



Accessibility Plan

February 2023

Approved by Full Governing Body

Chair of Governors: John Garner

Date: 12th February 2023

Review date: February 2026

School Accessibility Plan (2023)

1. Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled students.

Ruislip High School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The school recognises its duty:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to
- avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

The school will:-

- Recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- Provide all students with a broad and balanced curriculum, with reasonable adjustments in order to meet the needs of individual students. This curriculum endorses the key principles of:
 - setting suitable learning challenges;
 - responding to students' diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

This plan is available online on the school website, and paper copies are available upon request.

Ruislip High school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works closely with the other schools in the Vanguard Learning Trust.

Our Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance:

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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Aim	Current good practice	Objective	Action	Key staff	Success Criteria	Review/ completion date
<p>Increase the extent to which students with disabilities can participate in the curriculum</p>	<p>The school's curriculum is broad and ambitious to provide students with the knowledge and understanding they require to be successful, and all students have access to all curriculum experiences.</p> <p>Extra-curricular opportunities are accessible, with reasonable adjustments made for students with disabilities.</p>	<p>To ensure all lessons are accessible for students with disabilities.</p>	<p>All lessons are planned to meet the needs of all students in the class, with high expectations for all and teaching adapted to support students with disabilities.</p> <p>All students with disabilities to have passports with strategies to support the student.</p> <p>Passports to be shared with teachers through ClassCharts.</p> <p>Good practice to be shared from external partners, including Speech and Language Therapy and Educational</p>	<p>SENCO and Lead Practitioners to share best practice with teachers through INSET and weekly briefing.</p> <p>SENCO to create passports and share good practice with teachers through briefing/INSET.</p> <p>Curriculum Leaders to monitor provision for students through learning walks and book looks.</p> <p>Teachers to utilise strategies within passports.</p>	<p>Feedback from learning walks shows that students with disabilities are participating appropriately in lessons.</p> <p>Outcomes for students with disabilities are above national data.</p>	<p>Reviewed at least annually.</p>

			Psychologist.			
	Adaptations are made to the curriculum as required, including the use of technology.	To continue to improve access to the curriculum for students with disabilities.	<p>Paper resources to be enlarged as required for students with visual impairment.</p> <p>Training to be provided to teachers to support students with hearing impairment.</p> <p>SENCO to oversee access arrangements for students who require adaptations in order to have equal access to examinations/ assessments.</p>	<p>SENCO to oversee access arrangements and adaptations.</p> <p>Teachers to make appropriate adaptations and report to SENCO any concerns regarding students' access to examinations.</p>	Students with disabilities have access to the curriculum and examinations/ assessments.	Ongoing but reviewed at least annually.
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of	Students with physical needs are able to move around the school environment as	To monitor the accessibility of the school site for all users and ensure appropriate reasonable	Site staff and external contractors to regularly service and monitor. Health and Safety is a regular item at all	SENCO to oversee facilities and service provided using advice/support from Hillingdon physiotherapy and	No compromise to accessibility to education. Students present in all lessons possible. Shown	At any point an impediment is highlighted, otherwise reviewed at least annually.

<p>the education, benefits, facilities and services provided</p>	<p>independently as possible.</p> <p>Physiotherapy and hygiene rooms are fully accessible and enable students to be hoisted safely using an integrated hoist. This reduces the need for excessive handling and maintains dignity.</p>	<p>adjustments are made.</p>	<p>meetings, including SLT, faculty and line management meetings. Feedback from all stakeholders is encouraged via a dedicated email address. Weekly updates will be sent to all staff via the weekly information bulletin (WIB).</p>	<p>occupational therapy.</p> <p>Learning Support staff to feedback to SENCO any concerns regarding the accessibility of the physical environment.</p>	<p>through attendance data.</p>	
	<p>All students with PD have a PEEP created when they start at Ruislip High School.</p> <p>Any student who has any temporary mobility issues has a temporary PEEP in place for the time period that they are incapacitated.</p>	<p>To ensure personal emergency evacuation plans (PEEPs) to be checked and information disseminated to relevant staff.</p>	<p>Relevant staff are trained to formulate effective PEEPs.</p>	<p>TA who is fully trained in PEEP procedures to create the individual plans.</p>	<p>Effective PEEPs are in place for all students who require one. Students and their parents are part of the PEEP planning meeting process.</p> <p>All students are able to be safely evacuated from the school in case of an emergency.</p> <p>Feedback from drills will show evacuation times are consistent.</p>	<p>Ongoing. PEEPS developed and reviewed based on timescales necessary for individual students' needs.</p>

