



The Study Prep

WIMBLEDON

Accessibility Plan 2019-2022

Ethos and aims

The Study Preparatory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to equal treatment of all pupils regardless of a pupil's race, ethnicity, religion or belief, sexual orientation, gender reassignment and disability ('protected characteristics') and is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The School's aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Entry to the School for most pupils is at 4. The School does not discriminate in any way regarding entry. The School welcomes applications from pupils with special needs and disabilities and refers parents to our Learning Difficulties and Disability Policy. Parents must inform the School when submitting the Registration Form of any special circumstances which may affect their child's performance in the admissions process and/or ability to participate in the education provided by the School. The School will then meet the family to assess the child's needs. If the School is able to meet the needs of the child, a plan will be put in place with the parents before enrolment takes place. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been carefully considered, the School decides it cannot adequately cater for or meet the child's needs. The School affords all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare).

For entry in other years, entry is by assessment. The School encourages parents to inform the School about any disability or special educational need of their child prior to the assessment so that the School can make any reasonable adjustments required. The School employs a Learning Support Coordinator (LSC) who undertakes evaluation of pupils to identify what support or further external assessment is needed. The LSC coordinates the provision of bespoke support

for pupils with disabilities or special educational needs. Every effort is made to support pupils with disabilities and special educational needs, subject to the resources of the School.

Definition of disability and scope of the Plan

The Equality Act 2010 defines disability as "A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). 'Mental impairment' in this context includes learning difficulties such as dyslexia, autism, ADHD, speech and language impairments. Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals to provide auxiliary aids and services in light of a pupil's disability and the resources available to the School.

The School's Accessibility Plan ("the Plan") contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum, and to improve the delivery of the curriculum to pupils who, as a result of having English as an additional language, have difficulties accessing the curriculum.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the Plan is constructed

The School's Plan was devised in consultation with the Head, Deputy Head, Bursar, the Director of Studies, the Registrar and the LSC. The School's. The results of the consultation informed the School's Plan for 2019-2022. The Plan is reviewed by the Bursar, Head, Deputy Head, The following were considered when developing and reviewing the Plan:

- Admissions
- Attendance
- Exclusions and behaviour
- Education
- Extra-curricular activities
- Physical school environment

- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

How the Plan is reviewed and monitored

The School reviews individual provision for pupils with special educational needs and/or disabilities on an ongoing basis. Teaching and nonteaching staff are involved in planning provision for pupils with special needs and/or disabilities. Training is provided to teachers and teaching assistants staff to meet the needs of individual children as required. The School consults with experts when new situations regarding pupils with disabilities occur, so as to offer appropriate support suitably tailored to pupils’ needs.

The Plan is reviewed annually. It is monitored by the Higher Management Team and by the School Governing Body. It is available on the School’s website.

The School's governors are ultimately responsible for ensuring the implementation of the Plan during the period to which it relates. A new Plan will be drawn up every three years.

The Plan should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Curriculum Policy and Learning Difficulties and Disabilities Policy.

The Study Preparatory School Accessibility Plan 2019-2022

Improving the Physical Access

Location.	Target	Action	Timescale	Progress/Implementation
Wilberforce	Enhance inclusion and maximise access for disabled individuals in the new extension building	New extension building has been designed and built in accordance with the Access	Building works completed	Building design incorporates features

		<p>Strategy which incorporates the following features:</p> <ul style="list-style-type: none"> ● Accessible entrance slope to building ● Automatic sliding door for main reception ● Door thresholds flush ramped ● All keyspaces in building are wheelchair accessible ● Contrast in corridors & passageways ● Design of stairs & doors suitable for access ● Provision of a lift ● Provision of an accessible WC ● Provision of wheelchair refuges in stairwells ● Provision of disabled refuge intercom ● Information point and signage design ● Accessible outlets and switches 	<p>Currently not assigned refuge as no staff members/pupils are wheelchair users, should the need arise, this will be set up.</p> <ul style="list-style-type: none"> ● All outlets in the new building are at accessible height, and lights are on sensors. 	<p>recommended in Access Strategy.</p>
Wilberforce & Spencer	Improve access for pupils with auditory impairments	Undertake a cost- benefit analysis of providing induction loops (in hall, library and appropriate classrooms) and/or mobile induction loops- if there is pupil demand	There is an induction loop available should it be required.	No children with hearing loss presently enrolled/no staff currently with hearing loss/issues..
Spencer	Wheelchair access	Provision of access to ground floor and provision of lift to upper storeys	Completed	Temporary ramps are available for access to the ground floor. Architects have advised that lift is not possible due to constraints of building.

