

ACCESSIBILITY PLAN 2020-2022

Hall School Wimbledon is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety (including off-site safety)
- Special Educational Needs
- Behaviour Management

The Action Plan for physical accessibility relates to the extent and type of need of pupils attending the school. It may not be feasible to undertake some of the works immediately but the school would expect a rolling programme of provision for a child as he or she progresses through the school. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The Senior Management Team always has regard to matters relating to Access.
- The School website will make reference to this Accessibility Plan.

- The School's complaints procedure covers the Accessibility Plan.
- The Plan will be monitored by the Head on an annual basis.

There is an overlap with Hall School Wimbledon's Special Educational Needs Policy. Special educational provision is something additional to or otherwise different from normal provision. The Accessibility plan goes beyond SEN. Its aim is to increase inclusion.

The aim of Hall School Wimbledon is to provide full access for all of its pupils.

DEFINITIONS OF DISABILITY

The definition of disability under the Act is: -

"A physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities".

"Substantial" is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all of the children will have special educational needs.

The aims of the Act and its Code of Practice are to encourage inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum:

Objective	By when?	By whom?	Resources	Review
Pupils who require a laptop to use at school as per the school's laptop policy are allowed to use their own device in order to access the curriculum and express their ideas more easily.	Sep 2021	SENCo	Personal devices and/or school laptops used for access arrangements	
To improve social, emotional and mental health offer by providing a school counselling service	Sep 2022	EP		Annually
Laptops provided for exams and assessments for pupils who struggle with writing legibly because of their SEN, have difficulty with pen/paper writing tasks, have a temporary writing difficulty due to injury.	Sept 2021	SENCo		

Specialist software installed on school's network to support reading which can also be used by pupils on own devices at school and at home.	Sep 2021	IT Technician/ SENCo		
The SENCO will assess the needs of pupils for access arrangements. Applications will be made to the examining bodies, as necessary and any special requirements implemented.	Annually	SENCo		Annually
Introduce series of twilight specialist INSETS to improve knowledge and understanding of specific SEND.	Sep 2020/21	SLT External providers	Cost	Termly
Improve delivery of multisensory lessons for pupils with SEND	ongoing	All teaching staff	Time for inset, classroom observations	ongoing
Physical Environment				
Improve the provision of disabled toilets and showers throughout the school sites to ensure sufficient access for pupils with disabilities throughout the school day.	Sept 2021	Site Manager	Cost	First Aid Room now accessible
Oberon - Disabled toilets and showers installed	Sept 2020			Complete Sept 2020
Improve accessibility to main building at The Downs site by purchasing a portable ramp	Sept 2021	Site Manager/ Business Manager	Cost	Complete - May 2021