

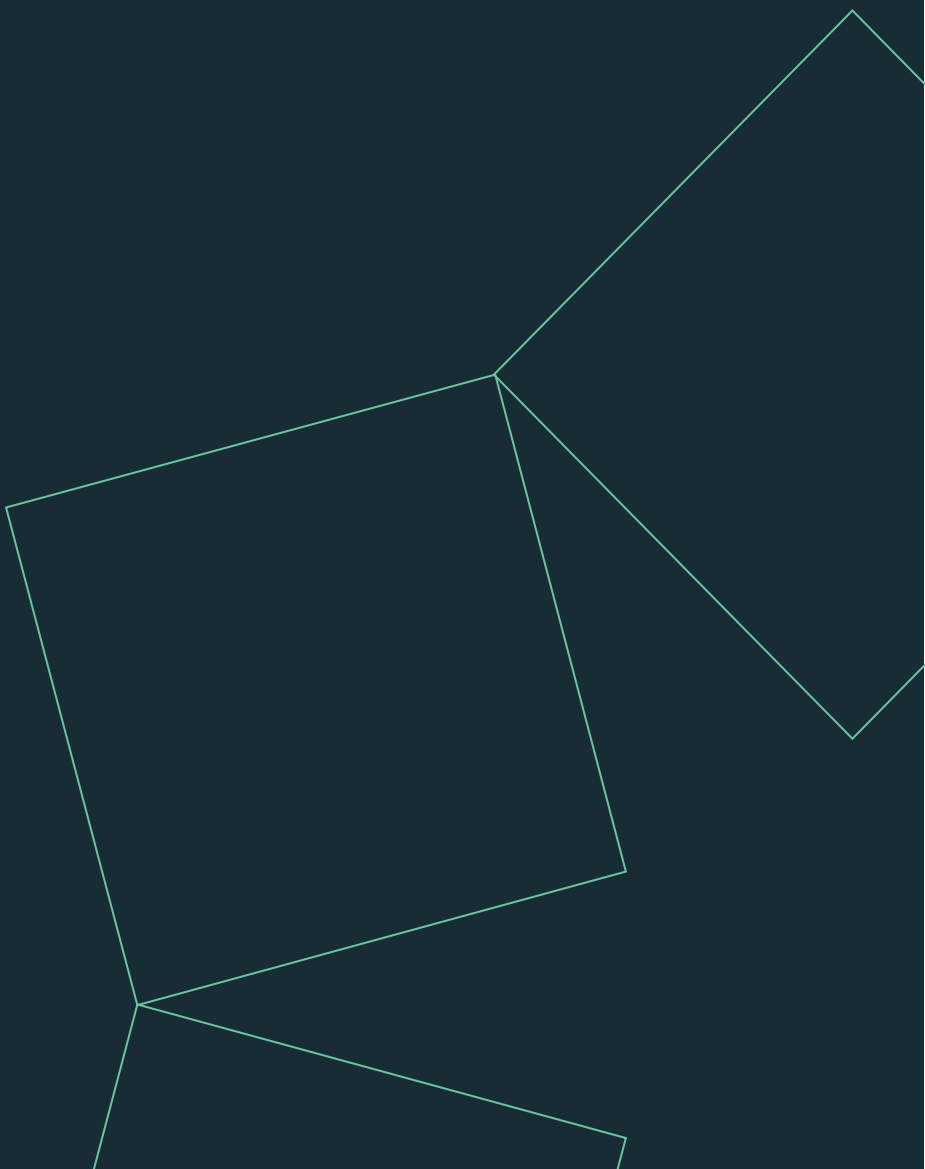


OFG
Education

ACCESSIBILITY PLAN

SEPTEMBER 2026- SEPTEMBER 2029

Hillingdon Manor 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 Manor 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	Financial implications £££ ££ £	Time implications ⌚ ⌚ ⌚ ⌚ ⌚ ⌚	Person responsible	Date to complete actions by	Sign off
To improve accessibility for pupils by providing a designated quiet corner in every classroom, enabling pupils to self-regulate, reduce anxiety, and access learning successfully without needing to leave the learning environment. (Improving the physical environment)	- Some classrooms already have identified calm spaces or regulation areas. - Pupils have access to sensory resources and emotional regulation tools. - Staff support pupils to use regulation strategies throughout the school day. - The school promotes a trauma-informed and autism-friendly approach to behaviour and wellbeing.	- Establish a consistent quiet corner in every classroom. - Ensure pupils can independently access a low-arousal space when required. - Reduce incidents of dysregulation and lesson disruption. - Improve pupil wellbeing, engagement and time spent learning. - Support the development of self-awareness and self-regulation skills.	- Audit existing classroom provision and identify suitable locations for quiet corners. - Develop a school-wide minimum standard for quiet corners. - Equip spaces with appropriate resources. - Create visual guidance for pupils on when and how to access the space. - Provide staff guidance on the effective use of quiet corners. - Include pupil voice in evaluating the effectiveness of spaces. - Monitor usage and impact through	£	⌚	Behaviour Lead / OT	July 2027	

