

Tonbridge Grammar School



Accessibility Plan

2023-2026

Accessibility Plan
Approved: July 2023
Review: every three years
Review due July 2026
Approval: Academy Trust Board



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Introduction

The Special Educational Needs and Disability Act (2001) extended the Disability Discrimination Act 1995 (DDA) to cover education. This act gives the Board of Trustees three key duties towards disabled students under Part 4 of the DDA:

1. Not to treat disabled students less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for students with disabilities.

This plan sets out the proposals of the Trustees to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Curriculum	Increasing the extent to which disabled students can participate in our curriculum;
Physical Environment	Improving our environment to increase the extent to which disabled students can take advantage of education and associated services;
Written information	Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed and revised as necessary. Included at the end of this document is a set of action plans showing how the School will address the priorities identified in the plan.

The National Context

We are working within a national framework for educational inclusion provided by:

- The Education Act (1993) and (1996)
- Disability Discrimination Act (1995) and the Special Education and Disability Act (2001)
- Disability Equality Duty
- Equalities Act (2010) and Section 1(8) of the Academies Act (2010)
- Meeting student learning diversity in the classroom (International Baccalaureate, 2013)
- The Children and Families Act including the SEN and Disability Code of Practice: 0-25(2014)
- Supporting pupils at school with medical conditions (2014)

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The School's Context

TGS is a high achieving selective grammar school with academy status. Students are prepared for GCSEs and the International Baccalaureate. In addition to an extensive curricular timetable, our students take part in an extensive range of co-curricular activities.

Our Curriculum

As an IB world school our curriculum develops enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We offer an ambitious curriculum that is intellectually challenging and rigorously assessed. It fosters in our students a love of learning and inquiry. We value learning that will encourage active participation, critical thinking and the freedom to learn from mistakes. Our curriculum provides students with the intellectual breadth and depth as well as the high-level skills necessary for demanding, professional employment beyond university.

Our Learning Community

In the academic year 2022-2023 we have 121 students with SEND. There were two students with an Education Health Care Plan.

In 2022-2023 there are 26 students with a Risk and Support Plan to support mental health needs and 80 with Medical Care plans. The latter includes diabetes, hearing impairments and serious allergic reaction. Occasionally students may have mobility difficulties due to medical treatment or accident covered by an individual Personal Emergency Evacuation Plan (PEEP).

The Deputy Head Teacher, SENCO, Assistant SENCO, Designated Safeguarding Lead, Curriculum Directors, Student Support Coordinators, Mental Health Co-ordinators and School Nurse plan and implement transition programmes for new students and monitor the provision for existing students. A Wellbeing Co-ordinator was also appointed to support post-covid recovery.

The premises are also used by other groups from the wider community including sport groups, summer schools and tuition companies.

Our Premises

The premises comprise several buildings covering a large 14-acre site with most classrooms in a main three storey modern building (2008). There is a purpose-built Sixth Form building (2015). There are other specialist classrooms (science, technology music and art) and an assembly hall and canteen in older buildings of one or two storey construction which currently have limited disabled access.

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Accessibility Review Group

A review group was consulted to identify strengths arising from the period covered by the previous plan and to identify priorities for 2023-26. The review group consisted of:

Deputy Head Teacher (Wellbeing)

SENCO

Assistant SENCO

SEN Trustee

Parents

Facilities & Estates Manager

Strengths demonstrated in the period covered by the previous Accessibility Plan:

- Value-added scores for students with SEND are above the national average.
- Strong support for students' wellbeing with a dedicated team of non-teaching Student Support Co-ordinators and a School Nurse and Assistant SENCO. Since the last Accessibility Plan, a Mental Health Co-ordinator has been appointed. At the start of the 2023-2024 academic year two further student support co-ordinators have been appointed.
- Appointment of a Learning Support Assistant
- Pupil Profiles are established as a source of information that staff can access to plan delivery for their students
- Pupil profiles are an established starting point for students and parents to talk about their needs/ opinions and to evaluate the support provided
- Establishment of a Wellbeing Hub to support neurodiversity
- Increased availability of laptops/iPads for students with SEND
- Close collaboration with KCC Disability Team to review and implement support for students with SEN and complex medical needs
- Implementation of National Tutoring Programme
- Implementation of study skills program during tutor time
- Positive feedback from JCQ access arrangements monitoring visits
- In addition to the lifts are available in 2 out of 4 buildings (Hands and IBarn), stairlifts have been fitted to allow disabled access to the Mitchener Hall
- Increased access to food outlets (3 of 7 food outlets are wheelchair accessible)
- Two wheelchair accessible Science labs have been converted to multi-use labs to cater for students with impaired mobility
- Ramps to assist wheelchair access into the old school building
- Enlarged access doors to older building
- EVAC chairs installed in Hands Building and IBarn
- Health & Safety Policy updated to include requirement for Medical Care Plans to support students with complex medical health needs
- Intercom systems in stairwells in 'refuge areas'
- Improved external lighting
- Large signs + contrasting colours on steps/doorways

The planning group reviewed the existing plan and identified additional priorities and areas for development for 2023-26.

