



Outcomes  
First Group

# ACCESSIBILITY PLAN

SEPTEMBER 2026- SEPTEMBER 2029

Hillingdon Grange School



Hillingdon Grange  
SCHOOL

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## **1.0 Introduction**

An accessibility plan is designed to improve the extent to which disabled pupils, and those with additional needs, can fully participate in the school's curriculum, enhance physical access to the school, and ensure that information is delivered in an accessible format for all students. This plan is essential for compliance with the Equality Act 2010, which requires schools to make reasonable adjustments to avoid disadvantaging disabled pupils. It is the responsibility of line managers to ensure that staff members are aware of, understand, and implement this policy and any subsequent revisions.

## **2.0 Definitions & Legislations**

The Disability Discrimination Act 1995 specifies that a person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The Equality Act 2010 specifies that a person has disability if:

- a) A person has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

These two pieces of legislation guide and shape the development of this accessibility plan. Using a strongly pupil-centred approach, the school draws on trauma-informed best practice and specialist expertise in autism to ensure that barriers to learning are removed and that every young person is supported to grow in independence. The Group's autism strategy is built on three core principles, Ask, Accept, and Develop, which together reinforce the importance of genuine engagement, authentic listening, and empathic relationships. This approach enables every pupil to experience meaningful achievement, positive emotional wellbeing, and a sense of agency in their educational journey.

## **3.0 Vision Statement**

Hillingdon Grange School is committed to ensuring that all pupils, including those with disabilities and additional needs, are fully supported to access high-quality education and to develop the skills required for fulfilled and independent adult lives. In line with relevant legislation and best practice, the school strives to create a strong sense of community by encouraging active participation in school life and building meaningful connections with families, local further education providers, and the wider community. Our programmes, designed in close collaboration with the in-house clinical team, promote social understanding, communication, and emotional literacy, while also contributing to broader awareness of autism and additional needs within the community.

The school places a strong emphasis on pupil wellbeing, helping young people understand and regulate their emotions and providing personalised strategies to support them with daily activities and life's challenges. Academic progress is fostered through a broad, engaging curriculum that offers both academic and vocational pathways, ensuring that learning remains accessible, meaningful, and enjoyable for all pupils. Throughout all aspects of school life, we prioritise the development of independence by promoting choice, responsibility, and self-advocacy, enabling pupils to build confidence and gain the practical skills needed to contribute positively to their community and transition successfully into adulthood.

#### **4.0 Purpose**

The purpose of the accessibility plan is to ensure that all pupils are able to access and benefit from education across the three key areas defined by the planning duties in the Equality Act 2010. These duties require schools to:

- Increase the opportunities for pupils with disabilities to participate fully in the school curriculum, including academic, extracurricular, and enrichment activities.
- Improve the physical environment of the school so that pupils with disabilities can make full use of the educational and associated services provided.
- Enhance the way information is communicated to pupils with disabilities, ensuring that formats, systems, and methods of delivery meet individual accessibility needs.

Outcomes First Group also recognises its responsibilities towards employees with disabilities and is committed to fostering an inclusive and supportive working environment. To achieve this, the organisation will:

- Monitor and review recruitment practices to ensure that applicants with disabilities are treated fairly and provided with equal opportunities throughout the selection process.
- Provide appropriate support and specialist provision to employees with disabilities, enabling them to perform their roles effectively and without unnecessary barriers.
- Implement reasonable adjustments to the workplace, working conditions, or role requirements where needed, ensuring equitable access and promoting staff wellbeing.

