



Wallington County Grammar School

Accessibility Plan

Wallington County Grammar School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Wallington County Grammar School Accessibility Plan

8th January 2025

This Accessibility Plan applies to Wallington County Grammar School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: The Headmaster

This plan was approved by the Governing Body on: 29th January 2025

This plan is due for review by: January 2026

Wallington County Grammar School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Wallington County Grammar School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Wallington County Grammar School Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Wallington County Grammar School Context

- Single sex (boys) selective school admitting girls into the Sixth Form.
- Currently rated outstanding by Ofsted (2022).
- Well above average proportion of students with English as an additional language.
- Well above average student stability.
- Well above average progress at GCSE and A Level
- Buildings dating from various periods since the 1930s, many of which are two story and one which is three story.

Wallington County Grammar School's vision for disabled pupils:

Wallington County Grammar School provides expert personalised support to enable all students with special educational needs reach the heights and access world class universities when they leave. We want our students to be happy, healthy, ambitious, resilient and to have a high awareness of their diagnosis and how best to manage it.

Whilst maintaining our selective school ethos, Wallington County Grammar School aims to provide the most inclusive admissions process possible as well as buildings, resources and a curriculum that allow students with special educational needs to flourish.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------|-----------|-----------|--------------|
| Develop assessment practices through the use of mini white boards and pause, pose, pounce, bounce questioning to ensure high levels of participation, deep thinking and understanding for students with SEND. | Students with SEND are thinking hard, participating in discussions and questioning activities and any misconceptions they have get addressed. | DJO | | | |
| Ensure students with SEND are organised and have the correct equipment for learning each day. | Students with SEND always have the correct equipment for learning. | DOW | | | |
| Ensure students with SEND get access to high quality careers advice with a particular focus on their needs and rights at work. | Students with SEND make aspirational and appropriate career choices. | KME | | | |
| Ensure students with SEND feel recognised and rewarded for exhibiting our core values. | Students with SEND feel motivated, seen and recognised. | DOW | | | |
| Ensure students with SEND are participating fully in our co-curriculum by attending//leading clubs, going on school trips and participating in our house system. | Students with SEND participate fully in the co-curriculum. | JBW | | | |

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------|------------------|------------------|---------------------|
| Ensure every subject has access to specialist equipment and furniture where necessary | No student has impaired access to learning as a result of a lack of equipment. | DOW/ ATU | | | |
| Act on all possible recommendations in our Access Audit Report | No student or parent is impacted by a lack of accessibility to the building and environment | ATU | | | |

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

| Plan | Impact | Resp | Y1 review | Y2 review | Final review |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------|------------------|------------------|---------------------|
| Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required | Parents and pupils feel fully involved in the life of the school and can access important information | Admissions | | | |