Tonbridge Grammar School

Accessibility Plan

2026-2029

Accessibility Plan
Approved: September 2026
Review: every three years
Review due: September 2029
Approval: Academy Trust Board (Head Teacher from 2029)

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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 students 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:

- Education Act (1993) and (1996)
- Equalities Act (2010)
- Special Education and Disability Act (2001)
- Disability Equality Duty
- Section 1(8) of the Academies Act (2010)
- 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. In addition to an extensive curricular timetable, our students take part in an extensive range of co-curricular activities.

Our Learning Community

At Tonbridge Grammar School, we are committed to providing an inclusive, accessible and supportive environment in which all students, staff and members of our community are valued, respected and able to thrive. In line with our duties under the Equality Act 2010, we celebrate diversity, promote equality of opportunity and work proactively to remove barriers that may prevent participation or achievement. We recognise that individuals have different needs and are committed to providing appropriate support, encouraging full participation in all aspects of school life, and ensuring that the voices of people from different groups are heard and considered in our decision-making. Through our strong commitment to fairness, respect and inclusion, we strive to ensure that Tonbridge Grammar School is an accessible, safe, welcoming place for everyone.

Our Curriculum

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.

Supporting Students

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.

The premises are also used by other groups from the wider community including holiday activity camps, a tuition company and sports groups.

Our Premises

The premises comprise four main buildings covering a 5-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 dining hall in the old building. This original building had very limited access provision for the mobility-impaired due to its age. However, this has been much improved with the addition of powered platform lifts to the Main Hall and wheelchair ramps enabling access to the lower part of the building (Music) and 2 x Ground Floor Science Labs. The installation of a lift in the Technology Block also creates access provision for 3 upper-level Science labs in the Old Building.

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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 2026-2029. The review group consisted of**:**
Deputy Head Teacher (Wellbeing)
SENCO
School Nurse
Assistant SENCO
SEN Trustee
Students
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 further wellbeing appointments have been made: a safeguarding officer, a Mental Health Co-ordinator and each year group now has a dedicated Student Support Co-ordinator in Years 7-11 and one for the sixth form.
- Close collaboration with Kent County Council Disability Team to review provision for individual students
- Audit completed by Visual Impairment Team from Surrey County Council
- Appointment of a Learning Support Assistant
- Appointment of a Practical Support Assistant to adapt resources for visually impaired students
- Pupil Profiles are well established as a source of information that staff can access to plan delivery for their students
- Pupil Profiles continue to be used as an established starting point for students and parents to talk about their needs/opinions and to evaluate the support provided
- The Wellbeing Hub has been expanded to create a larger low-stimulation space for students
- Increased availability of laptops so students can access assistive technology
- Implementation of study skills programme during tutor time
- Positive feedback from JCQ access arrangements monitoring visits
- A further lift has been installed in the technology block and platform lifts have been fitted to allow disabled access to the Mitchener Hall
- Ramps added to two science labs improving access
- Construction of a wheelchair ramp to the area behind the Canteen which provides a wheelchair accessible route to the Music Dept.
- Enlarged access doors to older building
- EVAC chairs installed in the technology block and main hall (already present in Hands Building and IBarn)
- Intercom systems in stairwells in 'refuge areas'
- Improved external lighting
- Large signs and contrasting colours on steps/doorways

The planning group reviewed the existing plan and identified additional priorities and areas for development for 2026-2029.

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Tonbridge Grammar School

Curriculum Accessibility Plan 2026-2029

Target	Action	Outcome	Time-frame	Staff
Define and implement a clear Universal Inclusive Offer, ensuring high-quality adaptive teaching meets the needs of the vast majority of students as standard.	• Develop and publish a TGS Universal Offer framework. • Embed adaptive teaching strategies (scaffolding, cognitive load, explicit instruction) and mainstream core standards in all lessons. • Monitor through QA processes, for example learning walks, book looks, and student voice to monitor consistency.	The majority of students have their needs met without additional intervention. Reduced variability in quality of provision.	Y1- 3	SENCO
Ensure that students are able to play an active part in reviewing and planning their provision.	• Continue to use the Pupil Profiles in meetings with students and parents/carers as the means to plan, implement and review their provision. • Develop Pupil Profiles towards the proposed Individual Support Plan (ISP) model outlined in the 2026 Schools White Paper.	Provision reflects individual needs and experiences. Increased student confidence and parental engagement.	Y1-3	SENCO Assistant SENCO Curriculum Directors Form Tutors
Enable staff to continually update and increase their knowledge and understanding of the needs of all students to remove any barriers to learning.	• Continue to provide training on adaptive classroom strategies and neurodiversity. • Enhance use of Pupil Profiles/ISPs to enable communication of strategies suggested by SEN team including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate. • Evaluate the wellbeing support and school environment to ensure neurodiverse students can thrive in a welcoming environment • Provide additional training to staff on disability equality issues to ensure all are aware of their duties under DDA.	Increased staff confidence in providing appropriate teaching and support for students with disabilities and neurodiversity. Reduced gap in progress between students with SEND and other students.	Y1-3	SENCO Assistant SENCO Specialist Teacher Curriculum Directors Subject Leaders

