



**The Study Prep**  
WIMBLEDON

Name of Policy	Accessibility Plan
Owner of Policy	Bursar/Deputy Head Academic
Date reviewed by HMT	April 2023
Date of next review	April 2024
Date of Governors' Review	June 2023
Date of next Governors' Review	June 2024



# The Study Prep

## WIMBLEDON

### **Accessibility Plan**

#### **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 and SENCo coordinate 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 reviewed in consultation with the Head, Deputy Heads, Bursar, the Deputy Head Academic, the Head of Admissions, LSC and SENCo. The results of the consultation informed the School's Plan for. 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 teaching staff to meet the needs of individual children as required. The School consults with external professionals 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

### Improving the Physical Access

Location.	Target	Action	Timescale	Progress/Implementation
Wilberforce	Enhance inclusion and maximise access for disabled individuals in the new extension building –building works completed.	<ul style="list-style-type: none"> <li>Automatic sliding door for main reception</li> <li>Door thresholds flush ramped</li> </ul>	Currently no assigned refuge as no staff members/pupils are wheelchair users, should the need arise, this will be set up.	
Wilberforce & Spencer	Improve access for pupils with auditory impairments -	No children with hearing loss presently enrolled/no staff currently with hearing loss/issue - no action required at present		

### 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	Already in place and can be extended where appropriate
Review documentation with a view of ensuring accessibility for pupils with visual impairment			No pupils with significant visual impairment are currently enrolled. Assessment as and when required

## Improving the Curriculum Access

Target	Action	Timescale	Progress/Implementation
Ongoing review of the delivery of English as an Additional Language (EAL) support	School to look at options for improving the delivery of EAL support.	Ongoing - new and existing EAL pupils to be assessed/reassessed as required.	<p>Dedicated EAL Teacher : Mamiko Hogwood</p> <p>MH currently implementing support in Yr 5 English classes, 1:1 and small groups out of class (Rec, Yr 1, 2, 3 and 4)</p> <p>Plan to re-assess Reception pupils in the Summer term as their literacy skills begin to develop (focus on sentence construction)</p>
More effective identification of and tracking of pupils with disabilities and special educational needs	<p>Training for all teachers on Specific Learning Difficulties and barriers to learning,</p> <p>Whole-class dyslexia screening in Years 1, 3 and 5 using the GL Dyslexia Screener to identify pupils who 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 produced twice a year and annotated at the end of the Autumn and Summer terms to track progress.</p> <p>Termly pupil progress meetings across the school. In KS2 these are 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. In KS1 these are linked to ongoing formative assessment and end</p>	Ongoing – to be reviewed in 12 months	<p>Regular INSET and twilight sessions</p> <p>A SENCO has been appointed 3 days a week to offer additional resource/support.</p> <p>Pupil Progress meetings take place termly across the school.</p> <p>Attainment data is tracked; annually in Reception and KS1 using PTE and PTM, this takes place at the end of the year. In addition, attainment is also tracked for KS2 pupils using PIRA and PUMA in the Autumn, Spring and Summer terms.</p>

	<p>of year standardised attainment testing in Maths and English.</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>Develop the delivery of support to pupils (in particular, year 4+ pupils) with disabilities and special educational needs</p> <p>Continuing to assess individual needs</p>	<p>Targeted reading, spelling and mathematics support delivered by Teachers and Teaching Assistants in small groups by invitation</p> <p>Thorough in-school assessment completed using a battery of standardised tools to provide a complete picture of individual strengths and weaknesses</p> <p>A Part time SENCO (3 days a week) has been appointed.</p>	Ongoing	
<p>Providing specialist equipment and sensory support as and when required</p>	<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> <p>Develop and implement plans to meet sensory needs outside the classroom.</p>	Ongoing including regular reviews	
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms, as required.</p>	Ongoing	
<p>Training for teachers on appropriate curriculum for specific children with particular learning needs or disabilities.</p>	<p>Training is given on a case by case basis tailored to the needs of the individual child</p>	As and when required	<p>Polly Hutchinson (LSC) has delivered a whole school INSET focusing on 'Processing in the classroom' - January 2023</p>

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 pupil is excluded from out of school enrichment activities.

Ongoing

**Policy Reviewed: March 2023**