WOLVERHAMPTON GRAMMAR SCHOOL

WGS ACCESSIBILITY PLAN 2026-2029

The school recognises that the Equality Act 2010 definition of disability is wider than SEND and may include physical disabilities, sensory impairments, long-term medical conditions, mental health conditions and other impairments that have a substantial and long-term adverse effect on day-to-day activities. There are currently no pupils on roll with disabilities requiring substantial adjustments to the school's physical environment. Nevertheless, the school recognises its anticipatory duty under the Equality Act 2010 and maintains this Accessibility Plan to ensure that pupils, staff, parents and visitors with disabilities can be accommodated should needs arise.

SHORT TERM / ONGOING: 2026-2027

Objective 1:
All staff, students and parents aware of the needs of students with disabilities. The needs of students with SEND (Special Educational Needs and Disabilities) continue to be addressed in all areas of school life.

Strategies:

1. Special Needs and Disability Policy to be reviewed annually.
2. Continue to provide disability awareness for staff and parents through the OpAL Outreach Programme. Staff induction programme to include dyslexia awareness and dyslexia friendly teaching strategies. Whole staff training for teaching children with Specific Learning Difficulty (SpLD) to be continued as part of the annual staff training programme.
3. Specialist Teachers will continue to run the whole school screening programme to identify barriers to learning in the wider student body. The school will ensure adequate staffing and resources are available to facilitate this.
4. Specialist Teachers will continue to review all available assessment data and produce records for those students who may show evidence of SpLD. As appropriate they will: communicate and discuss the findings with parents, liaise with outside professionals; advise on actions based on the findings and to keep all teaching staff informed of students individual learning needs.
5. Specialist Teachers will assess all students with relevant data which indicates further intervention or assessment is required through the Whole School Screening Progress Testing to monitor progress. This data will be passed on to Heads of House/Year and the Deputy Heads for action where needed.
6. Senior Management Team, Head of Additional Learning Needs and Heads of House/Year will ensure an efficient system operates for the distribution of relevant information to appropriate teaching staff so that reasonable adjustments for students with SEND can be made when appropriate.
7. Continue to raise awareness of the learning needs of EAL students.
8. Ensure all teaching staff continue to improve differentiation in teaching by including differentiation as part of teaching observation and marking review.
9. Close management of TAs whose roles are to support EHC Plans by Head of Additional Learning Needs.

Time Frame: 2026-2027

Performance indicator: SEND Policy redrafted each year and reviewed by Directors. Outreach to inform and educate school and wider community. Staff training on SpLD teaching continues to inform classroom practice and improve student performance. Specialist Teachers to use school assemblies to improve student's awareness of inclusion, individual learning differences and SEND. WGS admission policy and

school trips protocols adhere to Equality Act 2010 and SEND Code of Practice: 0 to 25 years (2015) guidelines. Directors will annually review the resourcing of whole-school SEND provision at WGS. Medical and physical disability information and record keeping systems are kept under review. WGS to undertake adjustments to school site to accommodate the needs of students with mobility needs and wheelchair users, as recommended and within achievements that are reasonable for the school.

Objective 2:
Staff to be aware of the need to provide alternative physical education and curriculum activities for students with disabilities as and when necessary.

Strategies:

1. Ongoing liaison between Specialist Teachers and PE staff. Head of Additional Learning Needs and the Director of Sport will meet annually to review strategies.
2. SEND part of annual departmental development plan review and in staff appraisals as the need arises. Staff will be aware of and make reasonable adjustment for SEND students.
3. Ongoing process of increasing access for students with mobility needs and wheelchair users as required, and as part of any new build in line with regulations.

Time Frame: 2026-2027

Performance indicator: Pupils with disabilities have access to a wide range of physical activities. Staff will work toward successful inclusion of students with disabilities and students with an EHC Plan in physical education. Accessibility requirements will be considered during all significant refurbishment, redevelopment and capital projects, subject to planning, heritage and financial considerations.

