



THE  
MALLING  
SCHOOL

POLICY FOR

ACCESSIBILITY

PERSON RESPONSIBLE

Deputy Headteacher/SENCO

DATE REVIEWED

January 2025

NEXT REVIEW DUE

January 2026

This Accessibility Policy pays due regard government law and local Kent County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001 and it also incorporates aspects of The Malling School's Development Plan.

This **Accessibility Policy** is divided into four sections:

**Section 1: Access to the Curriculum** - This Accessibility Policy pays due regard to government law and local Kent County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) which links to the SEND Code of Practice (2014).

**Section 2: Access to Pastoral Support** - for students

**Section 3: Site Accessibility** - for staff, parents, students and the community

**Section 4: Access to Information** - for staff, parents, students and the community  
This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Access Policy - through detail in individual policies - therefore highlights key whole school aims for 2024-2025.

The Policy is reviewed each year by the SENCo and the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body.

## **Section 1: Access to the curriculum**

This section of the Access Plan is monitored by the Deputy Headteacher, who leads the heads of curriculum faculties, and monitors faculties' development plans.

The following documents/policies support this aim:

- **School Development Plan**
- **Individual curriculum faculties' Development Plans**
- **Policy for the Curriculum**
- **Policy for Assessment**
- **Special Educational Needs Policy (and also an SEN Information Report)**

### **Principal features of The Malling School are:**

- Within their teaching teams, Pastoral Leaders / Heads of Department monitor students' progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are links with Pastoral Leaders to determine appropriate curriculum of specific students.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by the Deputy Head teacher responsible for that area and HoDs. Interventions at subject level are recorded and monitored at regular meetings of HoD and SLT as well as at department meetings. Similarly, students' attendance is monitored by Pastoral Leaders, Assistant Head Teacher, SENCo and the Attendance officer.
- At Key Stage 3, students are placed in mixed-ability classes for most subjects, but they are grouped by ability for core subjects—English, Maths, and Science—using a combination of Key Stage 2 results and subject assessment data from Terms 1 and 2 of Year 7. For students with an EHCP or significant additional needs, there is a smaller nurture class with a maximum of 16 pupils. This class follows the mainstream curriculum but with significant scaffolding to meet individual needs. The class benefits from extensive support provided by teaching assistants and adopts a multisensory teaching approach inspired by the Specialist Resourced Provision (SRP).  
In addition to the core curriculum, pupils in the nurture class participate in extra literacy lessons, social skills sessions, speech and language therapy (where appropriate), and language appreciation classes, tailored to enhance their learning and personal development.
- The composition of tutor groups is carefully determined (from primary schools' data and can include information from parents) at the beginning of Year 7.

- For pupils who are highly vulnerable to secondary school transition, and/or have significant learning needs, The Malling School offers a nurture group for pupils in year 7. In this group, pupils generally follow the same curriculum as the wider school, but the work is carefully scaffolded to meet their needs. Pupils in the nurture group receive social skills and extra literacy skills lessons.
- At Key Stage 4 students are set by ability for English, Maths and Science and there is broad-banding in the option subjects.
- Progress Reviews (teachers' reports, three times each year) are reviewed by the Senior Leadership Team and Heads of Department. A range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the pupil's current levels are recorded on Bromcom. Whole school tracking tables are also updated at assessment points and sent to SLT and Heads of Subject to identify emerging trends and take appropriate action.
- There are guided choices for Year 9 students choosing KS4 courses: discussions with students, parents, Inclusion team, Heads of Department and SLT.
- At Key Stage 4 the curriculum is increasingly personalised: students choose four options at GCSE, in addition to core subjects (English, Maths and Science). Pupils with severe learning difficulties, have the opportunity to complete Functional Skills English and Maths, as their fourth option.
- The Malling School Specialist Resource Provision (SRP) offers an in-reach service for pupils in the main body of the school. If a pupil has significant need, isn't managing in the main body of the school and has a similar profile to the pupils in the SRP, in-reach support can be considered. In the SRP, individuals access a mainstream curriculum, which is scaffolded to meet their needs with a multi-sensory approach. Support is provided through the deployment of teaching assistants in their specialist areas to ensure best outcomes. Classes exceed no more than 12 pupils and in reach support can only be provided if there is capacity.
- Students identified as working above the expected ability range in Maths also study statistics and the most able Scientists can study 3 separate Science GCSEs.
- Data from primary schools, reading and spelling tests inform scaffolded mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.

