ACCESSIBILITY PLAN

This policy refers to both Wellington Senior School and Wellington Prep School

Head	Alex Battison
Author	F Taylor - Director of Finance and Operations D Hughes – Head of Learning Support N Gosling – Head of Learning Success (WPS) T Kaya – Head of EAL
Date Reviewed	January 2026
Date of Next Review	January 2027

1. Ethos and Aims

Wellington School strives to be a fully inclusive and welcoming school and aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. Legislation and Guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make "reasonable adjustments" for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this policy. Wellington School is non-discriminatory towards students with a physical disability and/or Special Educational Needs. Wellington School is committed to reducing and, wherever possible, eliminating barriers to accessing the curriculum and seeks to maximise participation for all students and prospective pupils who have a disability.

Wellington School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. The School also recognises and respects the right to confidentiality for parents and children.

3. Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Learning Support Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all

our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
- 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. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

Progress against this plan will be assessed annually and recorded in the "Ongoing Review" section, as well as at the end of the planning period at which time the next three-year plan will be developed.

4. Learning Support and Special Educational Needs

Wellington School is committed to meeting the needs of all its pupils, including those with special educational needs, with reasonable adjustments within the scope of the School's resources. The School aims to enable every pupil to achieve his or her full potential. A child

or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory School age or a young person has a learning difficulty or disability if they:
(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

Pupils whose first language is not English may need some additional support to equip them for study.

Wellington School endeavours
• to ensure that all pupils with SEND are identified and supported in the School;
• to ensure that all pupils for whom English is an Additional Language (EAL) are supported as necessary;
• to ensure that a framework of support exists to enable staff to respond appropriately to the needs of pupils;
• to ensure that appropriate resources are available to pupils with SEND and those whose first language is not English. A definition of an EAL pupil with language needs: EAL students with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group.

The School's full Learning Support Policy is available on the School website.

All staff are made aware, through the Learning Profile, of the needs of each student in their care, and no child will be discriminated against in any area of school life on the basis of his or her emotional needs or learning difficulty. Furthermore, students themselves, as well as their parents, are involved in the production of the Learning Profile and the planning and provision which is to help them with their learning difficulty.

5. Access for Staff

The School takes a fully inclusive approach to staff recruitment and always seeks to appoint the best person for any advertised post.

- Appointments are made on the basis of an applicant's experience, qualifications, and references and regardless of gender, disability, race, religion, ethnicity or sexual orientation.
- The School actively implements its Diversity, Equity and Inclusion Policy in the day-to-day management of staff.

6. Access to the Site

- Most parts of the campus are already accessible by lifts and/or ramps and staff are available to assist guests with specific needs as required at school events.
- The Director of Finance and Operations will assess access needs on an annual basis and will deal with concerns about access as they arise.
- Rooming of the timetable may be adjusted on a temporary or permanent basis to take account of the needs of an individual with a specific disability.
- The School will adapt to individual cases, for example, access requirements for a pupil with a leg injury on a case-by-case basis.

The Governors and Leadership Team are committed to removing barriers for access across the campus. Accessibility is an ongoing and ever-present challenge which needs constant focus to enable improvements.

This section sets out the School's aims but is not meant to be a prescriptive response to all possibilities.

We want to ensure that the campus is as accessible and inclusive for all pupils, staff, parents and visitors.

The School maintains a register of planned works which address aspects of accessibility – please see Annex 1.

There is a 3-yearly review of these projects to appraise how successful they have been and to help create better specifications for future works.

Feedback regarding limitations for access and successful access arrangements should inform future decision making and should support a process of continuous improvement.

7. Employment of staff

Wellington School is an equal opportunities employer. To enable proper assessment of the workplace all relevant information is asked for. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective staff member to take up employment the School is committed to providing those reasonable adjustments.

8. Provision for parents, staff & visitors

Disabled parking is available throughout the Campus and additional provision can be made available for special events and reserved for the appropriate number of visitors. All efforts to provide short routes and level access will be made as will clear signage and lighting. Main reception and accessible welfare facilities will also be made clear.

