



BLENHEIM
SCHOOLS

Accessibility Policy and Action Plan

Accessibility Policy and Action Plan

Introduction

At Hall School Wimbledon, we are committed to creating an inclusive environment where every child feels welcomed, supported, and able to flourish. Accessibility planning is an integral part of our annual school development cycle, reflecting both our statutory duties and our moral commitment to inclusion.

The **Accessibility Plan** is prepared in accordance with the planning duties of the **Equality Act 2010**, as amended by the **SEN and Disability Act 2001 and 2005 (SENDA)**. It forms part of the whole-school development plan and remains a permanent agenda item at **Senior Leadership Team (SLT)** meetings, ensuring that accessibility remains a priority.

While original legislation required schools to plan for a fixed three-year period, recent guidance from the Department for Education allows flexibility. Hall School Wimbledon adopts a **rolling three-year plan**, with each year reviewed and updated, completed actions recorded, and achievements archived. These records are available to inspection bodies on request, demonstrating our ongoing commitment to accessibility.

This plan draws on the following guidance:

- **SEND Code of Practice (2015)**
- *What Equality Law Means For You As An Education Provider* (2014)
- *Equality Act 2010: Disability Quick Start Guide* (2011)
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Over the three-year cycle, the Accessibility Plan aims to:

1. **Increase participation** – enabling disabled pupils to access and fully engage in the school curriculum.
2. **Improve the physical environment** – ensuring facilities, lighting, acoustics, and circulation spaces are accessible to all.
3. **Enhance information delivery** – providing accessible communication and resources for pupils with disabilities.

Adequate resources will be allocated each year to support the implementation of this plan.

Definitions of Disability and Special Educational Needs

Disability (Equality Act 2010): A person has a disability if they have a physical or mental impairment that has a **substantial and long-term adverse effect** on their ability to perform normal day-to-day activities.

- *Substantial* means more than minor or trivial, e.g., tasks take significantly longer than usual.
- *Long-term* means lasting or expected to last at least 12 months, including recurring or fluctuating conditions.
- *Normal day-to-day activities* include eating, washing, walking, shopping, and other





everyday tasks.

People who have had a qualifying disability in the past are also protected.

Special Educational Needs (SEN): Defined in the **Children and Families Act 2014**, this includes pupils with significantly greater difficulty in learning than the majority of children of their age, or those whose disability prevents full use of general educational facilities. The SEND Code of Practice includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Progressive Conditions: Pupils with progressive conditions, e.g., HIV, cancer, multiple sclerosis, are protected from the point of diagnosis. Some visual impairments are automatically deemed disabilities.

Excluded Conditions: Certain conditions, such as tendencies to set fires or addictions to non-prescribed substances, are excluded from the definition of disability.

Objective of the Accessibility Policy and Plan

The aim of this policy is to **reduce and eliminate barriers** to:

- Accessing the curriculum
- Participating fully in the school community
- Receiving information in accessible formats

This applies to **current and prospective pupils with disabilities**.

Principles

The school is guided by the statutory duties under the **Equality Act 2010**:

- **Non-discrimination:** No pupil will be treated less favourably due to disability.
- **Reasonable adjustments:** Steps will be taken to remove barriers that place disabled pupils at a disadvantage.
- **Proactive planning:** The Accessibility Plan will be reviewed and updated regularly.

We recognise the importance of **family engagement**. Parents' knowledge of their child's needs is central to planning, and the school respects both parental and pupil confidentiality.

We are committed to providing a **broad and balanced curriculum**, differentiated to meet individual learning styles, and guided by these principles:

- Setting suitable learning challenges
 - Responding to diverse learning needs
 - Overcoming potential barriers to learning and assessment
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Management

The **Executive Leadership Team (ELT)** oversees accessibility and may co-opt additional members for specialist expertise. ELT responsibilities include:



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- Reviewing policies, procedures, and facilities to ensure accessibility
- Implementing and evaluating reasonable adjustments
- Reviewing and updating the Disability Policy and Accessibility Action Plan

Learning and Teaching

The school provides:

- Appropriately trained **SEND staff** in each educational setting.
- Individualised support through **planning with parents, pupils, and external professionals**.
- **Early assessment** for SEND at admission and throughout the pupil's school journey.
- Ongoing **training for staff** in inclusive teaching, learning styles, and multi-sensory strategies.

Pre-Admission Planning

Before a child starts at the school, planning may include:

- Gathering information from parents, previous schools, and relevant agencies
- Developing an **individual accessibility and education plan, if needed**
- Training staff responsible for supporting the child
- Providing resources to ensure full curriculum access

Post-Admission Planning

After admission, the school will:

- Manage and document pastoral care, supporting social and emotional development
- Review the plan with parents, pupils, and external agencies at regular intervals
- Liaise with future schools regarding pupils' needs
- Apply the same process if a disability arises during attendance

Staff Training

- The **Deputy Head Inclusion and Head** coordinate training for all staff on SEND and disability on a **two-year cycle**
- Training covers learning differences, learning difficulties, multi-sensory teaching, and specific medical conditions (e.g., asthma, epilepsy, anaphylaxis)
- Additional bespoke training is provided as needed to meet individual pupil needs

Pastoral Care

- Managed by the Deputy Head, with oversight at SLT meetings
- Pastoral care forms part of the school's annual development plan



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- Health and Safety Committee meets termly
- Risk assessments for trips and visits are scrutinised and approved

Physical Environment

- Long-term planning improves access, lighting, acoustics, colour schemes, and facilities
- Step-free entrances, ramps, and portable solutions are available
- Classroom layouts are adapted to ensure accessibility for all pupils
- Accessibility improvements are incorporated into ongoing estates development
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Disability Policy Review

The **Executive Leadership Team (ELT)** has overall responsibility for reviewing this policy. Their terms of reference include:

- **Reviewing policies, procedures, and facilities** to ensure they are likely to meet the needs of pupils and prospective pupils with disabilities.
- **Conducting audits** of current provision to identify strengths, gaps, and opportunities for improvement.
- **Making recommendations** to improve accessibility, including reasonable adjustments and forward planning through the Accessibility Plan.
- **Reviewing and updating plans and policies** as necessary, at least every three years, to ensure ongoing statutory compliance and effectiveness.