Objective 3:
All school departments have regard for Equality Act 2010 and SEND Code of Practice: 0 to 25 years (2015).

Strategy:

1. Directors and SMT to review School Development Plan, WGS Equality Policy and SEND Policy as part of their discussion process.

Time Frame:
Development Plan revised and approved annually.
Policies reviewed by Directors annually.
Supporting students with medical conditions guidance included within First Aid Policy September 2025.

Performance indicator:
WGS Admissions Policy in line with Equality Act 2010.

<u>MEDIUM TERM / ONGOING 2026-2028</u>

Objective 1:
Ensure diversity of approach to teaching and learning for SEND students. Links to Strategic Plan.

Strategy:

1. Continue to audit staff training needs and allocate appropriate funding via Staff Training Budget. Whole-staff training to be undertaken in order to review and refresh strategies for teaching neurodiverse learners. Staff training days continue to address the need for teachers and departments to address SEN through planning and classroom practice.

Time Frame: 2026-2028

Performance indicator: Staff awareness is increased in teaching and learning for all students and incorporated in the graduated approach as set out in the SEND policy. WGS continues to work toward becoming a neurodiverse friendly school. In service training to support staff to ensure all students currently identified as LDD/SEND achieve their academic potential. All academic departments continue discuss SEND issues at departmental meetings.

Objective 2:
All staff and students to be aware of the potential of ICT to increase access to the curriculum and access to information.

Strategy:

1. Current best practice made available to all students and staff. Regular training of staff in new ICT techniques and software. There will be an ongoing review of suitability of resources available to students and staff, and allocation of funding within the ICT budget for SEND.
2. Learning Hub in place for use and provision of small group teaching. Reviewed annually.

Time Frame: 2026-2028

Performance indicators: Students have access to information in a variety of sources and are able to present their work in a variety of formats. SEND students increasingly using laptops and iPads in lessons.

LONG TERM: 2026-2029

Objective 1:
School plans to review Disability Access over successive financial years and make improvements where necessary.

Strategy: Plan and provide capital allocation as appropriate.

Time frame: 2026-2029

Performance indicator: Physical accessibility and curriculum access within the school increased in the light of emerging needs.

Objective 2:
To ensure that prospective pupils with disabilities can access the admissions process and transition successfully into the school.

Strategy:
Review admissions procedures annually. Consult with families before admission where adjustments may be required. Undertake individual risk assessments where appropriate. Develop transition plans before entry.

Time Frame:
As required, when applications are received from prospective pupils with disabilities.

Performance indicator:
Admissions arrangements remain compliant with the Equality Act 2010. Individual transition plans are developed where required. Prospective pupils with disabilities are able to access the admissions process and transition effectively into school life.

This policy cross references with the SEND Policy, Equal Opportunities Policy and the EAL Policy.

The WGS Disability Access Plan is updated annually.

DLP
September 2026

Next Review:
September 2027

Appendix 1: Improving access to the physical environment

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Ensure access to buildings is available to staff, students and parents with a disability.	Lifts are fitted in Merridale, Derry and Hutton buildings. Evac chairs available for evacuation in an emergency. Ramp access to Merridale, Big School and other. All other buildings have ground level accessibility. Consider plans for students in Junior School and Sixth Form who are unable to access first floor classrooms.	Ongoing	SXH/TJF	All buildings accessible.
Appropriate disabled car parking available and visible line markings to ensure safety in the car park.	Disabled parking outside Big School and Junior School (netball courts). Car parking spaces clearly identified throughout the site. Clear line marking to separate pedestrians from vehicles.	Ongoing to ensure line markings remain clear	TJF	Disabled parking available. Appropriate managements of pedestrians and vehicles in the car park.
Ensure disabled toilets are available	Disabled toilets are available in: • Ground floor Derry, • Ground floor Big School (just off reception), • Ground floor Hutton, • Ground floor Sixth Form Centre, • Ground floor foyer Sports Centre. Ensure access is clear from obstructions	Ongoing	Estates Team	Disabled toilets available for staff, student and visitor use.
Enable staff and students to move around school safely.	Ensure corridors and walkways are clear of obstructions and trip hazards.	Ongoing	Estates Team	Low number of accidents around the school site.
Ensure the site remains accessible for staff, students and visitors with disabilities.	Undertake adjustments to the school site to accommodate the needs of wheelchair users, as recommended and within achievements that are reasonable for the school. Should a pupil, member of staff or regular visitor with disabilities require assistance during emergency evacuation, an individual Personal Emergency Evacuation Plan (PEEP) will be developed and reviewed regularly.	Ongoing	SMT	Site accessible to all.

