

Accessibility Policy

ISI Regulation	3. Welfare, health and safety of pupils
Reviewed by	Fionnuala Kennedy & Kathryn Jones
Date	September 2026
Date of Next Review	September 2027

The GDST acknowledge their overall responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that any deficiencies or weaknesses can be remedied without delay.

This policy should be read in conjunction with;

- [GDST Equal Opportunities \(Education\) Policy](#)
- [Wimbledon High School SEND Policy](#)
- [Wimbledon High School Admissions Policy](#)
- [GDST Accessibility Strategy](#)

The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. Wimbledon High School recognises its duties under the Equality Act 2010 and intends to adopt a positive approach to making the school more accessible in terms of admissions, the curriculum, both the taught and the wider curriculum, associated services, including after-school care and extra-curricular activities, behaviour and discipline policies and the estate and premises.

The Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils (including those with special educational needs) and progress in implementing the Plan. The Director of Finance & Operations through the Health and Safety Committee is responsible for coordinating the implementation of the Plan with specific responsibility for physical requirements. The Head is responsible for the implementation of other aspects of the Plan, including the dissemination of information to staff.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary/appropriate. Should a pupil with physical disabilities join the school, discussion with parents, therapists and medical professionals would be conducted to devise an appropriate risk assessment that would be implemented.

The school has adopted this strategy as a constructive approach to ensure that it does all that is reasonably practical to enable disabled pupils and prospective pupils full access to the educational services it provides.

This Strategy covers the following areas:

- Access considerations in our Admissions policy.
- Improvements in access to the curriculum.



- Improvements in the delivery of information to disabled pupils.
- Physical improvements to increase access to education and associated services.

Admissions

The GDST is committed to equal opportunities in education. Admissions to GDST schools will adhere to the GDST's Equal Opportunities Policy.

All examinations are set in English and are designed to be culturally neutral or accessible to applicants from different cultures. We aim to give girls from all educational backgrounds and experiences the chance to shine in the assessment process. At 11+ we use assessed group tasks, alongside written assessment tasks, to help us maximize access to all pupils regardless of their school experience to date.

If the candidate has a specific learning difficulty (certified by an Educational Psychologist) and meets the JCQ requirements for the award of extra time in public exams, she will be allowed the appropriate amount of extra time in her written entrance tests. Other adjustments will also be made as per their Educational Psychologist Report recommendations.

The written papers determine those who qualify for entry at all entry points, except for 4+ where a ballot is held. The ethnic background of applicants (those who accept places) is recorded for monitoring purposes. Our aim is to, where possible, have a school which reflects the diversity of our local area. To encourage more applications from families of Afro-Caribbean heritage, WHS has since 2021 held regular Diversity and Inclusion Admissions Evenings, open fora for discussion and where families can be reassured about the school's intentions to try and improve diversity.

In terms of economic diversity and accessibility, the GDST is committed to:

- Broadening access to the brightest but most financially disadvantaged girls
- Giving Heads flexibility in the allocation of scholarships and financial assistance

The GDST offers bursaries to provide a life-changing opportunity for bright but financially disadvantaged girls who would otherwise never have a chance of receiving an independent education.

WHS provides appropriate support to girls in receipt of bursaries of 95% or more, e.g. incidental expenses including lunches, uniforms, curriculum trips and travel to and from school.

We will ensure that our admissions procedures do not place disabled pupils at a substantial disadvantage (the reasonable adjustment duty) in matters of admission.

Curriculum Access

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

Wimbledon High School
Mansel Road, London, SW19 4AB
wimbledonhigh.gdst.net

Senior School
T 020 8971 0900
E info@wim.gdst.net

Junior School
T 020 8971 0902
E info.juniors@wim.gdst.net

Head Ms Fionnuala Kennedy
T 020 8971 0920
E heads-pa@wim.gdst.net



- For any students with an Educational Health Care Plan (EHCP), WHS follow the guidance given and ensure needs are met by making appropriate adjustments.

Curriculum access is addressed on a case-by-case basis. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission. It is also the case that the school is aware of occasional access needs or restrictions on movement. This is provided for by an assessment of need by the school nurse, after which lesson locations and facilities access are adjusted accordingly. This discussion leads to an evaluation based around the following headings:

- Improving the delivery of information
- Taking account of students' disabilities
- Preferences of students and parents

Premises:

Wimbledon High School will ensure that reasonable adjustments are made to its premises, facilities, services and working environment for disabled pupils, staff, visitors, contractors, and other users of the school site. The duty to make reasonable adjustments is anticipatory and ongoing: it applies regardless of whether there are currently disabled pupils attending the School and requires the School to consider, where reasonable, the need to remove barriers to participation in advance.

The School seeks to provide an environment in which disabled pupils can access education and associated services as fully as possible and, wherever practicable, alongside their peers. Accessibility planning considers both the physical environment and the wider experience of navigating the School site.

The School will take reasonable steps to ensure that disabled pupils, staff, and visitors are not placed at a substantial disadvantage compared with those who are not disabled. Access to the premises is considered through both whole-site accessibility planning and individual assessment of need. The School will continue to work with GDST to undertake accessibility audits, review exiting provision, and identify opportunities for improvement.