9. Delivery of information

The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so. School documents can be available in multiple formats if so requested.

10. Campus

The School acknowledges that from year to year the intake of pupils and staff may mean that a previously unplanned scheme of works may be necessary to improve access to facilities based on need.

All planned work meets the relevant legislation including the Equality Act 2010 and approved codes and often will aim to exceed the minimum requirements.

We recognise, however, that our campus, with its historic listed buildings, older buildings which have been converted and purpose-built buildings spread across a multilevel campus, currently presents accessibility challenges for pupils, staff and visitors with physical disabilities. We are working hard to resolve this and continue to make improvements throughout the Campus. We monitor our buildings and campus and seek to take reasonable steps to improve the School's physical environment in order to increase the extent to which pupils with a disability are able to take advantage of our education, sporting facilities and associated services.

Furthermore, there is a continued commitment to;

- internal door widening
- colour scheme enhancement
- lift provision
- IT upgrades
- Switch and socket re-location
- External step removal / level threshold adjustment
- Disabled parking provision
- Enhanced welfare facilities
- improved lighting across the campus
- improved CCTV across the campus

Improvements to accessibility across the campus have been achieved over recent years through small, medium and large improvements to physical facilities at the School including the changes described below.

11. Improvements to the Campus

The introduction of permanent and temporary ramps at access points to buildings (enabling wheelchair access), more disabled parking bays, as well as the introduction of handrails (for those with more minor disabilities) at key points.

The improvement of lighting around the campus, the introduction of more visible boundary markings (for the partially sighted), and the continuation of a wide-ranging programme to improve pathways across the School campus.

Despite the progress made, it is clear that there are further improvements that could be made, despite the restrictions imposed by
(1) having very small numbers of disabled students applying to the School or at the School,
(2) the physical characteristics of the School buildings, many of which are listed and of historic value, and
(3) the expansive and complex nature of the School campus.

We review and would make required physical adjustments depending on the requirements of students, staff and visitors. The School is designed to meet the needs of all current students, but, once again, adjustments would be required for more severely disabled students; in

particular, some classrooms are not accessible for wheelchairs, and navigation around the campus for a blind student would be problematic.

Particular barriers that would need to be removed could therefore include:

a. Providing access to certain classrooms

b. Improving “navigation” around and between current School buildings, and removing or overcoming barriers that exist (e.g. frequent changes of levels necessitating many stairs);

c. Revising emergency and evacuation systems and processes.

Transport

The School and third-party bus companies who provide services to the school will, wherever practical, offer transport to and from the School that meets the needs of disabled students and will be assessed on a case-by-case basis.

Accessibility Action Plan

The Action Plan below will form part of the consideration of the following related policies or plans:

- Admissions
- Attainment
- Attendance
- Education
- Exclusions
- Extra-curricular activities
- Governing Body representation
- Physical School environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School is aware of the following DFE Requirement (given Schedule 10 of the Equality Act 2010) inspected by ISI: ISI Inspection Description 190 (a) Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum; 190 (b) Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled; 190 (c) Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

CURRENT PLAN 2024-2028

The School's Accessibility Plan for 2024-2028 has the following Targets, Strategies and Outcomes this builds on the work from the previous plan for 2020-2024:

Target	Standard to be met	Action Required	Lead	Evidence of Impact	Target completion date
SEN Provision	3.2a)	To support staff in providing for students with additional needs (such as dyslexia, ADHD, ASD) in their lessons.	Head of Learning Support	Various members of the LS department to attend departmental meetings (English, Maths and Science in the first instance) and to give a short presentation on how to support the needs of the students with SEN.	Ongoing
SEN Provision	3.2a)	To develop touch typing skills of students that require this as their means of working in class and tests/examinations.	Head of Learning Support	Set up and run touch typing club 2 x week for selected students.	Ongoing As at 2026 this is now running 5 times per week
EAL Provision		Support staff in understanding the needs of EAL pupils and supporting them across the curriculum.	Head of EAL	INSET on understanding needs of EAL, and strategies and approaches to support learners. New Staff Induction on supporting EAL pupils is delivered and reviewed annually and keeping track of latest developments in EAL.	From Sep 2021 - Ongoing
EAL Provision		Conduct EAL Learning Walks to observe EAL	Head of EAL	EAL learners are achieving higher marks by being	From Dec 2025 onwards

