

	<p>Vanguard Learning Trust</p> <p><i>The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.</i></p>
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Accessibility policy

Part A: Trust-wide

Part B: Local school accessibility plan

October 2025

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Part A: Trust-wide

1. Overview

1.1 Aims

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

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

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

1.2 Values and principles

Vanguard Learning Trust is committed to fostering an inclusive and equitable environment that reflects its core values of aspiration, equity and collaboration. By aspiring for excellence, the Trust believes that all individuals, irrespective of background or ability, should be supported to achieve their potential. Equity is central to its ethos, ensuring that resources, opportunities and support are distributed in a way that meets the diverse needs of all students, staff and community members. Collaboration underpins the Trust's approach, promoting open communication, shared learning and mutual respect across all schools; these values guide the Trust's dedication to creating accessible, welcoming spaces where everyone is empowered to contribute and succeed.

1.3 Partnerships

The Trust leverages support from the London Borough of Hillingdon, to help develop and implement this accessibility plan, for example, schools can seek support from the Hillingdon Council's SEND Advisory Service, which includes teams of specialists in areas such as autism and sensory impairments. These teams offer training, early intervention and ongoing support tailored to each school's needs, ensuring inclusive practices are embedded across the Trust. Schools can also collaborate with the council's special educational needs and/or disabilities (SEND) team, which assists with education, health and care plans (EHCPs) for students requiring higher levels of support. This includes facilitating meetings and support networks for families to ensure effective provision and engagement within the school community. The Hillingdon Local Area SEND and Alternative Provision Strategy 2023-28 provides a framework to create inclusive environments. This strategy aims to improve access to local services and foster a supportive community for children and young people with SEND. Through Hillingdon's Stronger Families Hub, schools can access referrals for specialised services, offering comprehensive support that aligns with the Trust's values of aspiration, equity and collaboration, thereby enhancing the accessibility plan's effectiveness and impact on the school community. These partnerships provide a robust support system, helping the Trust fulfil its commitment to accessibility and inclusion by co-ordinating resources and expertise across schools. In addition, the Trust has included a range of stakeholders in the development of this accessibility plan, including students and parents/carers.

1.4 Complaints

The Trust's complaints procedure covers the accessibility plan. Any concerns relating to accessibility in school will be handled through the school's complaints procedure.

2. Legislation and guidance

2.1 Legislation

This document meets the requirements of schedule 10 of the Equality Act 2010 ([click here](#)) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 ([click here](#)). 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 ([click here](#)), '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.

2.2 'Reasonable adjustments'

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with the Trust's funding agreement and articles of association.

3. Action plan

This policy includes the school's action plan which is available online on the school's website. The template for this plan can be found in Part B. Paper copies are available on request to the school. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

4. Monitoring arrangements and links with other policies

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. Part A will be reviewed by members of the central education team and approved by the board of trustees. Part B will be reviewed by the headteacher and approved by the local governing body. As part of the monitoring, the Trust will endeavour to carry out an external accessibility audit in every school every three years. This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality duty policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
Autumn term 2025	BoT	New policy

Part B: School action plan - Ruislip High School

This action plan sets out the aims of the school's accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<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 or adapted 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 SEND passports with strategies to support the student.</p> <p>Teachers to utilise strategies within passports.</p> <p>Curriculum Leaders to monitor provision for students</p>	<p>SENCO/Deputy SENCo and Lead Practitioners to share best practice with teachers through INSET and weekly briefing as needed.</p> <p>Good practice to be shared from external partners, including Speech and Language Therapy, Physiotherapy, Occupational Therapy and Educational Psychologist.</p>	Reviewed at least annually.	<p>Feedback from learning walks shows that students with disabilities are participating appropriately in lessons.</p> <p>Outcomes for students with disabilities are at or above national data.</p>

			through learning walks and book looks.			
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.	Students with a physical disability to be provided with a Chromebook in lessons, as needed, to support notation. Paper resources to be enlarged as required for students with visual impairment. Training to be provided to teachers to support students with hearing impairment. SENCO to oversee access arrangements for students who	SENCO to oversee access arrangements and adaptations. Teachers to make appropriate adaptations and report to SENCO any concerns regarding students' access to lessons and/or examinations. Advice taken from external partners, including Speech and Language Therapy, Physiotherapy, Occupational Therapy and Educational Psychologist.	Ongoing but reviewed at least annually.	Students with disabilities have access to the curriculum and examinations/assessments.	

