



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: 28th January 2026

This plan is due for review by: January 2027

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.

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	Review																																																																														
<p>Deliver quality first teaching to students with SEND to ensure they reach their potential in terms of attainment and progress. This will include ensuring:</p> <ul style="list-style-type: none"> ensuring students are seated somewhere that is easily accessible the teacher and have the correct equipment teachers have checked students understand what they have just taught/modelled through questioning and whiteboards students understand exactly what the next task requires of them teachers circulate to check students work and give them feedback, ensuring they stay on task teachers regularly ask students to retrieve prior learning to ensure it sticks 	<p>Students with SEND make exceptional progress on their programmes of study and attain very highly given their starting points. Destinations of students with SEND are in line with the rest of the cohort.</p>	<p>DOW</p>	<p>At GCSE in 2025, students with SEND achieved an Attainment 8 Score of 70.3, up from 65.7 in 2024. This compares to the rest of the cohort who got 77.7. This is extremely impressive given the self selecting nature of the cohort with SEND who are often assessed due to concerns in their level of attainment.</p> <p>Students with SEND got a synthetic Progress8 score of +0.92 demonstrating the exceptional progress they made from their likely starting points.</p> <p>At A Level in 2025, students with SEND outperformed the rest of the cohort with a L3VA score of +0.46 compared to the rest of the cohort that got +0.37.</p> <p>Our destinations data is as follows, again, it is very positive.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">2022</th> <th colspan="3">2023</th> <th colspan="3">2024</th> <th colspan="3">3 year Average</th> </tr> <tr> <th></th> <th>All</th> <th>SEN</th> <th>Pupil Premium</th> <th>All</th> <th>SEN</th> <th>Pupil Premium</th> <th>All</th> <th>SEN</th> <th>Pupil Premium</th> <th>All</th> <th>SEN</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>% In Education/Employment</td> <td>97%</td> <td>100%</td> <td>100%</td> <td>99%</td> <td>100%</td> <td>100%</td> <td>99%</td> <td>100%</td> <td>95%</td> <td>98%</td> <td>100%</td> <td>98%</td> </tr> <tr> <td>% at University/Degree Level Apprenticeship</td> <td>97%</td> <td>100%</td> <td>100%</td> <td>97%</td> <td>94%</td> <td>97%</td> <td>99%</td> <td>100%</td> <td>95%</td> <td>98%</td> <td>98%</td> <td>97%</td> </tr> <tr> <td>% Russell Group</td> <td>59%</td> <td>73%</td> <td>58%</td> <td>58%</td> <td>38%</td> <td>59%</td> <td>67%</td> <td>50%</td> <td>67%</td> <td>61%</td> <td>54%</td> <td>61%</td> </tr> <tr> <td>% Oxbridge</td> <td>3%</td> <td>0%</td> <td>7%</td> <td>6%</td> <td>6%</td> <td>0%</td> <td>5%</td> <td>7%</td> <td>5%</td> <td>5%</td> <td>4%</td> <td>4%</td> </tr> </tbody> </table>		2022			2023			2024			3 year Average				All	SEN	Pupil Premium	All	SEN	Pupil Premium	All	SEN	Pupil Premium	All	SEN	Pupil Premium	% In Education/Employment	97%	100%	100%	99%	100%	100%	99%	100%	95%	98%	100%	98%	% at University/Degree Level Apprenticeship	97%	100%	100%	97%	94%	97%	99%	100%	95%	98%	98%	97%	% Russell Group	59%	73%	58%	58%	38%	59%	67%	50%	67%	61%	54%	61%	% Oxbridge	3%	0%	7%	6%	6%	0%	5%	7%	5%	5%	4%	4%
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<p>Deliver bespoke intervention and attendance plans to ensure students with SEND attend school.</p>	<p>The attendance of students with SEND is considerably above national averages.</p>	<p>DOW</p>	<p>Attendance is considerably above national averages for students with SEND:</p> <table border="1" data-bbox="958 276 1928 860"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2024/25 (2 term)</td> <td>21</td> <td>93.4%</td> <td>86.5%</td> <td>Above</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>11</td> <td>93.9%</td> <td>85.9%</td> <td>Above</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>33</td> <td>95.2%</td> <td>86.4%</td> <td>Above</td> </tr> <tr> <td>2018/19 (3 term)</td> <td>12</td> <td>94.2%</td> <td>91.8%</td> <td>Above</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	2024/25 (2 term)	21	93.4%	86.5%	Above	2023/24 (3 term)	11	93.9%	85.9%	Above	2022/23 (3 term)	33	95.2%	86.4%	Above	2018/19 (3 term)	12	94.2%	91.8%	Above
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<p>Support students with SEND with well targeted pastoral interventions to ensure exceptionally high standards of behaviour.</p>	<p>Suspensions of students with SEND are considerably below national averages.</p>	<p>DOW</p>	<table border="1" data-bbox="958 943 1928 1241"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2023/24</td> <td>22</td> <td>0.00%</td> <td>16.91%</td> <td>Below (sig-)</td> </tr> <tr> <td>2022/23</td> <td>22</td> <td>9.09%</td> <td>15.29%</td> <td>Below (non-sig)</td> </tr> <tr> <td>2021/22</td> <td>26</td> <td>3.85%</td> <td>13.33%</td> <td>Below (non-sig)</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	2023/24	22	0.00%	16.91%	Below (sig-)	2022/23	22	9.09%	15.29%	Below (non-sig)	2021/22	26	3.85%	13.33%	Below (non-sig)					
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<p>Develop a tracking system to ensure students with SEND are accessing all aspects of our co-curriculum.</p>	<p>Students with SEND participate fully in the co-curriculum.</p>	<p>JBW</p>	<p>The development of this tracking system is well under way with the likely use of the Bromcom clubs and trips module. 100% of students with SEND are participating in our clubs and societies programme.</p>																									

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	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	There have been no substantive changes in this area with students that require a laptop being furnished with one and students with hearing impediments using a teacher microphone.
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	<ul style="list-style-type: none"> ● External keep clear markings -TFL have been contacted but have so far rejected the proposal to put these onto Croydon Road outside of our front gates due to there being no recorded incidents. ● There is now a pedestrian gate entrance sign visible on the gate ● There is now a vehicle entrance sign visible on the wall ● An access platform and handrails have been added to our reprographics area. ● School Maps are now available from reception ● Space for wheelchair users in staffroom has been provided ● Seating for wheelchair users has been provided in the Main Hall. ● Nosings have been installed on internal stairs in Hutchins block ● There is now lift signage as you enter Music/DT ● Hooks, long mirrors and bins have been installed into all disabled toilets.

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

Plan	Impact	Resp	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	This has not been required so far but we stand ready to use AI systems to create audi files of documents should it be required.

