



Wimbledon College

Accessibility Plan 2026 - 2029

Agreed by the Governing Body: March 2026
To be reviewed Annually

Jesuit Schools' Vision Statement

Wimbledon College shares the vision of all Jesuit schools in the British Province. They exist to promote improvement in living and learning to the greater glory of God and the common good.

A "vision" does not describe a goal or an aim but a way of getting there. St Ignatius used the phrase "our way of proceeding" as a sort of shorthand for the characteristic ways and means of the Jesuit tradition. In applying this to a school, the Jesuit vision statement recognises the characteristic values and practices promoted in a Jesuit school:

- Finding God in all things* • a Jesuit school recognises that every aspect of its work can affirm the goodness and presence of God
- Caring for the individual* • a Jesuit school focuses on the all-round formation of each person
- Showing love in deeds* • a Jesuit school is characterised by generosity in service to others, particularly where human dignity is threatened
- Building a Christian Community* • a Jesuit school fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of Church
- Engaging with the wider world* • a Jesuit school helps pupils to be sensitive to the strengths and weaknesses in contemporary society and to witness to Christ's presence in that society
- Encouraging excellence* • a Jesuit school is distinguished for its academic, religious and pastoral provision, through which it encourages the fullest possible development of talents
- Co-operating in Jesuit mission* • a Jesuit school works in co-operation with other Jesuit schools and ministries in the light of the apostolic and educational aims of the Society of Jesus

To live in this way is to build the Kingdom of God. It is to engage fully with the world around us. The life and learning that is characteristic of Wimbledon College seeks to bring concretely to the Church in England a venerable and living tradition of the universal Church. It is the Jesuit ideal adapted to the circumstances of the people, place and times in which we live.

"Jesuit schools should be places where people are believed in, honoured and cared for; where natural talents and creative abilities are recognized and celebrated; where individual contributions and accomplishments are appreciated; where everyone is treated fairly and justly; where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace; where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence; where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold." (Ignatian Pedagogy n.37)

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Living out this vision means that we treat all members of the school community with the dignity that they deserve and constantly strive to ensure that each individual is respected and supported in their development as unique human beings. Members of the school community are given every opportunity to develop holistically and are encouraged to engage in and take full advantage of everything that the College has to offer.

Statutory Duties

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required in Schedule 10 of the Equality Act [2010]. They are:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Equality Act 2010 defines a disability as "when a person has 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". This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and also some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Wimbledon College is committed to equal opportunity for its pupils and staff. This includes countering discrimination, both overt and otherwise, on grounds of all protected characteristics. This is central to the school's vision statement and the care of each individual, focusing on their all-round development.

Wimbledon College aims to be a school which welcomes, accommodates and supports pupils and their families, with disability or special needs, so that they can participate fully in the life and learning of the school community.

Facilities in place, that support pupils and parents, prior to current accessibility plan include:

- Lift in the Music block
- Lift in the Sixth Form Centre – allowing access to Sixth form Study hall
- Lift in IT Centre
- Ramp access to all curriculum areas on ground floor
- Treatment room for pupils with SEN/D, including hoists and table
- Specialist toilet and chair access fitted in Treatment room
- Toilets with increased accessibility around the school
- Learning Support Assistants linked to specific departments
- Handrails fitted to support access to specific classrooms
- Hoists in the swimming pool and pool changing rooms to enable access to the pool

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- Two school minibuses with ramp access and wheelchair restraint systems to support pupils accessing off site curriculum and extra-curricular trips

Participation in the curriculum

Wimbledon College subscribes to the National Curriculum statement of the three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It aims to do this by being aware of pupils' needs and different learning styles; recording these and making them accessible to teachers and support staff; monitoring progress; and, in so far as resourcing allows, tailoring teaching and the resourcing of learning to individual pupils' needs. This includes, when appropriate, adapting the school's timetable so that pupils who are unable to access floors above ground level can still access the full curriculum.

