010 compliant. • Build an All-weather surface so all students in the school can have access to this playing provision. • Ongoing enhancements to school site such as fixtures/fittings/fluorescent marking on steps and stairs. 	<p>Replace with Science and Computing Building</p> <p>Purpose built to meet the needs of all students at MGS</p> <p>All-weather surface is available for sports lessons throughout the year</p>	<p>Purpose build large labs to accommodate disabilities/SEN completed</p> <p>Pavilion project completed</p> <p>All-weather surface is built</p>		
---	--	---	---	--	--