

Policy Name:

Accessibility Policy

Date of Last Review:

January 2024

Policy Owner:

Headteacher

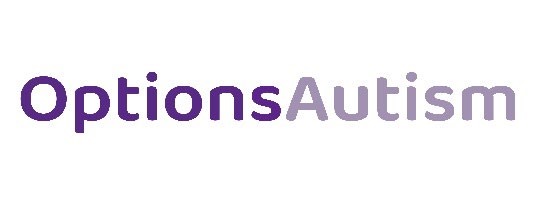
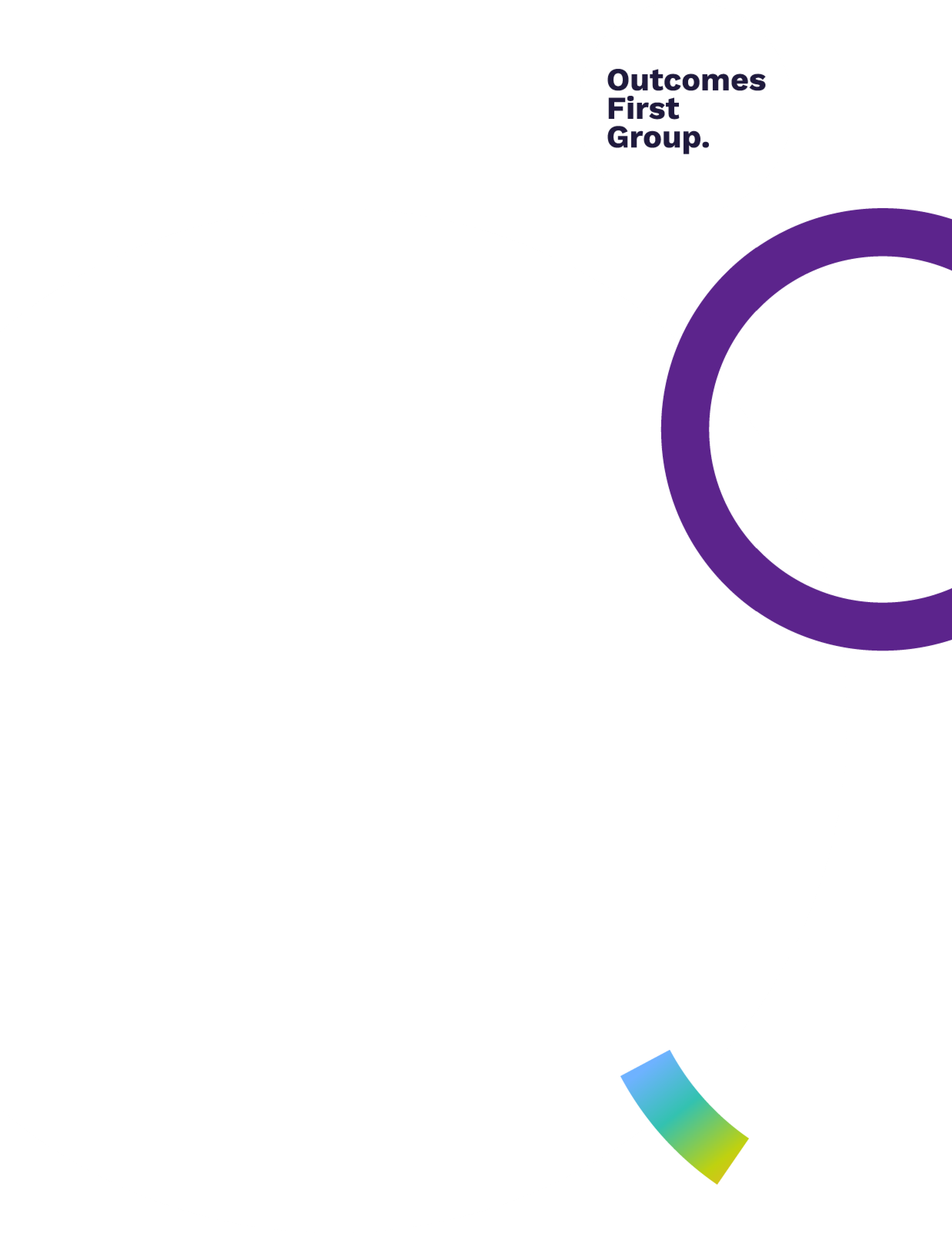
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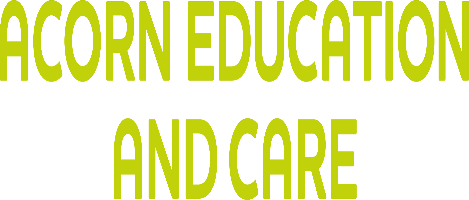
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**Accessibility Policy 23 - 26**

