

Accessibility Plan (HG13) Schedule 10 of the Equality Act January 2025 - January 2028 Plan

Introduction

1. The Equality Act (2010) and the Special Educational Needs and Disability Act (2001) (SENDA) place a legal requirement on all schools to increase accessibility for disabled pupils. All schools are required to produce a 3 year written Accessibility Plan.

Definition of Disability

2. The Acts referred to above state that:

Under the Equality Act 2010 you are considered disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

“Reference to ‘disabled people’ includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
- auto-immune conditions such as systemic lupus erythematosus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning disabilities;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;
- mental illnesses, such as depression and schizophrenia;
- produced by injury to the body, including to the brain

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3. More information on the definition of disability is available at the Disability Rights Commission’s (DRC) website. In particular, it should be noted that dyslexia is also included within the broader definition of disability covered by the Equality Act 2010 and SENDA 2001.

What Is an Accessibility Plan?

4. An Accessibility Plan is a plan for

- Increasing the extent to which disabled pupils can participate in the School’s curriculum
- Improving the physical environment of the school 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
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- Enabling staff to have appropriate strategies to deal with the needs of all pupils

It is therefore an important adjunct to the School’s Disability and Special Educational Needs Policies. The School will make the Accessibility Plan available to interested parties at reasonable times. Not only does the plan cover day to day activities but it will also influence the future development of the School and its buildings and facilities.

The Plan also serves as a guide to prospective parents to help in assessing whether the School is suitable for individual pupils. Although aimed primarily at the needs of disabled and SEND pupils, the Accessibility Plan also takes into account the needs of disabled parents, staff and visitors.

This policy is constantly under review during the period to which it relates and will be revised as necessary.

The School Environment

5. West Hill Park School comprises a group of buildings that vary in age and size, situated on a reasonably level site of approximately 28 acres. All teaching resources, classrooms etc are located on the ground floor. The only area on higher floors accessed regularly by pupils, staff and visitors is the Boarding House, located in the main School Building which would have limitations of accessibility for disabled pupils.

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Reasonable Adjustments

6. The school is committed to enabling and improving access wherever reasonably practical. Many of the current buildings are extremely difficult to adapt but all future buildings will be planned in such a way as to allow both access and reasonable use by all.
7. The existing pathways and entries to buildings will, where reasonably practical, be repaired and renewed (including the building of ramps) in such a way as to allow access and use by all as a part of the repairs and renewals programme within the School.
8. Provision to allow a child to arrive early or late to a class and to have a specially tailored timetable will be considered positively, as will any special disability related dietary needs. Parents are to raise any such concerns with the Headmaster when first registering their child(ren) at the School and any changes should be communicated without delay.
9. Educational activities off-site will be planned in such a way as to allow maximum participation by all.
10. When purchasing new equipment, its suitability for use by all will be considered.
11. Any new member of staff, visitor or contractor with an accessibility issue should raise the matter with the Headmaster or Estates Manager as soon as possible, and before starting work in the School.
12. Mobility is not the only issue and the School recognises the need to take into account other significant matters such as lighting and its accessibility and acoustics.

Disclosure

13. Appropriate and reasonable adjustments can only be made if School staff are made aware that individuals have specific needs; this is particularly important as many are not obvious. Hence all disabled/SEND pupils, parents, staff or visitors are encouraged to notify the School that they have a disability.

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ACCESSIBILITY PLAN – January 2025 - January 2028

Already in Place

14. The following alterations have already been made to School grounds, buildings, facilities and processes to facilitate access during the last cycle of this Accessibility Plan.

- Contrasting paint schemes to highlight doors and door frames on all primary internal routes through the School. This policy will remain in all future decorating schemes
- Primary entry/egress routes for all main buildings have ramps fitted. Many of these are portable, and other portable ramps are available for other doorways not permanently fitted with ramps
- Appropriate areas inside main buildings have ramps fitted to enable access to all main rooms (e.g. Old Library, Jubilee hall, Dining Hall etc.)
- Accessible toilets are available in the Jubilee Hall, Swimming Pool and Senior Girls’ Changing Rooms
- Vanilla printing/writing paper is available for use by those with dyslexia
- Training is available from the IT Department in the use of the Accessibility Functions in software packages
- All proposed new buildings or major building refurbishments will take account of accessibility issues from the design stage
- Installation and commissioning of a hearing loop system in the Jubilee Hall
- Repainting of significant area of the Boarding House with special emphasis on contrasting colours to highlight doors and door frames
- Provide Visitors toilets on the ground floor of the Main Building
- To continuously monitor and train staff where appropriate so that they have the skills and strategies to deal with pupils of all abilities.
- Handrails added to outside girls’ toilet areas
- Jubilee Hall ceiling replaced with improved acoustic tiling and an update with LED lighting
- Swimming pool lighting updated with LED lighting
- Riding Stables lighting updated with LED lighting
- Accessibility toilet available in Senior Girls changing rooms with lowered sink and soap dispenser, and lever operated tap.