Through this structured review process, the school ensures that accessibility remains an active and embedded part of school development.

Admissions

Hall School Wimbledon operates a **non-selective admissions policy**; no written assessments are required for entry. We warmly welcome:

- Pupils with **special educational needs**, provided our Inclusion Department can offer the support required.
- Pupils with **physical disabilities**, where our site can reasonably accommodate their needs.

The school aims to **enrol pupils regardless of any known disability**, making **reasonable adjustments** to enable full participation.

Parents are asked to share information about any special needs so that:

- Appropriate support can be planned before admission.
- The school can take professional advice and request assessments if necessary.
- Confidentiality is respected at all times.

While inclusion is central to our ethos, equal priority is given to ensuring that no pupil's education is compromised.



Delivery of the Curriculum

We are committed to providing an **inclusive curriculum** that meets the needs of all learners. Staff receive ongoing training through:

- INSET sessions and a comprehensive continuous professional development programme
- Staff meetings
- Online learning modules

This ensures that classroom practice is continuously updated to support inclusive teaching and learning.

Classroom Arrangements

Classrooms are designed, where possible, to be **flexible and adaptable**:

- **Freestanding tables and chairs** allow easy reconfiguration to accommodate pupils with mobility or sensory needs.
- **Technology**, such as laptops or portable devices, is used where appropriate to support learning.
- **Blinds** in most rooms provide adjustable lighting for students with visual sensitivities.
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Lessons are planned to **enable all students to achieve**, with specific support as required. For example:

- Some pupils may use laptops for lessons and assessments.
 - Detailed records of each pupil's needs inform **exam access arrangements** and other interventions.
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Delivering Material in Alternative Formats

To ensure accessibility of information, the school provides:

- **Large print materials** produced using ICT and photocopying facilities, if needed
 - Resources in alternative formats as needed to support pupils' learning and participation.
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Visits

All school visits and trips are **open to every pupil**, including those with disabilities, provided a pupil's medical practitioner confirms they are fit to participate. The school will make **reasonable adjustments** to accommodate specific needs, including:

- Considering transport arrangements for wheelchair users.
- Ensuring accessible accommodation where required.





- Providing additional support staff or resources to enable full participation.

Our aim is that every pupil can benefit from learning beyond the classroom in a safe, inclusive, and supportive environment.

Policies

The school's **Equal Opportunities Policy**, including provisions for disability, is published in the staff handbook. This Accessibility Policy and Action Plan should also be read in conjunction with the **SEND and Inclusion Policy**, ensuring that accessibility is integrated into all aspects of school life and governance.

School Design: Access to Buildings

Hall School Wimbledon occupies multiple buildings, each with different accessibility considerations:

- **Main Building:** The front entrance has steps.
- **New Block:** The front entrance has a ramp, with a small step into the building.
- **The Qube:** There is a step to enter the building.
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We are committed to ensuring that all pupils, staff, and visitors can access the school safely and comfortably. The school continually reviews the site and implements reasonable adjustments wherever possible, while planning for long-term improvements to enhance accessibility across all buildings.

Emergency Evacuation

Safety is paramount for all pupils. Where a pupil with a disability is admitted:

- Relevant staff receive **training to support emergency evacuation**.
- A **Personal Emergency Evacuation Plan (PEEP)** is created in consultation with the pupil, their family, medical practitioners, and emergency services, if required.
- Modifications to the premises and procedures are made where feasible, including:
 - o Acquisition of **evacuation chairs** or similar equipment for pupils with mobility difficulties.

Through these measures, the school ensures that all pupils, regardless of ability, are safe and can evacuate effectively in an emergency.



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Key Action Areas

The following table provides a summary of the school's priority areas for action:

Target	Current Good Practice	Objectives	Action to be Taken	Resources	Person Responsible	Autumn Term	Spring Term	Summer Term	Success Criteria
Improve physical accessibility of school buildings for visually impaired student	Stairs outside have painted lines and inside building beer checked by habilitation support	Ensure pupil can access teaching spaces and all buildings	Audit site for accessibility barriers with Guide Dogs for the Blind habilitation support team	External audit, budget allocation	Headteacher, Facilities Manager, Deputy Head Inclusion	Site audit completed and action plan in place with Guide Dogs for the Blind	Prioritised action plan and begin any modifications	Complete modifications and look forward to next year	Increased accessibility; positive feedback from pupils/parents with mobility needs
Enhance access to the curriculum for pupils with SEND	Differentiation embedded in lesson planning; Staff trained in SEND strategies	Ensure all teaching staff are confident in adapting curriculum and using adaptive teaching strategies and build strong relationships with all students	Staff CPD on adaptive teaching and ensuring individual needs of each student are catered for. Regular inclusion learning walks	CPD budget, Deputy Head Inclusion, Assistant Headteacher, external trainers	Deputy Head Inclusion, Teaching Staff	TA workshop, metacognition strategies, Executive functioning	SEND in mainstream schools, adaptive teaching, scaffolding, 5 a day, OAG revisited	Carousel of good practice, revisit PACE and trauma-informed training	All staff confident in supporting diverse learners; improved progress data for pupils with additional needs



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