		learners in subject lessons. EAL staff will then support subject teachers using CLIL to help inform their lesson planning and delivery. EAL staff will assist by creating resources for subject teachers and storing them on EAL for Staff Firefly page for easy retrieval.		able to access lessons and assessments and are able to express themselves using the appropriate structures and vocabulary. More EAL users are joining in class discussions (as observed during EAL Learning Walks). Subject staff develop their awareness of CLIL strategies and approaches and are beginning to demonstrate adaptations to lesson materials and delivery in the classroom.	
EAL Provision		Begin to develop skills and resources for EAL teachers to help subject teachers to raise their awareness of academic register to enable better quality responses in exam work.	Head of EAL	Teachers are beginning to refer to register in their lessons, with reference to specific materials. Learners are using appropriate academic language in written work more often.	Summer 2023 - Ongoing
EAL Provision		To develop independent learner skills among EAL learners through cross-curricular project work.	Head of EAL	Students have an individualised Learner EAL Portfolio. Self-reflection and target setting is included and conducted regularly. We are also looking at investing into online teaching apps (such as Flash Academy) which provides English language	From Sep 2021 ongoing annually.

				support and subject support in line with the national curriculum.	
EAL & SEN Provision		To research latest JCQ rules for EAL and 25% Extra Time for exams	Head of EAL and Head of Learning Support	Banks of questionnaires and observation feedback sheets for informal evidence and standardised tests with minimal reliance on English Language for formal assessments to enable applications to be processed on JCQ site.	End of Spring Term 2025/26

Annex 1

ANNEX 1 ACTION PLAN FOR IMPROVING ACCESS FOR THE PHYSICALLY DISABLED **To Increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School**				
1 April 2016 – August 2028				
Venue	***Work required***	**Programmed date**	***Completed***	***Comment***
Prep School	Assembly points – training for staff ongoing Access excellent in main school. Year 5 and Year 6 classrooms less accessible.	Ongoing	Ongoing >5 Years	Provision to use main school classrooms if necessary.
Alan Rogers Centre (ARC)	New building for English, EAL and exams.			Excellent access to all rooms and facilities including additional IT suite Connected to Sports Complex on the ground floor which has good facilities
Sports Complex	First floor assembly point for evacuation.	Ongoing	Ongoing	Regular staff briefings on evacuation points. Improved evacuation through ARC.
Reception – Main Building	Access through entrance narrow.		Completed	2013 & 2024 - entrance improved and widened. Much improved access/meeting areas for disabled users
Great Hall/Small Hall	Access to stage – poor.	>10 Years	-	Most plays are now performed in the round, reducing use of stage area. In the long term, provision of platform lift in Corner Building.
Staff Hub	Potential to review and enhance facilities within the hub	>3 Years	Ongoing	Good level access to the Staff Hub and ongoing opportunities to enhance access and facilities further