**Hillingdon Grange School**



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# 1.0 INTRODUCTION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

**Implementation**: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance**: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

# 2.0 VISION STATEMENT

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with Autism Spectrum Disorder and co-morbid conditions. At Hillingdon Grange School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Outcomes First Group also recognizes its responsibilities towards employees with disabilities, and will:

* Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
* Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace

## 3.0 DEFINITION

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

# 4.0 DEVELOPMENT & REVIEW

The accessibility plan is guided by the principles and procedures in the school’s Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.

**Section 2: Aims and objectives**

Our aims are to:

* Increase access to the curriculum for pupils with a disability
* Improve and maintain access to the physical environment
* Improve the delivery of written information to pupils

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Increase access to the communication curriculum for pupils with a disability | Curriculum is subject to ongoing review to ensure it meets the needs of all pupils | The school’s curriculum is currently under review to ensure that pupils with more complex communication needs are accessing learning to the best of their ability.  The school will use technology to enhance the curriculum offer. | The school will promote the use of AAC across all key stages to embed understanding of communication and developing the capacity of each individual to access the curriculum | Head  teacher, therapy, teachers | January  2026 |

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| Improve the play facilities and sensory opportunities for the students | Add to the schools existing sensory facilities across the sites. Improve the play facilities with safe, challenging equipment to encourage learning and exploration | Reimagine the hardcourt playground at the Grange.      Extend the Forest school facility at both Yiewsley and  Upton Grange. Incorporate Syon’s access to Forest Schools.        Ensure fully inclusive access to sports and  MUGA where applicable.    Introduction of immersive rooms to improve the curriculum for students with immersive interactive experiences | Quotes on hardcourt – pupil voice to inform regarding design    Forest school facility to be planned. Investment into facility through curriculum development plan    New build MUGA at Upton and garden to be enhanced through pupil involvement. Yiewsley was consulted for MUGA, deemed inappropriate.      Upton has an immersive room. Syon/Yiewsley immersive rooms under review. | Slt PV        MD slt              Headteacher          Headteacher and Clinical | 2024        In Place – Jan 2025              In place Sept  2023        Jan 2025 |
| Improve the communication and signage on  all sites,  embedding AAC  within the curriculum and activity | Have signing in all areas of the school including external sign posting | all staff and students to expect clearly defined signing on the school site. All students to be able to access the communication sight lines | In line with AAC good quality signage to be placed across all the school sites  AAC champions to be in place across all sites.    Kept in good order an updated, amended on regular occasions | HT        In place at Upton. Ongoing at Yiewsley and Syon.  Site  managers | In place since Sept 23      Jan 2025  Ongoing |