Tonbridge Grammar School

Ensure staff make full use of data to 'Assess, Plan, Do, Review' for individual support strategies.	• 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. • Further training Assess Plan Do & Review.	Targeted support to close progress gap between students with SEND and other students.	Y1-3	SENCO Subject Leaders Curriculum Directors
Increased access to assistive technology that supports students with additional needs.	• Audit current use of technology. • Increase access to assistive tools (e.g. speech-to-text, text-to-speech). • Ensure all digital resources meet accessibility standards. • Train staff and students in their use.	Remove barriers to learning and increase students' confidence.	Y1-2	SENCO Assistant SENCO Specialist Teacher
Strengthen the collection and accessibility of teacher evidence to support access arrangements and prepare for the proposed Individual Support Plan (ISP) model outlined in the 2026 Schools White Paper.	• Review current process for collecting teacher evidence of students' normal way of working to ensure a robust and consistent approach. • Ensure evidence is readily accessible for inclusion in ISPs, annual reviews and access arrangement applications. • Provide staff training and guidance on recording effective evidence of need and impact.	Fair and consistent assessment conditions. No disadvantage due to unmet access needs. No significant gap in progress between students with SEND and other students.	Y2-3	SENCO Assistant SENCO Exams Officer
Raise awareness of disability equality across the School.	• Further develop PSHE programme to address disability equality awareness with students.	Increase awareness of disability equality.	Y1-3	Curriculum Directors Student Support Co-ordinators
Ensure inclusive access to co-curricular and enrichment opportunities for all students.	• Monitor participation of students across all sub-groups. • Identify and remove barriers (timing, environment, communication). • Promote inclusive leadership opportunities.	Increased participation in wider school life. Improved sense of belonging.	Y1-3	AHTs Curriculum Directors Form tutors

Explore and evaluate the feasibility of establishing an Inclusion Base to enhance support for students with SEND within the mainstream setting.	• Undertake a needs analysis of current and projected SEND cohorts. • Consult with students, parents, staff, trustees, the local authority and external professionals. • Visit established Inclusion Bases in comparable schools to identify effective practice. • Review accommodation, staffing, curriculum and funding implications.	Evidence-based decision made on an Inclusion Base, improving access, inclusion and SEND support for students where implemented.	Y2-3	DH SENCO

Physical Environment Accessibility Plan 2026-2029

Target	Action	Outcome	Timeframe	Staff
Ensure all areas of the school site are fully accessible to students with physical disabilities, including curriculum and co-curricular spaces.	• Continue to audit the need for disabled access across the school buildings and address recommendations through the School Development Group.	Students can access all aspects of school life. No restriction due to physical environment.	Y1-3 Y1	Estates Manager
Ensure that all individuals with disabilities can be safely evacuated.	• Maintain up-to-date Personal Emergency Evacuation Plans (PEEPs). • Train staff in evacuation procedures and equipment use. • Regularly review evacuation capacity and staffing.	Safe evacuation of individuals with impaired mobility. Staff confident in emergency procedures.	Y1	Estates Manager/School Nurse
Develop an inclusive physical environment that supports sensory regulation, attention, and learning (not just mobility access).	• Audit classrooms and shared spaces for sensory impact. • Provide staff with guidance on creating inclusive classroom environments.	Improved engagement and concentration for students with SEND. Reduced sensory-related barriers to learning.	Y1-3	SENCO / Estates Manager

Tonbridge Grammar School

Written Information Accessibility Plan 2026-2029

Target	Action	Outcome	Timeframe	Staff
Continue to monitor and review accessibility for students with hearing impairments and ensure staff implement agreed adjustments.	• Continue to review individual requirements and inform staff and monitor provision and adjustments through the Pupil Profile/ISPs.	All students can hear lessons and participate fully in lessons. No identified problems indicated from those students. Consistent implementation of agreed adjustments across subjects.	Y1	SENCO Assistant SENCO
Address individual needs for students with visual impairments to ensure full access to written information.	• 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.	All students can access all written information. Adjustments are responsive to individual need. Delivered in close collaboration with KCC Disability Team or other relevant external specialists.	Y1	SENCO Assistant SENCO
Ensure all digital learning resources and communication are accessible to students with a wide range of needs.	• Ensure all lesson materials uploaded to Teams are accessible (clear fonts, structured layouts, captions where needed). • Provide materials in alternative formats where required (audio, digital, simplified text).	Students can independently access learning materials. Reduced barriers caused by format of information.	Y1	SENCO Assistant SENCO

Tonbridge Grammar School

Ensure all school policies and key documents are accessible to all students, parents and stakeholders	• 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. All stakeholders can access key information independently.	Y1	Deputy Head Communications Officer
Continue to improve signage for visually impaired people across the school site.	• Audit of signage around the site. • Addition of improved signage where necessary. • Ensure consistency of colour contrast and font clarity across signage. • Install tactile or braille classroom door number signs.	Visually impaired people can navigate the school site safely. Access around the site easier for all. Improved independent navigation.	Y1-2	Estates Manager