

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

OptionsAutism



Accessibility Policy 23 - 26

Hillingdon Manor 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.

Policy Name: Accessibility Policy

Date of Last Review: November 2025

Policy Owner: Headteacher

Date of Next Review: November 2026

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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

Aim	Current good practice <i>Include established practice and practice under development</i>	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	<p>Add to the schools existing sensory facilities across the sites. Improve the play facilities with safe, challenging equipment to encourage learning and exploration</p> <p>Ensure spaces are well kept and updated as necessary.</p> <p>Extend the Forest school facility at The Manor site to ensure the space is welcoming and educational for all pupils.</p> <p>Ensure fully inclusive access to sports and MUGA where applicable.</p> <p>Development of immersive room to improve the curriculum for students with immersive interactive experiences</p>	<p>Regular checks by maintenance to ensure space is well kept.</p> <p>Forest school facility to be kept. Investment into facility through curriculum development plan</p> <p>Ensure the MUGA is available to use for all pupils.</p> <p>Where necessary, update and expand sensory room and availability to pupils.</p>	<p>Facilities / SLT</p> <p>MP / SLT</p> <p>Chris T / SLT</p> <p>Headteacher and Clinical</p>	<p>2024</p> <p>In Place – Jan 2025</p> <p>In place Sept 2023</p> <p>Jan 2025</p>
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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 and updated, amended on regular occasions	HT In place Site managers	In place since Sept 23 Jan 2025 Ongoing
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Section 3: Access audit

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 car park. Designated Disabled bays established at The Manor Site.	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.	All doors are wheelchair accessible.	HT and Facilities Team	Sept 2025



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Ramps	Designated classrooms with ramp access, Improved ramp access across all sites	Mobile ramps in place for classrooms where this is required.	HT and Facilities Team	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

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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>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 both sites</p> <p>PEEPs held for all students both within the class and with the fire file</p>	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.	HT	Sept 24

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Section 4: Improved the communication of written information

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.



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Ensure that parents and carers receive information from school in a format of their choice	<p>Survey parents to gain information regarding their choice of format (paper or email communications)</p> <p>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.</p>	<p>Parents and carers will receive information in the medium of their choice</p> <p>Parents will have an electronic platform for ease of use to provide information about how their child is accessing education.</p>	<p>September 2024</p> <p>Class Dojo introduced Sept 2023 Parent Portal on iSams to be used by September 2026</p>	<p>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</p>
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

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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