- We offer KS3 pupils four tiers of literacy intervention. These are in place for pupils we identify as having low reading starting points, meaning they will struggle to access our curriculums. Pupils are identified through NGRT (New Group Reading Tests) which measure sentence comprehension and paragraph comprehension. Pupils are given reading ages. They are also placed in stanines based on their comprehension. These stanines use national data and also take into account their birth dates.

### **Year 7,8, and 9: Comprehension Stanines 1 and 2**

**Lexia**, a computer based intervention, takes pupils out of their four language lessons per fortnight. It helps improve phonological awareness, phonics, vocab, comprehension, fluency, structural analysis, and grammar. It is run by literacy lead TAs. It is for KS3 pupils identified with the greatest reading needs. Reading tests have identified that these pupils have paragraph and sentence comprehension that suggests that without intervention they will be accessing the GCSE curriculums at levels 1 and 2 in KS4.

### **Year 7 and 8: Comprehension Stanine 3**

**Building Reading Stamina**, a one to one intervention with a specialised teacher, requires pupils to be taken from lessons for 15 minutes twice a week. It focuses on identifying a pupil's exact reading needs – whether structural, meaning, or visual – and provides a range of strategies to develop fluency, along with the development of comprehension and inference. It is for pupils with a fair understanding of phonics but have little in the way of reading strategies. This is offered to all pupils in year 7 and 8 who have been identified that without intervention they will be accessing the GCSE curriculums at level 3 in KS4.

### **Year 9: Comprehension Stanine 3**

- **Phonics-** Fresh Start Phonics is a systematic synthetic phonics programme where the students learn the 44 common sounds and how to sound-blend so they can read accurately and fluently. It is a 1:1 and small group intervention, where pupils are taken out of either period 1 or the beginning of a number of lessons- 3 or 4 times per week for 25 minutes, depending on how far along the modules they are. It is run by trained teachers and TA's and is offered to pupils who are identified as being within stanine 1 and therefore struggling to decode. It is offered to year 7 pupils who without the intervention, will struggle to access the curriculum.
- **Inference Training**, a group intervention, takes pupils out of two period 1s per week. It is run by literacy lead TAs and is offered to pupils who can read at

sentence level, but struggle to combine meaning within paragraphs and whole texts. It is for year 9 pupils who need extra support with comprehension. Without intervention, they will be accessing GCSE curriculums at around level 3 in KS4.

- There are a wide range of interventions run by the Inclusion team in both Key Stage 3 and Key Stage 4. The interventions provide a differentiated and appropriate curriculum for identified students and support the recommendations in their Personalised Plans.
- As appropriate, vocational courses can be accessed by individuals. ASDAN Schemes are a well-established element of the KS4 offer, supporting students' development of their social skills.
- Students with medical needs, unable to access school full-time, are supported by their Pastoral Leader, Guidance Manager and the Inclusion team. Pupils with significant medical needs-physical health needs or mental health conditions-who are unable to attend The Malling School, are supported by a referral to The Rosewood School (TRS). TRS provides short-term educational provision with the core aim of reintegrating the pupil back to The Malling School once their health needs have improved.
- Throughout KS4, and selectively for KS3 students, through whole school data and Inclusion team specialist testing, students are identified for Access Arrangements (exam concessions). A Language Modifier (LM) is provided as a reasonable adjustment in examinations for candidates who require a level of language support beyond that provided by a reader.
- The Inclusion team manage sections of the curriculum for identified students (usually short-term interventions, but for very few there can be longer-term interventions) including school-avoiders, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

## **Section 2: Access to Pastoral support**

The lead teacher monitoring this section of the Access Plan is the Deputy Headteacher (Pastoral), working with the school SENCo, Pastoral team, form tutors and School Counsellors. Outside professionals, such as the Educational Psychologist (EP), School Nursing Service, Specialist Teaching and Learning Service, NELFT: National Health Service Foundation Trust, Multi-Agency Safeguarding Hub and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