Improving the Delivery of Written Information

Target	Action	Timescale	Progress/Implementation
Providing information in formats other than written so as to improve delivery of information to disabled pupils	Use of pictures and symbols to supplement written information for pupils Use of an interactive and visual timetable in Key Stage 1 and EYFS	Ongoing	Has already been done- to be extended where appropriate
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from RNIB on alternative formats and use of IT software to produce customised materials	Assessment as and when required	No pupils with significant visual impairment currently enrolled

Improving the Curriculum Access

Target	Action	Timescale	Progress/Implementation
Improve the delivery of English as an Additional Language (EAL) support	School to look at options for improving the delivery of EAL support including a cost/benefit analysis of any options identified	Completed	EAL Teacher appointed : Mamiko Hogwood
More effective identification of and tracking of pupils (in particular, year 4+ pupils) who require EAL support	Review of the form and procedures used to collect information on EAL. Develop tracking of progress of pupils identified as needing EAL support	Completed Completed, included as part of pupil progress meetings and reviewed.	Data captured and tracking mechanism in place.
More effective identification of and tracking of pupils with disabilities and special educational needs	Training for all teachers on ADHD, ASD and on learning disorders such as dyslexia Whole-class dyslexia screening in Years 1, 3 and 5 using the GL Dyslexia Screener to identify pupils who	Ongoing – to be reviewed in 12 months	Regular INSET and twilight sessions Pupil Progress Plans are being put in place

	<p>may be at risk of literacy difficulties and/or require additional support</p> <p>Use of Pupil Progress Plans written by the LSC in combination with class teachers and tutor where applicable. The plans include individual strengths; recommended classroom accommodations; and 3 or 4 specific performance objectives. The plans are annotated at the end of each term to track progress.</p> <p>Termly pupil progress meetings, linked to termly standardised attainment testing in Maths and English, to discuss all outliers in terms of performance and ensure pupils are receiving any support they require</p> <p>More structured review and updating of the support being offered to any pupil identified as requiring additional help (bi-annual meetings, following pupil evaluations)</p>		<p>Structured handover meeting pre transition from one year group to the next in place.</p> <p>Term tracking of Maths and Reading using GL PUMA and PIRA. Written skills are also informally assessed at this time.</p>
Develop the delivery of support to pupils (in particular, year 4+ pupils) with disabilities and special educational needs	<p>Training for relevant teachers on how to support relevant pupils (eg consider scheduling of activities so not required to sit still for prolonged periods of time in the case of a child with ADHD)</p>	Ongoing	<p>Continuing to assess individual needs</p> <p>Intervention groups and individual reading support (e.g. fluency training, reading accuracy, higher level comprehension skills) now embedded</p>
Providing specialist equipment where required	<p>Offer 'standard' auxiliary aids such as 'wobble cushions', writing aids, coloured overlays for dyslexia etc.</p> <p>Review need for specialist adaptations as required</p>	Ongoing including regular reviews	Providing equipment as and when needed
Classrooms are optimally organised to promote the participation and independence of all pupils	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms, as required.</p>	Ongoing	

Training for teachers on appropriate curriculum for specific children with particular learning needs or disabilities.	Training is given on a case by case basis tailored to the needs of the individual child	As and when required	
Out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision on a case by case basis to ensure that no child is excluded from out of school enrichment activities.	Ongoing	

Policy Reviewed January 2022