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

Management

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

- 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, Deputy Head Academic and Head coordinate training for all staff on SEND and disability on an annual 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
- 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

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.

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.

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.
- Assistive technology used, where appropriate

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.

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:

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.

Key Action Areas

The following table provides a summary of the school's priority areas for action across a rolling 3 year period:

Target	Academic year	Objectives	Actions	Resources/documents	Review date
Improving access to the curriculum 2024-2025 Establishing and developing accessible provision 2025–2026 Strengthening and implementing provision 2026-2027 Embedding, evaluating and measuring impact	2024/2025	1. Review all provision for students with SEND 2. EAL provision 3. Baseline testing for all students at KS3 4. Review of SEMH provision for all students with SEND 5. Staff training 6. Pupil Voice	1. Move all students from pupil passports to individual learning plan Final year of dyslexic students removal from languages for extra English 2. EAL teacher in school part time 3. NGRT, MALT and spelling baseline assessment testing for all students leading to specialist interventions for maths and English 4. Staff member allocated as school mentor Visiting counsellor on site 5. ADHD, ASD, Dyslexia, Thrive Bronze training, relationships training 6. Pupil voice of all EHCP students recorded	Department development plan	September 2025

			on provision maps		
	2025/2026	1. Introduction of provision maps for all students with SEND 2. EAL provision 3. Baseline testing for all students at KS3 4. Review of SEMH provision for all students with SEND 5. Staff training	1. Provision maps created to replace pupil passports for all SEND level 3 and 4 students. Intervention targets set by TAs for each term and assessed under APDR 2. EAL teacher in 3 days per week plus use of English teacher/TA Introduce Bell baseline testing 3. NGRT, MALT and spelling baseline assessment testing for all students with some specialist teaching in English and maths with teaching departments Expansion of intervention offer 4. School mentors increased to 4 with one HLTA Introduction of the Lighthouse project for targeted provision Supervision for staff introduced 5. Window of tolerance and PACE, SEND in mainstream, executive functioning, use of visuals, effective use of TAs, introduction of solution circles, access arrangements,	Department development plan	September 2026

		6. Pupil Voice	SEND carousel of good practice, introduce OAG for Merton, adaptive teaching Inclusion target for all staff introduced into appraisal 6. Pupil voice recorded for all students with a provision map on documents Pupil experience form introduced and completed by TAs once per year		
	2026/2027	1. Embed provision mapping and QA 2. EAL provision 3. Baseline testing for all students at KS3 4. Review of SEMH	1. Embed provision maps consistently for students at level 2,3 and 4 and link to HSW6. Pupil voice half termly 2. EAL online programme used with integrated baseline testing and no EAL teacher Tracking document introduced 3. NGRT, MALT and spelling baseline assessment testing for all students and tracking of maths, English and science half termly assessments for students with SEND. Introduction of baseline testing to juniors to improve consistency Regular meetings with core HODs	Department development plan HSW Inclusion framework	September 2027

		provision for all students with SEND 5. Staff training 6. Pupil Voice	Embed and QA of intervention offer 4. Once central HLTA school mentor, five further mentor All Inclusion staff training towards neurodiversity and mentoring certificate plus two ELSA staff Mentoring resources created for all mentors for students with layered needs Lighthouse programme embedding and expansion Academic mentoring added Weekly supervision plus half termly reporting 5. HSW6 introduction to embed adaptive teaching HSW6 targeted within lesson observations and appraisal CPD schedule linked to HSW 6 and SIP inclusion priority Embed HSW inclusion framework 6. Pupil voice of all students with provision maps taken half termly, where possible Link pupil voice to HSW6 to ascertain effectivity Pupil experience form embedded and completed by TAs once per term, where		

			possible for all EHCP students		

Target	Academic year	Objectives	Actions	Resources/documents	Review date
Improving the physical environment 2024-2025 Establishing and developing accessible provision 2025–2026 Strengthening and implementing provision 2026-2027 Embedding, evaluating and measuring impact	2024-2025	1. Improve access to the building for students with physical and SEMH needs	1. Audit of site from Guide Dogs for the Blind and Merton Sensory Support Service for student with VI Use of the Lighthouse as quiet space Chatsworth room as teaching space for individual/group interventions	H&S documentation SIP Inclusion development plan	September 2025
	2025/2026	1. Improve access to the building for students with physical and SEMH needs	1. Lines drawn on each entrance steps Continuing visits from support services PEEP for all students with physical needs Lighthouse and Deputy Head Pastoral office used as breakout and quiet space Meetings room refurbished and used as teaching space for individual/group	H&S documentation SIP Inclusion development plan	September 2026

			interventions		
	2026/2027	1. Improve access to the building for students with physical and SEMH needs	1. Ensure physical environment continues to be accessible PEEPs updated for other students with mobility issues Lighthouse redecorated and improved with dedicated mental health space Achievement hub opened as additional quiet space and talking space for students Lighthouse used for individual/group interventions and library for form time interventions plus achievement hub where necessary	H&S documentation SIP Inclusion development plan	September 2027

Target	Academic year	Objectives	Actions	Resources/documents	Review date
Improving the delivery of information 2024-2025 Establishing and developing accessible	2024/2025	1. Access arrangements	1. Access arrangements testing outsourced and completed AA update course (PATOSS) attended by Deputy Head Inclusion Human readers and scribes used	Access arrangements documentation Inclusion development plan	September 2025

provision 2025–2026 Strengthening and implementing provision 2026-2027 Embedding, evaluating and measuring impact		2. Therapies	for all students with requirements Laptop users accommodated Lighthouse used for some internal exams 2. Visiting SALT and OT Strategies recommended used in classrooms and on students individual learning plans		
	2025/2026	1. Access arrangements	1. Access arrangements testing completed for year 9 students in summer term Google form introduced for feedback Mock paper feedback introduced AA update course (PATOSS) attended by Deputy Head Inclusion and SEND admin Trial of Read Write software for students with reading and scribing requirements within lessons and for external exams Laptop users accommodated, with some using ReadWrite Lighthouse used for some internal exams and offices for	Access arrangements documentation Inclusion development plan	September 2026

		2. Therapies	external exams 2. Visiting SALT and OT introduce quality assurance procedure		
	2026/2027	1. Access arrangements 2. Therapies	1. Access arrangements testing completed for year 9 students in summer term Mock paper feedback embedded AA update course (PATOSS) attended by Deputy Head Inclusion and SEND admin Embed and review ReadWrite software for all students across the school with needs and implemented for external exams Laptop users accommodated, with as many using ReadWrite as possible, in line with needs Lighthouse used for internal exams, for those needing quieter space and office space used for some external exams and sixth form lesson delivery 2. Embed visiting SALT and OT recommendations and include on all provision maps, where	Access arrangements documentation Inclusion development plan	September 2027

			applicable		