**Attendance Policy**

**Drugs Policy**

**Behaviour Policy**

**Safeguarding & Child Protection Policy**

**Special Educational Needs Policy**

**Principal features of The Malling School are:**

- A Designated Safeguarding Lead (DSL) on site for each year group and overseen by the Safeguarding Lead (Deputy Head Teacher), with developed links to Social Services and Kent local education authority teams, specifically Kent Safeguarding Children multi-agency partnership (KCSMP)
- Looked After Children are identified and monitored (linked to county professionals and following county guidelines)
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to county professionals). These pupils are offered support from the 'Young carers' scheme.
- Provision Plans, Risk Assessments and Pastoral Support Plans monitor and support students'
- The school links to Early Help and Integrated Front Door to access support for children, young people and families requiring intensive or specialist support.
- Our Careers Advisor, supports students from Year 10 onwards with work-related learning and planning for the future
- Developed links with feeder primary schools to ensure smooth and effective transition; early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits). Transition meetings happen between the feeder primary school and the transition coordinator where each pupil is discussed. The SENCo is present so that specialist provision can be implemented from the offset. Parents are invited to attend transition meetings and additional tours are offered for any pupil that require a higher level of support. The school works with the Specialist Teaching and Learning Service to further support anxious pupils that are identified by their primary schools. The free of charge summer school (one week, each year) offers further transition support for new Y7.

- There are three School Counsellors that each work in school 1 day a week and whom liaise closely with CAMHS
- Links to GPs and local NHS mental health services (CAHMS/CHYMPs) closely informs support for specific students / work generally in supporting students
- Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Short and long term programs are offered through the Inclusion team to support social, emotional development
- Guest speakers allow for bespoke PSHE sessions tailored for specific year groups
- Attendance is monitored daily and parents are contacted on the first day of absence. The Pastoral Leaders liaise with pupils with lower attendance and support with the provision of work and reintegration packages
- Restorative Justice style meetings take place to resolve issues between pupils
- Exclusions are kept to a minimum – when returning from exclusion, pupils and their parents meet with the Pastoral Leader and a member of SLT and expectations are re-established before returning to lessons

### **Section 3: Site Accessibility**

Responsibility for this section of the Access Plan lies jointly with the Headteacher/SENCo and Mitie (Site Management Team), with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- **Equality Policy**
- **Facilities Development Plan**, within the **School Development Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**
- **PFI agreements**

**Principal features of The Malling School are:**

- the annual audit of the site, using Kent County Council's framework / guidelines, referring to The Access Needs Report and in consultation with occupational therapists
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Heads of Department, 'common areas' (Site Management Team) and SLT in reviewing these procedures and activities
- risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)
- the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis
- the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff
- The Inclusion department has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines
- Outside professionals (for example, Occupational Therapists, the Kent Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Specialist Teaching and Learning Service, Speech and Language Service, SEN ICT Service) support the work of the school, and the integration of specific students within mainstream classes
- Teaching Assistants are in classrooms on a day-to-day basis, monitor individual students' accessibility around the site.

#### **Section 4: Access to Information**

This section of the Access Plan is monitored by the Headteacher with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

#### **Purpose of this policy:**

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)

- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition, the school has its own policies on Data Protection and Complaints.

### **Responses to requests for information**

- Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.
- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

### **Information provided by the school**

#### **Students have access to information by:**

- the regular reporting of students' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings and Academic Review Evening
- reviews from enhanced monitoring through Individual Behaviour Plans and Pastoral Support Plans.
- the SEN review process

**Parents have access to information by:**

- the regular reporting of their child's progress through termly reports.
- talking to teachers and support staff at annual subject-based Parents' Evenings, Academic Review Evenings and Termly Progress Reviews
- Year 6 information evening.
- Options Evening (for students selecting their KS4 courses)
- Tutors and Heads of Year contact with parents
- the school's website
- open mornings for parents of prospective new students
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Provision Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the Main School Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

**Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:**

- the School's website
- contact with professionals within the school
- by written request to the Headteacher
- **Accessibility of information**
- The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise.  
For example:
- the school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.

- the School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. During parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information
- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information