## Section 3: Access audit

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of  floors | Stairs are kept clean, tidy and free from obstruction at all times | Maintain and ensure access | General staff team and  facilities team | Ongoing |
| Corridor access | Corridors are kept clear at all times for general access | Weekly checks to ensure areas are safe and accessible. | Education and  Compliance  Officers | Ongoing |
| Parking bays | Disabled parking bay are clearly marked at the all the school sites. These should allow ease of access into the school buildings | Disabled parking signs to be placed in the primary car park.    Designated Disabled bays established at Upton and Syon. Space available at Yiewsley and managed locally by SLT. | Facilities Team | In place Sept 2024 |
| Entrances | Fobbed access system on main entrances upgraded at three sites to aid security measures, width of doors suitable for wheelchair access at all sites. | Fob on café door at the Grange Mag lock review across all sites | HT and  Facilities Team | Ongoing |

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| Ramps | | Designated classrooms with ramp access, Improved ramp access across all sites | | Mobile ramp to be arranged for Syon Grange. Current accessible route is through Syon College. | | HT and  Facilities Team | | Ongoing    July 2025 |
| Toilets | | Toilets maintained and repaired where required    Refurbishment and upgrades to disabled toilets on all sites    Frames to be ordered where required for students who need support in accessing the toilet independently | | Maintenance to survey and upgrade where appropriate      Appropriate equipment to be ordered and provided for students who require support to access the toilet independently. | | HT and  Facilities Team      HT and  Facilities Team | | Ongoing      As and when required |
| Internal signage | | Disabled toilets clearly marked    Ramps clearly marked with yellow paint to support accessibility | | All signage to be AAC compatible    All ramps to be marked to ensure that accessibility is highlighted for everyone | | HT and  Facilities Team  HT and  Facilities Team | | Ongoing |
| Emergency escape routes | | Clearly marked emergency exit routes, as per fire evacuation plan for both sites. New plans for UG to include extension    Flood evacuation plan in place for Yiewsley Grange. Not needed at Syon and Upton grange as both are designated well above floodplain/water table    PEEPs in place for those young people who require a specific plan for their accessibility needs when there is a fire alarm | | Continuebweekly alarm tests and scheduled fire drill practices for both sites      PEEPs held for all students both within the class and with the fire file | | HT, HoS and  Facilities Team            HT and  Facilities team | | Ongoing        Ongoing |
| Security of sites to be upgraded and monitored | Security and CCTV across the sites needs to be upgraded over time | | Maintenance to survey and establish redevelopment plan for CCTV across all the school sites    Fit for purpose call out system in place for security alarms. Yiewsley CCTV is under review for upgrade. | | HT          Facilities team | | Sept 24        Sept 25 | |

## Section 4: Improved the communication of written information

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Availability of written material in alternative formats | The school ensure that it thinks about the alternative methods of communication that it should convert its information into when it is produced and provide a number of means of  communicating | The school will be able to provide written information in different formats when required for individual purposes as required | September 2024 | Delivery of information to pupils  improved    Delivery of information to parents improved |
| Make available school prospectus and other information for parents and carers on website and in paper format | Review current school publications and promote the availability in different formats | All school information available for all | September 2024 | Delivery of school information  to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice on alternative formats and use of IT software to produce customised materials as required | All school information available for all as required | September 2024 | Delivery of school information to pupils & parents with visual difficulties improved. |
| Ensure that parents and carers receive information from school in a format of their choice | Survey parents to gain information regarding their choice of format (paper or  email communications)    School to set up to have an electronic platform for communication which provides opportunities for parents to convert the language information is provided in and to provide an alternative  method of obtaining information for parents which is more accessible. | Parents and carers will receive information in the medium of  their choice      Parents will have an electronic platform for ease of use to provide information about how  their child is accessing education. | September 2024          Class Dojo introduced Sept 2023  Parent Portal on iSams to be used by September 2025 | School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers |
|  |  |  |  |
| Ensure that all school communications use plain  English | A member of SLT to check all communications to parents/carers before distribution | All communications will be easy to read and have clarity of purpose |  | Parents and carers will be clear as to purpose of communications |



**We are part of the Outcomes First Group**

**Family, by working together we will build**

**incredible futures by empowering vulnerable**

**children, young people and adults in the UK**

**to be happy and make their way in the world**