



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

ACCESSIBILITY PLAN

Last reviewed on: October 2022
Next review due by: October 2025

Mayfield Grammar School, Gravesend

ACCESSIBILITY PLAN

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND code of practice 0 – 25 years (DfE, Jan 2015) 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.

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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special educational provision:

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age. (SEND code of practice 0 – 25 years (DfE, Jan 2015).)

This accessibility plan follows the aims of the Special Educational Needs policy with regard to ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum and are appropriately challenged. It works along side, and feeds into

- the Special Educational Needs policy that outlines Mayfield Grammar School's provision for supporting pupils with special educational needs and disabilities (SEND).
- the Equality Scheme document identifying and explaining how the school ensures equal opportunities for all our students.
- the Supporting Students with Medical Needs Policy containing information about how the school will support and meet the medical needs of the students.

Mayfield Grammar School supports inclusion and demonstrates good practice with respect to meeting the needs of disabled people. Transition plans ensure that all new pupils to the school with any disability or learning difficulty are identified before they arrive at the school and any necessary access arrangements are put in place before they join. Some examples of good practice are as follows:

- Modifying the physical environment, disabled toilets to meet the needs of students with SEND, ramp or step free entrances to the buildings, wider doorways to access the dining room and a lifts in the Catherine Green, Malrie Blackman and Bainbridge Buildings allowing access to all curriculum areas.
- Organising room allocations and timetables which are designed to allow access to the curriculum for those students unable to access the upper floors or for those where their mobility is limited, whether this is a long-term or short-term issue. Students are allowed to

leave their classroom slightly before the end of the lesson so that they are not in the corridors at the busiest times.

- Transportation organised to move students between the two school sites.
- Learning support assistants provide support where needed.
- Specific resources provided so that students can access the curriculum (for example Laptops with speech recognition programmes).
- Timeout cards are issued for those students who may need to leave the classroom environment for a medical need or to access emotional support.
- Lunch passes are issued to allow students with specific needs to move to the front of the queue.
- Staff training from specialists dealing with the particular needs of pupils with disabilities and learning difficulties.
- Close working relationships are developed at an early stage with the pupils, their parents and any relevant specialists.
- Making reasonable adjustments appropriate for the student's needs.

Access to the Curriculum

In order that pupils with a disability or learning difficulty can access the curriculum, Mayfield Grammar School will aim to:

- continue to provide a broad and balanced curriculum for all pupils;
- continue to develop approaches to the differentiation of the curriculum to enable equal access for pupils with disabilities;
- identify all pupils and known prospective pupils who face barriers to learning and full participation;
- consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate in school life, including trips and other extra-curricular activities.
- to work with students, parents and professions to identify and access materials and approaches that support increased participation in the curriculum.
- to develop and share good practice in this area and access the opportunities provided by the LEA and other schools to facilitate this process.

Access to the Physical Environment

Mayfield Grammar School is a split site school and where there is approximately 5 minutes walk between the two. In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school has already made adjustments such as

- installing disabled toilets.
- providing step-free access to the buildings and ramps to the main building.
- providing a lift in three of the five buildings to allow full access to all of the teaching rooms.
- widening doorways..

In addition, Mayfield Grammar School will

- ensure an access audit has been completed and incorporate the outcome into School Improvement Plan;
- seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the School Improvement Plan;

- continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so;
- consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

Access to the Delivery of Information

In order that pupils and other people within the school with a disability or learning difficulty can access information, the school will strive to:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required;
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff;
- collect and share examples of good practice amongst staff;
- review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility;
- seek specialist advice and support in those cases which lie beyond the school's immediate expertise;
- maximise the use of ICT equipment in the delivery of information.

Monitoring and Review

Monitoring of the progress of this plan will be undertaken through regular meetings.. The plan will be regularly reviewed and revised, at least on an annual basis. Oversight of the monitoring will be undertaken by the Governing body and the Senior Management Team. Evaluation of the plan will be carried out in two ways:

- by conducting a formal audit of progress towards targets identified
- through the collection of wider information relating to accessibility from pupils, parents, LEA, teachers and other relevant parties.

Reviewed October 2022