	<p>Current physiotherapy rooms and hygiene rooms have accessibility rails; electrical hoists; beds and accessible toilets.</p>	<p>To make adaptation to the buildings as required for individuals, eg. extra handrails, lighting, blinds, sound systems.</p>	<p>Adaptations will be made for the requirements of students with PD.</p>	<p>Premises Manager, SENCO and Learning Support staff.</p>	<p>Adaptations allow students to access the curriculum.</p> <p>Students can move safely around the school.</p> <p>Personal care is carried out in a safe and dignified manner. Evidenced via self reports and discussions with students with PD.</p>	<p>All equipment will be serviced and reviewed in line with the manufacturers recommendations, otherwise annually.</p>
	<p>All equipment recommended upon transition or by specialist therapists has been purchased and is being used by students successfully.</p>	<p>To provide/install specialist equipment and furniture as needed.</p>	<p>Review provision annually or as need arises.</p>	<p>Link specialists, such as: physiotherapist and occupational therapist.</p> <p>Learning Support staff will monitor and ensure specialist equipment is used as intended. Any issue with equipment will be reported to SENCO and logged on the premises help desk.</p>	<p>Specialist equipment and furniture in place as required in EHCPs. Staff workplace assessments undertaken as required and reasonable adjustments made.</p> <p>Students will have the adaptations required for their individual needs as specified by their</p>	<p>In line with manufacturer recommendations for individual items, otherwise annually.</p>

				<p>Premises staff will install equipment, or manage a specialist installer, to ensure all equipment is installed as per the manufacturers recommendations.</p> <p>Premises staff will maintain equipment as necessary.</p>	EHCP or specialist therapist.	
<p>All TAs have been trained in Moving and Handling procedures.</p> <p>At time of transition students are consulted about their preferences for their moving and handling procedures.</p> <p>Faculty time given to enable staff to learn the moving and handling preferences of each student who requires these procedures.</p>	<p>To train staff according to the needs of individual students with disabilities.</p>	<p>In September or when students join the school the SENCo will deliver appropriate training and strategies to ensure support is in place for students.</p> <p>All SEN students have individual passports which are updated and shared with staff.</p>	<p>Moving and Handling specialist trainer to provide training for LSF staff, overseen by SENCO.</p>	<p>Students are moved safely and in line with their personal preferences.</p> <p>Students will have a positive transition from primary to secondary school. Staff will feel confident and will have a good understanding of how to support and challenge students to achieve their best.</p>	Annually.	

<p>Improve the availability of accessible information</p>	<p>All information for parents is available on the website.</p> <p>Information for students is available through Google Classroom.</p> <p>Information for teachers is available through ClassCharts.</p>	<p>To ensure all written communication is accessible.</p>	<p>To review current school publications and promote availability in different formats, including videos.</p> <p>To use a wide range of technology, including the website and school social media accounts, to share information with parents.</p> <p>To explore feedback from parents about the quality of school communication.</p> <p>To invite parents into school for a range of school events, including specialist events for particular groups such as the SEND coffee mornings.</p>	<p>The AHT (Communication) to update the website and social media platforms and to raise school communication at parent voice meetings.</p>	<p>Increased parental engagement.</p>	<p>After each event and at parent voice meetings.</p>
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