The School encourages parents of pupils for whom special access arrangements may be required to visit the School at the earliest opportunity to discuss how their needs can be best met during both the admissions process and following admission. Access requirements are considered on an individual basis and appropriate support measures implemented where required. Individual risk assessments and Personal Emergency Evacuation Plans (PEEPS) are reviewed regularly. PEEPS are stored on CPOMS.

The School will also consider accessibility requirements when planning educational visits, residential trips, co-curricular activities, performances, sporting events, and other off-site learning opportunities. Reasonable adjustments will be made wherever practicable to enable disabled pupils to participate fully and safely.

Wimbledon High School
Mansel Road, London, SW19 4AB
wimbledonhigh.gdst.net

Senior School
T 020 8971 0900
E info@wim.gdst.net

Junior School
T 020 8971 0902
E info.juniors@wim.gdst.net

Head Ms Fionnuala Kennedy
T 020 8971 0920
E heads-pa@wim.gdst.net

Accessibility considerations are incorporated into refurbishment projects, maintenance programmes, and capital developments to ensure that opportunities to improve access are identified and implemented wherever reasonably practicable. The School seeks to ensure that signage, alarms, evacuation arrangements, and information provided within buildings is accessible and appropriate for the needs of disabled users.

The school maintains a rolling Physical Environment Accessibility Plan which is renewed annually and updated to reflect accessibility audits, estate development and identified needs of pupils, staff, and visitors. Progress against the plan is monitored through the Health & Safety Committee and informs future estates planning and investment decisions. The Accessibility Plan will also be reviewed following significant building works, recommendations arising from accessibility audits, or where admission of a pupils with additional physical access requirements necessitates further consideration of reasonable adjustments.

Physical Environment Accessibility Plan			
Building	Accessibility Sept 2026	Disabled Toilet	3 Year Plan from September 2026
6th Form Centre & Auditorium	Fully accessible	Lower ground floor accessed via lift from all floors	
STEAM Tower & all Science labs	Fully accessible	Lower ground floor accessed via lift from all floors	
Rutherford Theatre	Fully accessible	Accessed via entrance and upper level of seating.	
Hastings Dining	Fully accessible	First floor accessed via lift from all floors	
Senior School	Lower ground floor music department and locker rooms accessible.	Lower ground level only.	Investigate stair lift / ramp from both Chemistry and Biology corridors. Would make senior hall and surrounding classrooms on ground and first floors accessible
Junior School	Fully accessible	Ground floor accessed via lift from all floors	

Physical Environment Accessibility Plan

Lewis House	Fully accessible	Access via lift to lower ground floor Sixth Form Centre	
Piper House classrooms including Senior Library	Fully accessible	Access via lift to lower ground floor Sixth Form Centre	
Littlewood House	Inaccessible	Not present	Investigate stairlift for both external and internal stairs.
Sports Hall	Fully accessible	Ground floor adjacent to sports hall	
Swimming Pool	Fully accessible	Access from pool, changing rooms and external ramp	
Nursery Road	Ground floor access / no access to first floor changing area.	Access on ground floor and changing facilities	No action as facilities are mirrored on ground and first floors

Curriculum:

We will ensure that our policies do not place disabled pupils at a substantial disadvantage (the reasonable adjustment duty) in matters of education. Students have equal access to all programmes of study and extra-curricular activities. Constraints of time and space may make some restriction in choice of optional activities inevitable, but efforts will be made to prevent this.

Behaviour and discipline:

The school sets out in its Behaviour Policy and Code of Conduct the expectation that students respect differences between people. Sensitivity and respect are fostered and reinforced between staff and students and amongst students, through our general ethos, and in our Civil Discourse programme. The school acts promptly to investigate and, if necessary, act on any claims of discrimination

Roles and Responsibilities

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school. Specific responsibilities include:

- Head
 - Monitoring and evaluating the effectiveness of the Policy with regard to employment and admissions
 - Should the need arise, developing and monitoring of Action Plan arising out of the Policy



- In preparing an accessibility plan, work in conjunction with the GDST to allocate adequate resources for implementing the plan
- Director of Inclusion and Well-Being
 - Ensuring that training in equal opportunities work is available to all members of staff
- Designated person for co-ordinating the school response to and reporting onwards to Trust Office any reported incidents of discrimination.

The following policies / documents support Wimbledon High School in its development of an Accessibility Strategy:

[Equal Opportunities Policy](#), [Neurodiversity \(SEND\) Policy](#), [Anti-Bullying Policy](#); [Admissions Policy](#);

To be reviewed annually by the DFO & Head

Wimbledon High School
Mansel Road, London, SW19 4AB
wimbledonhigh.gdst.net

Senior School
T 020 8971 0900
E info@wim.gdst.net

Junior School
T 020 8971 0902
E info.juniors@wim.gdst.net

Head Ms Fionnuala Kennedy
T 020 8971 0920
E heads-pa@wim.gdst.net