Dining Hall	Access to Dining Hall – poor.	>5 Years	-	Access to upper dining room from outside has been improved but access to serveries still limited. Catering team can adapt offer to cater for any requirements. Greater use of Café, Prep Hall and ARC when required.
AV Building- now the Sixth Form Centre	G Floor access ramps Upper floors	10 Years -	- -	As part of planned refurbishments. Access to first floor available via Great Hall Entrance, access to second floor classrooms not possible and is being considered as stairwell will be upgraded New handrails fitted to the front stairs and new flooring
Dukes	Access to lower ground, lower and upper first floors to be improved.	>10 Years	-	Planned refurbishments of 'New Quad' between Dukes and AV/Sixth Form Centre will give access to upper ground floor library, lift access between floors to be considered in future.
Chapel Nursery- now known as the Studio	Disabled Access.	September 2016	Completed	
Northside	No access to first floor (Junior houseroom and classrooms).	>10 Years		Incorporate lift in future refurbishment. If necessary, arrangements to move the house room to the ground floor could be made. 2022/23 upgraded senior house rooms full accessible 2024 upgraded disabled WC on ground floor
Science Block	Lecture theatre & toilets on first floor. Future, improved access to first floor.	>10 Years	Completed	Chair Lift installed September 2014. Consider installation of lift in future refurbishment.
Lippencott	EAL Centre. Improvements to access made	Completed		Ground floor only including new door. Ongoing monitoring
Southside Drama Studio	Refurbished classrooms.	>3 Years		Much improved access for physically disabled.

Café 37 – Toilet Facilities	Fully compliant with Building Regulations & Disabled Access requirements		Completed	2024 second phase completed including ramp, wider doors, disabled WCs and baby changing area available to all users
Chapel	Ground floor access reasonably good, some steps, first floor poor access. Ramps available if required	Ongoing	Ongoing	Building is Listed – any works proposed will be assessed and where possible access improved and enhanced
Music/Small Hall	Music Department moved to Corner Building. in 2010. Platform lift to be fitted in the future.	>10 Years		Refurbishment being considered and would incorporate lifts and ramps
Swimming Pool, Squash Court and Climbing Wall	Ramped access, although no gradient measurements have been undertaken as part of this survey. Handrails present, limited access to pool side and court/climbing wall	>8 Years	Ongoing	Potential to redevelop this site and all access opportunities would be considered as part of the redevelopment to meet latest legislation. In the meantime, limited access and minor improvements undertaken

Avenue	Ground floor access good and a single disabled person could be accommodated – rest of build unsuitable for disabled. Improved surfacing to Avenue Gardens	Ongoing Summer 2025	 Completed	Change of use to Music Teaching areas from September 2021 Upper floors not necessary for physically disabled. Toilet facilities improved
Beech	Ground floor access good. An additional ensuite bedroom has been created in 2023 First floor – no access	Ongoing	Ongoing	Some doors may need widening as necessary. 2013 – rear access opened up through Common Room.
Grange	Ground floor – Disabled parking and access allowing possibility of boarding for staff and/or students. First floor – no access.			Has had refurbishment - former usage as a Residential Nursing home with external disabled ramps etc.
Overside	Ground floor access reasonably good – narrow corridors. Upper floors poor.	>10 Years	Ongoing	Ground floor bedroom upgraded in 2022. Communal areas refurbished in 2024 Ongoing upgrading work throughout the house but not fully accessible without major refurbishment.
Lights	Access to Lights is poor.			Would not be used for long-term disabled. Willows would be used instead. Major refurbishment completed 2015.
Willows	Good access to Ground Floor. Access to upper floors would require a lift.	>5 Years	Ongoing	Some further Refurbishment undertaken in 2024 to enhance communal areas and ensuite room on the ground floor. Future refurbishment to include platform lift.
Whole Site	Established continuous planned works which contribute to accessibility improvements. Works have been undertaken to improve access including handrails, colour scheme enhancement, level thresholds, access control to buildings, line marking to steps and repainting	Ongoing	Ongoing	Campus wide improvements

Whole Site	Accessibility review of internal and external spaces to all buildings. Consider accessibility as part of all projects.	Ongoing		Ongoing for whole campus
Building Projects	Implement agreed refurbishment and new building projects as required. Design, cost and submit planning and conservation officer applications to the Local Authority	Ongoing		Ongoing for the whole campus as projects come forward
Whole Site	Review annual progress, and adjust the ongoing plan to accommodate any recommendations	Yearly		Ongoing for the whole campus