Appendix 2: Improving access to the curriculum

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Ensure that all children have the support they need to access the curriculum.	Specialist Teachers to run whole school screening programme to identify barriers to learning in the wider student body. Ensure all teaching staff continue to improve differentiation in teaching by including differentiation as part of teaching observation and marking review.	Ongoing Ongoing	AMF AMF/HoDs	Increase in access to the curriculum.
Enable staff to increase their knowledge and understanding of needs of individuals.	Staff induction programme to include dyslexia awareness and dyslexia friendly teaching strategies. Whole staff training for teaching children with Specific Learning Difficulty (SpLD) to be continued as part of the annual staff training programme.	Annually	AMF	Increase in access to the curriculum.
Specialist Teachers to review all available assessment data and produce records for those students who may show evidence of SpLD	Review data, communicate with parents, liaise with outside professionals, advise on actions based on findings and keep all teachers informed of students' individual learning needs.	Ongoing	AMF	Increase in access to the curriculum.
Ensure that reasonable adjustments for students with SEND can be made when appropriate.	Create an efficient system for the distribution of information to appropriate teaching staff.	Ongoing	AMF/SMT	Increase in access to the curriculum.
Ensure examination access arrangements are sufficient to meet students' needs.	See separate Exam Access Arrangements Policy	Ongoing	APY/AMF/SKS	Access Arrangements meet the needs of students.
Ensure diversity of approach to teaching and learning for SEND students.	Audit staff training needs and allocate appropriate funding via staff training budget. Whole staff training to review and refresh strategies for teaching neurodiverse learners. Staff training days to address the need for teachers and departments to address SEN through planning and classroom practice.	Ongoing – annual INSET training	AMF	Improved knowledge and skills of TAs

Ensure staff have specialist knowledge and skills in mental health to ensure there is capacity and skills to support students' needs.	Mental Health Lead to continue work on improving student access to mental health support.	Ongoing	MXK	Appropriate support in place for students with mental health needs.
Wherever possible classrooms are optimally organised to promote the participation and independence of pupils. React to individual needs of students as they arise.	Review layout of furniture and equipment to support the learning process in individual class bases. Ensure seating plans consider the learning needs of all students.	Ongoing	All teaching staff	Increase in access to the curriculum.
Ensure that students with physical disabilities have access to alternative physical education and curriculum activities as and when necessary.	Ongoing liaison between Specialist Teachers and PE staff.	Ongoing	AMF/REP	Increased access to PE curriculum.
Ensure extracurricular activities are accessible to all pupils	Review of extra-curricular activities to ensure that a range of activities are available to meet the needs of all students.	Termly	RP/APY	Increased access to extra-curricular activities.

Appendix 3: Improving access to information

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Availability of written material in alternative formats when specifically requested.	Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally.	Ongoing	Marketing team	School can provide written material in alternative languages/formats.
Review documentation on website to check accessibility to parents with English as an additional language	The school will seek to ensure that its website and digital communications are accessible and will review accessibility features periodically with its website provider.	2026/27	Marketing team	Documentation on website can be changed to an alternative language or verbally relayed.
To improve accessibility for hearing impaired students if required.	The school will periodically review the need for hearing support technology and specialist staff training should a hearing-impaired pupil seek admission or require support.	2026/27	AMF	School in a position to support a hearing-impaired student.