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Curriculum Accessibility Plan 2023--2026

Target	Action	Outcome	Timeframe	Staff
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<ul style="list-style-type: none"> Continue to provide training on classroom differentiation strategies. Continue to use of Pupil Profiles to enable communication of strategies suggested by specialist teacher including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate. Continue to use Pupil Profiles as a means of collecting the views of students and parents/carers to monitor and review individual support Provide additional training to staff on disability equality issues to ensure all are aware of their duties under DDA. 	<p>Increased staff confidence in providing appropriate teaching and support for students with disabilities.</p> <p>Reduced gap in progress between students with SEND and other students.</p>	Y1-3	SENCO Assistant SENCO Specialist Teacher Curriculum Directors Subject Leaders
Increase understanding of strategies to support Neurodiversity	<ul style="list-style-type: none"> Additional training on neurodiversity including but not limited to students who are autistic and/or have attention deficit hyperactivity disorder (ADHD). Increase staff awareness of strategies to implement in the classroom and day-to-day interactions Evaluate the wellbeing support and school environment to ensure neurodiverse students are able to thrive in a welcoming environment 	<p>Increased staff confidence in providing appropriate teaching and support for students with disabilities</p>	Y1-2	SENCO Assistant SENCO Deputy Head

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Ensure staff make full use of data to plan, review and implement individual support strategies.	<ul style="list-style-type: none"> Continued use of performance data to monitor student progress and respond to variations between groups of learners in school and make comparisons with national data and other similar schools. Provide further training for staff to ensure consistent use of data to plan, implement and review interventions for subgroups at the class teacher level to support quality teaching and monitoring 	Targeted support to close progress gap between students with SEND and other students.	Y1-3	SENCO Subject Leaders Curriculum Directors
Improve awareness of the variety of study skills and techniques students can use to support their learning through tutor time and peer mentoring	<ul style="list-style-type: none"> Increased opportunities for students to learn and practice a range of study skills and revision techniques through the Form Tutor programme, within subjects and through peer mentoring 	Students identify their most efficient methods for learning and revision.	Y1-2	Curriculum Directors Subject Leaders Form Tutors
Increased access to software that support students with additional needs.	<ul style="list-style-type: none"> Promote use of technologies for individuals with specific learning difficulties. Train students in the use of software. 	Remove barriers to learning and increase students' confidence	Y1-2	SENCO Assistant SENCO Specialist Teacher
Use of Teams for recording homework.	<ul style="list-style-type: none"> Ensure consistent approach to setting of homework in terms of clarity of instruction and timing in line with the Homework Charter. Reviewed through Curriculum Director monitoring and student voice. 	Students with SEND are supported in their organisation.	Y1	Subject Teachers Curriculum Directors
Raise awareness of disability equality across the School.	<ul style="list-style-type: none"> Further develop HSEE programme to address disability equality awareness with students. Identify visiting speakers for assemblies or HSE days 	Increase awareness of disability equality.	Y1-3	Curriculum Directors Student Support Co-ordinators
Ensure the provision of an inclusive co-curriculum accessible to all students.	<ul style="list-style-type: none"> Form tutors to monitor and promote the involvement of all groups of students in the co-curricular life of the school including opportunities for leadership and student voice. 	No barriers for involvement in co-curricular activities.	Y1-3	Curriculum Directors Form Tutors

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Ensure access arrangements and reasonable adjustments are applied consistently and effectively.	<ul style="list-style-type: none"> Continue to ensure teachers use strategies outlined in the Pupil Profile to implement individual's access arrangements as part of their normal way of working to comply with JCQ regulations 	No significant gap in progress between students with SEND and other student.	Y1-3	SENCO Assistant SENCO Specialist Teacher Exams Officer
Provide targeted catch-up support	<ul style="list-style-type: none"> Provide targeted intervention for students through the National Tutoring Programme (School-led tutoring and Tuition Partners 	No significant gap in progress between students with SEND and other student.	Y1-3	SENCO Curriculum Directors Deputy Head

Physical Environment Accessibility Plan 2023-2026

Target	Action	Outcome	Timeframe	Staff
Investigate and review disabled access to all school buildings.	<ul style="list-style-type: none"> Audit the need for disabled access across the school buildings and address recommendations through the School Development Group Install a wheelchair ramp to the area behind the Canteen. This will provide a wheelchair accessible route to the Music Rooms 	Individuals with limited mobility are able to navigate more areas of the premises.	Y1-3 Y1	Estates Manager
Ensure that all individuals with disabilities can be safely evacuated.	<ul style="list-style-type: none"> Ensure ongoing creation of Personal Emergency Evacuation Plans and maintain availability of trained staff able to use of Evac chairs. 	Safe evacuation of individuals with impaired mobility.	Y1	Estates Manager

Written Information Accessibility Plan 2023-2026

Target	Action	Outcome	Timeframe	Staff
Continue to monitor and review accessibility for students with hearing impairments.	<ul style="list-style-type: none"> Continue to review individual requirements and inform staff and monitor provision and adjustments through the Pupil Profile. 	<p>All students can hear lessons and participate fully in lessons</p> <p>No identified problems indicated from those students</p>	Y1	<p>SENCO</p> <p>Assistant SENCO</p>
Address individual needs for students with visual impairments.	<ul style="list-style-type: none"> Continue to assess specific needs of individuals by direct consultation with students and parents/carers and continued collaboration with KCC Disability Team. Implement adjustments as required. 	<p>All students can access all written information</p> <p>Done in close collaboration with KCC Disability Team</p>	Y1	<p>SENCO</p> <p>Assistant SENCO</p>
Ensure all school policies and key documents are accessible to all.	<ul style="list-style-type: none"> Ensure all school policies and key documents are available on the school website. Ensure that the Accessibility Statement on the updated school website has clear instructions for accessing high visibility options and read-aloud technology and complies with government guidance for public sector organisations' websites 	Improved delivery of information to individuals with disabilities	Y1	Deputy Head
Continue to Improve signage for visually impaired people.	<ul style="list-style-type: none"> Audit of signage around the site. Addition of improved signage where necessary. 	Visually impaired people feel safe in the grounds. Access around the site easier for all.	Y1-2	Estates Manager