			<p>require adaptations in order to have equal access to examinations/assessments.</p>	<p>referrals to CENMAC for additional technological support as needed.</p> <p>School to work with the VI/HI team in Hillingdon as needed.</p>		
Improve and maintain access to the physical environment	<p>Rusilip High School is a fully inclusive school for students with physical needs.</p> <p>Students with physical needs are able to move around the school environment as 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</p>	<p>To monitor the accessibility of the school site for all users and ensure appropriate reasonable adjustments are made.</p>	<p>Site staff and external contractors to regularly service and monitor equipment.</p> <p>Health and Safety is a regular item at all meetings, including SLT, faculty and line management meetings.</p> <p>Feedback from all stakeholders is encouraged.</p>	<p>Site Manager</p> <p>SENCo/Deputy SENCo</p> <p>School Business Manager</p>	<p>Ongoing as equipment requires</p> <p>Ongoing - Oct 2026</p> <p>As need arises - Oct 2026</p>	<p>Short term: All classrooms used by students with a physical disability are accessible and regularly used.</p> <p>Medium term: Staff working closely with students with a disability demonstrate a confidence in supporting the student and managing accessible facilities.</p> <p>Long term: Students with a physical disability</p>

	excessive handling and maintains dignity		<p>Any changes to the accessibility of the building is flagged as soon as possible with a contingency plan put in place that creates the fewest disruptions, and maintains inclusion, for all students.</p> <p>Provide staff training on students with a physically disabled.</p> <p>Audit physical environment for potential improvements.</p>		<p>Annual for TAs. Whole staff training as needed.</p> <p>December 2025</p>	<p>and others with access needs are fully included in all aspects of school life. Facilities continue to meet accessibility standards and are reviewed for improvements as needed.</p>
	<p>Any students with a physical disability 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</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>Sept 2025</p> <p>PEEPS developed and reviewed based on timescales necessary</p>	<p>Short term: Any student with a temporary physical need will have a plan to ensure they can access the school environment safely.</p> <p>Longer term: All students with a longer term physical disability will have a plan to</p>

	period that they are incapacitated.				for individual students' needs.	ensure they can access the school environment safely.
	Current physiotherapy rooms and hygiene rooms have accessibility rails; electrical hoists; beds and accessible toilets.	To make adaptation to the buildings as required for students accessibility needs eg. extra handrails, lighting, blinds, sound systems.	Review provision annually or as need arises. Learning Support Faculty (LSF) 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. Premises staff will maintain equipment as necessary.	Site Manager/Premises staff SENCo/Deputy SENCo Link specialists, such as: NHS physiotherapist and NHS Occupational Therapist	In line with manufacturer recommendations for individual items, otherwise annually	Students with physical disabilities can access therapy and self-care facilities safely and in a timely manner.
	All TAs who are able to move and handle, have been trained in Moving and Handling procedures.	To train staff to move and handle according to the needs of individual	In September, or when students join the school, the SENCo/Deputy SENCo will deliver	Moving and Handling specialist trainer to provide training for LSF	Annually or as needed.	

	<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>students with disabilities. Following Physiotherapist and OT care plans.</p>	<p>appropriate training and strategies to ensure support is in place for students with a physical disability.</p> <p>All students with a physical disability will have individual passports which are updated and shared with staff via the student's Arbor.</p>	<p>staff, overseen by SENCo/Deputy SENCo.</p>		
Improve the delivery of information to students with a disability	<p>All information for parents is available on the school website.</p> <p>Information for students is available through Google Classroom.</p> <p>Information for teachers is available through Arbor.</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>The AHT (Communication) to update the website and social media platforms and to raise school communication at parent voice meetings.</p> <p>Learning Support Faculty (LSF) staff to support student understanding via 1:1 or small</p>	<p>Ongoing but reviewed at least annually.</p>	<p>Inclusive communication is embedded in school culture and daily practice.</p> <p>Assistive technologies are maintained, updated, and consistently used.</p> <p>Annual review shows measurable improvements in accessibility and inclusion</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 and professional talks.</p>	groups sessions as needed.		
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