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- ELSA and School Counsellor in place to support children with mental health difficulties, along with Mental Health First Aiders.
- Weighted blankets available for pupils to use in the classroom to provide security and grounding
- Touch typing interventions available for those children identified as needing to use a Chromebook as their usual way of working
- Chromebooks available to use from the Beehive for children with SEN in lessons such as English, History, TPR

Short Term Measures

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15. The following specific accessibility improvement measures are planned for the period September 2025 to September 2026:

- All routine replacement or repair of lighting units to be carried out with increased accessibility in mind. Two classes in Shells - replaced LED lighting (Dec. 2025)
- Heads of department to focus on SEND as a single item on meeting agendas (Ongoing)
- Ongoing redecorating programme to be given special emphasis on contrasting colours to highlight doors and door frames. (In progress) Entrances to classrooms and covered walkway areas painted white to identify any potential trip hazards -



April 2026

- New access door to Swimming Pool ensures wheelchair access and adult access not through changing rooms -



December 2025

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- Training is available from the IT Department in the use of the Accessibility Functions in software packages e.g. Touch Typing Intervention

Medium Term Measures

16. The following specific accessibility improvement measures are planned for the period September 2026 to September 2027:

- All fixed and portable accessibility ramps to be surveyed and renewed, replaced or repaired as appropriate.
- Ongoing redecorating programme to be given special emphasis on contrasting colours to highlight doors and door frames. (In progress)
- All painting colour schemes are being developed with a view to reflecting ambient light (White and Grey instead of dark blue on doors) (Ongoing)
- All routine replacement or repair of lighting units to be carried out with increased accessibility in mind (in progress).
- All new lighting units to be daylight quality bulbs. (in progress)
- Further review and update of policies and practice in the teaching and learning provision within the school for those requiring extra help.
- Encourage wider use of tablet devices within curriculum time. Potential roll out of chromebooks for pupils from Year 5, in line with other Radley Schools Group Prep Schools.

Long Term Measures

17. The following specific accessibility improvement measures are planned for the period September 2027 to September 2028

- Ongoing redecorating programme to be given special emphasis on contrasting colours to highlight doors and door frames
- All routine replacement or repair of lighting units to be carried out with increased accessibility in mind. (Ongoing)
- Boarding House area to be surveyed with a view to increasing and improving access.
- Acoustic ceilings and carpets to be considered for more areas of the school.

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Review - May 2026

Persons Responsible for Review - CAW (Headmaster), DG (Acting Head of Estates), HS (Head of Learning Support)

Target	Strategies	Timescales	Responsibility	Success Criteria
<ul style="list-style-type: none"> Accessibility Functions in software packages e.g. Touch Typing Intervention, Voice Typing available to children where necessary. 	LSA led sessions. Training and support from Network Manager where necessary.	Now implemented in Activities timetable	HS	Uptake of Touch typing at Intervention sessions offered to pupils.
<ul style="list-style-type: none"> Hearing loop system in the Jubilee Hall to be assessed for potential use by current pupil in Y1 	Assess current system	Ongoing	DG / HS	Loop System up and running for potential use in the future.
<ul style="list-style-type: none"> To continuously monitor and train staff where appropriate so that they have the skills and strategies to deal with pupils of all abilities. E.g. Adaptive Teaching - January 2026 Pupil Passports for children with needs identified. 	Adaptive Teaching Training. Pupil Passports for children with needs identified and made readily accessible on Google Drive	Adaptive Teaching Training - January 2026	Dep Head Academic HS	Adaptive Teaching strategies to be adopted by teaching staff. Monitored through Appraisal, Learning Walks and book scrutinies.
<ul style="list-style-type: none"> ELSA and School Counsellor in place to support children with mental health difficulties, along with 	<ul style="list-style-type: none"> MHFA Training for John 	MHFA Training completed - March 2026	JB / SC	School Counsellor has a timetabled visit with regular children. MHFA trained staff made known to staff and pupils.

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Mental Health First Aiders. MHFA Training for John Boddington and Sally Curtis (March 2026)	Boddington and Sally Curtis (March 2026)			
<ul style="list-style-type: none"> Weighted blankets available for pupils to use in the classroom to provide security and grounding. Wobble Stools in classrooms for specific children, trampoline for movement breaks, Focus tools for specific children. 	Trampoline breaks included for a pupil. Wobble stools purchased and in use	Trampoline and Wobble Stools in place for 25/26 academic year.	HS	Ongoing review of pupils' progress. Review of learning plans/needs for children at the end of the academic year.
<ul style="list-style-type: none"> Chromebooks available to use from the Beehive for children with SEN in lessons such as English, History, TPR including pupils in Years 5 & 6. 	Chromebook availability	Ongoing	HS / Network Manager	Progress of pupils as identified and reviewed in Pupil Passports.
<ul style="list-style-type: none"> All routine replacement or repair of lighting units to be carried out with increased accessibility in mind. All Shells Classrooms now have LED lighting. Light Meters used to check that correct LUMENS are applied. 	Science Labs and Computing Room lighting to be upgraded May Half term 2026	May Half Term 2026	DG	Light Meters used to check that correct LUMENS are applied.
<ul style="list-style-type: none"> Heads of department to focus on SEND as a single item on meeting 	HS attends Morning Briefing on a	Weekly briefings	HS - all staff	Communication from Head of Learning Support to LSAs and to SLT to act upon any concerns.

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agendas (Ongoing) HS attends Morning Briefing on a Thursday to address any Learning Support issues or concerns that are raised.	Thursday to address any Learning Support issues or concerns that are raised.			
<ul style="list-style-type: none"> Handrails added to areas of schools e.g. upper area of DT facility and fire escapes. 	e.g. upper area of DT facility and fire escapes.	Completed - Spring Term 2026	DG	
<ul style="list-style-type: none"> LSA Appraisals - identify areas for further training for LSAs. Training needs to be identified for pupils of all abilities. 	Formal Appraisal Meetings	Completed within year	HS	Action Points / Targets from Appraisals

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