



URSULINE HIGH SCHOOL

Wimbledon

Accessibility Plan

September 2024

HEADTEACHER Mr Eoin Kelly

URSULINE HIGH SCHOOL CRESCENT ROAD WIMBLEDON LONDON SW20 8HA
TEL: 020 8255 2688 FAX: 020 8255 2687
E-MAIL: enquiries@ursulinehigh.merton.sch.uk
WEBSITE: www.ursulinehigh.merton.sch.uk

Ursuline High School

Ursuline High School (UHS) policies and procedures relate to its operation, staff, facilities, Health and Safety, risk management and services provided.

UHS strive to ensure equality of opportunity for all. This policy forms part of UHS commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice to ensure fairness and consistency for all those covered by it regardless of their individual differences and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Ursuline Ethos / Mission Statement

To build a caring and supportive Christian community where each individual is able to grow in their understanding of the faith and their commitment to Christ.

To set standards of excellence in teaching and learning and to provide a broad, balanced, and relevant curriculum.

To develop personal qualities of understanding of self and others, self-discipline and motivation, responsible maturity, creative freedom, and integrity.

To foster an attitude of respect for all regardless of age, race, colour, creed, or gender.

To build peace, to promote justice, social concern and, through the celebration of difference, the equality of all peoples.

Objective of the Plan

To increase accessibility in accordance with Schedule 10 of the Equality Act 2010, to summarise:

1. Improve the school site accessibility for staff, students, and visitors.
2. Increase the extent to which all students can participate in the School Curriculum.
3. Ensure access to the school, the curriculum and other activities are reviewed regularly. An action plan detailing what needs and can be achieved along with a timescale for those changes. The scheme should be reviewed annually.

Facilities in Place:

Access to Entrance – Entrances should where possible have a ramp and/or automatic doors. All doors are inspected annually, and ramps visually inspected daily.

- Katherine Johnson - Automatic doors and ramp.
- Dorothy Kazel - Automatic doors no ramp required.
- St Angela's - No automatic doors but has a ramp.
- Sixth Form Centre – No automatic doors no ramp required.
- Sports Hall, Brescia, Ursula, George, and the main building are restricted.

Lifts - Lifts are serviced 4 times a year. Signage should be clear and the external button easily usable and accessible. Improvements are ongoing. Lifts are located:

- Katherine Johnson Building
- Dorothy Kazel Building
- Sports Hall
- Brescia Building
- Main Reception – Platform Lift
- Sixth Form Centre – Not required one floor

No access to first floors in George Block, Ursula, St Angela's, and Main School.

Disabled Toilets - Ensure facilities are cleaned every day and monitored to ensure they are complete with handrails and accessible locks. The disabled toilets are located:

- Katherine Johnson Building
- Dorothy Kazel Building
- Sports Hall
- Brescia Building
- Sixth Form Centre
- St Angela's
- George Block – Restricted Access
- Ursula – No Toilets
- Main Building – Restricted Access

Maintenance and Monitoring - Ongoing items are listed below. The site is visually checked daily, and detailed monitoring checks are carried out every half term. This list should be reviewed and added to when needed.

- Improve access to site by removing all vegetation blocking pathways.
- Ensure all outside lighting is in working order and adequate.
- Ensure Signage is clearly displayed.
- Location for disabled parking is clearly marked and located in the best place for easy access.
- Ensure when replacing doors that they are access suitable.
- When redecorating/building make sure accessibility is a priority.
- Ensure stairs or steps are visually different from the rest of the stairs to aid visually impaired.

SEN Department / Visually Impaired

- Provide documents in large format, this is provided on request
- Laptops with larger screens can be requested for those in need.
- Other specialised ICT equipment is available to those students' disability needs.
- Reflective / quiet rooms for students in times of anxiety and stress.
- 1-2-1 or small group intervention for students who need extra support.
- Different spaces (such as a sensory room) within the SEND faculty to support the specific SEND needs of different students.
- Liaison with local authority specialist teams to provide support in school for students with specific needs such as hearing and visual impairments.

Participation in the Curriculum:

To ensure an inclusive curriculum, Ursuline is committed to continual improvement to respond to the diverse needs of their students.

- Pupils are encouraged in a variety of activities such as Music, Art, and Sport.
- Providing structures and strategies for personalised learning.
- Offering a range of options courses and pathways to suit individual needs.
- Setting individual targets for students, which address their specific needs.
- Catering for EHCPs and Action Plans in our curriculum planning.
- Incorporating the targets of provision maps into our lesson planning.
- Open and responsive communication with parents/carers.
- Differentiating courses and adapting schemes of work, tasks and learning outcomes.
- Universal strategies for students with SEND needs, as well as specific targeted strategies for identified needs such as ASC communicated with all staff, who are given appropriate CPD to meet the T&L needs of all students.
- Every student has a laptop to enable everyone equal access to the curriculum.

Examination Arrangements

The following is in place to support student access arrangements for examinations. Students' specific requirements are screened and offered for consideration on several areas to enable fair access.

- Additional time
- Adapted papers
- Use of laptops
- Digital reading devices & large print examination papers
- Rest breaks
- Small room settings

These adaptations are offered when appropriate for internal examinations to help establish any provision as the normal way of working. Any issues occurring on the day of an actual public examination will have special consideration where appropriate. An application on the student's behalf will be made by the school in support of fair access.

Constraints to the Accessibility Plan

It should be noted that the Ursuline school (Main Building) was built in 1892 and therefore a substantial amount of the school is not accessible to all students. While improvements are ongoing, some areas would prove too costly to change.

The Ursuline however is committed to ensuring all new developments on the site do have the correct accessibility. In recent times new building have been added such as the Dorothy Kazel and Katherine Johnson, both of which have access to all floors and disabled toilet facilities. A new project for May 2022 will also see part of the main building refurbished and this will include the introduction of a lift enabling access to the 'V Block'.

Participation in the Accessibility Plan

The plan should be reviewed annually and audited at least every three years. To improve and adapt to all students, staff and visitors needs the plan should continually be updated with changes and recommendations:

- Input should be forthcoming from those who need change and results should be measured.
- Accessibility should have a planned timescale if this will involve large capital expense
- Results on achievements should be published stating the impact this has had on the school.