## 5.0 Accessibility Plan

| Accessibility Plan |  |   |                                 |  |                    |                             |          |
|--------------------|--|---|---------------------------------|--|--------------------|-----------------------------|----------|
| Aim                | Current good practice  | Objectives  | Actions                         | Time implications<br>⊖ ⊖ ⊖<br>⊖ ⊖<br>⊖ | Person responsible | Date to complete actions by | Sign off |
| Curriculum Access  | Bespoke curriculum policy and document Planning and topic cycles for meaningful learning opportunities | Personalised pathway access for learners to ensure challenge point with well embedded use of adapted NC | Embed curriculum pathways       | Amber                                  | All SLT            | Sept 2026                   |          |
| Communication      | Visuals in place across all sites<br>Access to multiple forms of AAC                                   | Improve AAC use for accessibility to building and environment independently                             | Train staff & implement signage | Green                                  | SLT/Clinical Leads | 2026-2027                   |          |
| Environment        | Sensory rooms<br>Immersive room (CG/UG)<br>Regulation hut (YG)   | Sensory support for regulation across all sites   | Develop sensory spaces          | Amber                                  | SLT/Clinical       | 2027-2028                   |          |
| Information        | Information shared across accessible platforms   | Accessible communication for students and parents   | Provide alternative formats     | Green                                  | SLT                | 2026-2027                   |          |

## 6.0 Access Audit

| Access Audit     |  |   |  |                             |          |
|------------------|--|---|--|-----------------------------|----------|
| Feature          | Description  | Actions   | Person responsible                     | Date to complete actions by | Sign off |
| 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.<br><br>Designated Disabled bays established at Upton and Colne. Space available at Yiewsley and managed locally by SLT. Bays to be redefined and bay allocated at Yiewsley – currently has a sign. | Facilities Team and HT                 | 2027                        |          |
| 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. | All sites mag locks upgraded.<br>Colne – maglock to admin office.   | HT and Facilities Team                 | December 2026               |          |
| Ramps            | Designated classrooms with ramp access, Improved ramp access across all sites  | Upton have ramp access to hall.<br>Colne have ramp access into building and out to playground.<br>Yiewsley have temporary ramps for access.   | HT and Facilities Team                 | Ongoing<br>Sept 2028        |          |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
| Toilets  | <p>Toilets maintained and repaired where required</p> <p>Refurbishment and upgrades to disabled toilets on all sites</p> <p>Frames to be ordered where required for students who need support in accessing the toilet independently</p>  | <p>Maintenance to survey and upgrade where appropriate</p> <p>Yiewsley toilets to be refitted</p> <p>Appropriate equipment to be ordered and provided for students who require support to access the toilet independently.</p> <p>Lower handrail in toilet at Colne.</p> | <p>HT and Facilities Team</p> <p>HT and Facilities Team</p> | <p>2027</p> <p>Ongoing</p> <p>Sept 2026</p> |  |
| Internal signage                               | <p>Disabled toilets clearly marked</p> <p>Ramps clearly marked with yellow paint to support accessibility</p>  | <p>All signage to be AAC compatible</p> <p>All ramps to be marked to ensure that accessibility is highlighted for everyone</p>   | <p>HT and Facilities Team</p> <p>Clinical</p>               | <p>Ongoing</p>                              |  |
| Emergency escape routes                        | <p>Clearly marked emergency exit routes, as per fire evacuation plan for both sites. New plans for UG to include extension</p> <p>Flood evacuation plan in place for Yiewsley Grange. Not needed at Syon and Upton grange as both are designated well above floodplain/water table</p> <p>PEEPs in place for those young people who require a specific plan for their accessibility needs when there is a fire alarm</p> | <p>Continue weekly alarm tests and scheduled fire drill practices for all sites</p> <p>PEEPs held for all students both within the class and with the fire file</p>  | <p>HT and Facilities Team</p> <p>HT and Facilities team</p> | <p>Ongoing</p> <p>Ongoing</p>               |  |
| Security of sites to be reviewed and monitored | <p>Security and CCTV across the sites needs has been upgraded. Upton have ongoing concerns.</p>  | <p>Maintenance to survey and establish redevelopment plan Upton security.</p> <p>Fit for purpose call out system in place for security alarms.</p>   | <p>HT</p> <p>Facilities team</p>                            | <p>Sept 26</p>                              |  |

## **7.0 Monitoring**

The accessibility plan is a live, on-rolling document that spans a three-year period, with the flexibility to bring actions forward or adjust timeframes where emerging needs require it. The Senior Leadership Team holds responsibility for ensuring the plan remains relevant, purposeful, and aligned with pupils' needs. While a comprehensive review will be undertaken each September as part of the school's annual cycle, ongoing soft reviews will take place throughout the year to ensure continuous improvement and timely responses to any changes or new priorities.



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