Our knowledge of the needs of our pupils is shared through the school's database [ARBOR] and all staff have a responsibility to be aware of the needs of all of the pupils that they teach. We gather information on pupils joining the school from their parents and their primary schools. We also work closely with external agencies to ensure that the necessary support is in place for pupils with a disability. The school analyses examination data for all student groups including pupils with disabilities and pupils with educational needs.

The school offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. All pupils are encouraged to develop their individual talents, including sport, music and drama and receive appropriate support.

Forward planning for the needs of new pupils is supported by the admissions process for Year 7 pupils. Applications for pupils with Educational Health Care Plans are generally received from Local Authorities between September and March each year. The SENDCo looks carefully at each proposed EHCP and supporting information. The pupil and their parents are invited to see the school, and in particular its special needs provision, and to discuss their needs. Careful consideration is given to each placing request.

By February the school has a good sense of the number of range of special needs of pupils due to join the school in the following September and can plan for these pupils' arrival the following September.

The school uses information and KS2 data from primary schools to identify pupils with poor literacy and numeracy skills when they enter the school and has a well-established intensive literacy and numeracy programme.

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School environment

Significant parts of the school are currently not accessible to pupils who cannot walk upstairs. The Local Authority has been formally consulted. This situation is unlikely to change in the near future and so numbers of non-ambulant pupils is limited.

It must be recognised that the school buildings are historical (many are Grade II listed within a Conservation Areas) and have evolved in the past with little thought for accessibility. In particular there are many floor levels, with intermediate landings and staircases. A survey of the buildings (November 2006) shows that the installation of a lift at any point will at best increase access only by a couple of rooms and will also reduce the overall number of teaching rooms available.

Arrangements have been so that non-ambulant pupils on roll can access the full curriculum. This includes reorganising the timetable as necessary. Non-ambulant pupils can access all department areas and pupils in the Sixth form can access the Sixth form study area.

All pupils are encouraged to take part in sporting activities and we have facilities to enable physically disabled pupils to access the school swimming pool.

The school aims for a gradual improvement in the built environment, anticipating future needs but especially responding to the current needs of pupils and their parents. Planned adaptations and developments are published annually in the School Development Plan and reported to parents at the start of every year.

Delivery of information

The school has set the following priorities for providing information for disabled pupils:

- Acquiring equipment to support pupils with PDA, ASD & ADHD to support concentration/focus in lessons
- Developing use of 'DOCs+' to support pupils with learning difficulties and to support Access Arrangement requirements
- Improve access to areas of school for pupils who are visually impaired

Links with the School Development Plan

- Improvements and adaptations will be incorporated into annual development plans to ensure integrated planning and to reduce cost.
- The school will continue to review provision and will seek to gather information, which will inform further developments, from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.
- The school will make provision and adaptations for pupils so that they have parity of access and engagement with other pupils, wherever this can be reasonably achieved.

Recent improvements supporting the accessibility plan

- The installation of a sensory room for pupils
- Purchase of resources, included enlarged ipad and keyboard for visual impaired pupils

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- Purchase of weighted vests and blankets to support pupils with emotional regulation
- Increased availability of coloured overlays to support pupils with dyslexia and pupils with Irlands Syndrome.

Examination provision

Arrangements are put in place to support pupils' access arrangements for examinations. This includes:

- appropriate staff support for examinations [e.g. OLM, readers, scribes]
- access to computers for examination purposes
- large print examination papers
- provision of examination rooms for non-ambulant pupils
- Air-conditioned room for pupil who cannot regulate body temperature

Access to the plan

The school's accessibility plan is available on the school website. It is also available in paper copy from the College Secretary. Parents or pupils needing assistance understanding or reading the plan may obtain help from the College Secretary.

The school's SENDCo and members of the SEN Department are always willing to help parents, pupils, and prospective parents and pupils understand the arrangements and policies affecting pupils with additional needs.

Reviewing the plan

The plan will be reviewed annually and revised as necessary.

To be reviewed by Cura Personalis Committee

Spring 2027