			classroom observations.					
To improve accessibility across the school by establishing clearly defined sensory-friendly zones that support pupils' differing sensory, social and emotional needs throughout the school day, enabling them to access environments that best support their regulation and learning. (Improving the physical environment)	• Staff have a strong understanding of individual sensory needs and regulation strategies. • Some classrooms and shared spaces already provide low-arousal environments. • Pupils have access to sensory resources and regulation support. • Pupil needs are considered when planning learning environments and transitions. • Sensory breaks and movement opportunities are embedded into daily practice.	• Develop a whole-school zoning system using Green, Amber and Red sensory zones. • Increase pupil independence in identifying and accessing environments that meet their sensory needs. • Reduce sensory overload and anxiety across the school day. • Create greater consistency in the sensory experience of classrooms and shared spaces. • Support emotional regulation and readiness to learn.	• Undertake a whole-school sensory audit of classrooms and communal spaces. • Identify and designate: • Green Zones: Low-arousal, calm environments for focused learning, regulation and recovery. • Amber Zones: Moderate sensory environments for collaborative learning, practical activities and social interaction. • Red Zones: High-energy environments including PE spaces, playgrounds, dining areas and active sensory provision. • Create clear visual signage and colour-coded displays throughout the school. • Develop environmental standards for each zone (lighting, noise	££	⊖ ⊖	Behaviour Lead / OT	July 2027	

			levels, displays, movement, seating). • Produce pupil-friendly guidance explaining the purpose of each zone. • Train staff to support pupils in selecting appropriate environments based on their regulation needs. • Review the impact of the zoning system through behaviour, wellbeing and attendance data.					
To provide meaningful and accessible work-related learning opportunities through technology-based experiences, ensuring that pupils who are unable to attend off-site placements can develop employability skills, independence, confidence and career aspirations. (Increasing access to the curriculum)	• Pupils access a broad curriculum that develops digital skills and independence. • Careers education is embedded within the curriculum. • Some pupils engage in enterprise activities and practical vocational learning. • Staff support pupils to explore interests and strengths linked to future aspirations. • Technology is used to support learning	• Ensure all pupils can access meaningful work experience opportunities regardless of their ability to attend off-site placements. • Develop employability, communication and digital skills through accessible technology-based activities. • Increase pupils' awareness of a range of careers and workplaces.	• Develop a virtual work experience programme for pupils who cannot participate in external placements. • Establish partnerships with local businesses, colleges and employers to provide a variety of work-related experiences. • Create workplace simulation opportunities within school, such as through our	£	🕒🕒	Careers Lead	July 2028	

	and communication across the school.	- Enhance preparation for adulthood through realistic workplace experiences. - Build confidence and independence in a supported environment.	Immersive Room, School Cafe and Forest School. - Utilise video conferencing technology to enable pupils to engage directly with employers. - Introduce project-based learning activities linked to real-world business needs. - Provide staff training to support the delivery of virtual and technology-based work experience programmes. - Evaluate pupil engagement, skill development and career readiness through regular reviews and pupil feedback.					
To improve accessibility to learning by ensuring pupils who experience barriers to handwritten recording have timely access to laptops and assistive technology, enabling them to communicate their knowledge, participate fully in lessons and work more independently. (Increasing access to the	- Some pupils currently use laptops, iPads or alternative recording methods as part of their provision. - Staff make reasonable adjustments to support individual learning needs. - Technology is used	- Ensure pupils requiring a laptop for writing can access one when necessary. - Reduce barriers associated with handwriting, fine motor difficulties and processing differences. - Increase pupil independence,	- Audit current laptop and assistive technology provision across the school. - Identify pupils who would benefit from access to a laptop through assessment, EHCP review, and classroom	£££	⊖ ⊖	SENCo / Progress & Outcomes Lead	July 2028	

curriculum)	across the curriculum to enhance learning opportunities. - Pupils are encouraged to use tools that support independence and reduce barriers to learning. - EHCP requirements relating to access arrangements and assistive technology are implemented where appropriate.	confidence, and engagement in written tasks. - Promote equitable access to the curriculum and assessment opportunities. - Ensure pupils are proficient in using assistive technology to support learning.	evidence. - Develop a clear referral and assessment process for allocating devices. - Provide laptops or appropriate devices for identified pupils. - Ensure devices are available across all lessons and learning environments. - Implement assistive software where appropriate, including: Speech-to-text software, predictive text, text-to-speech tools, Immersive Reader, spell-check and grammar support. - Review the impact of technology on pupil progress, engagement and independence through regular monitoring.					
To ensure all pupils can access and participate in educational visits and enrichment activities through personalised planning and reasonable adjustments, regardless of their communication, sensory, behavioural or	- Educational visits are planned with consideration for pupils' individual needs. - Risk assessments are completed for all trips and visits. - Staff work closely	- Increase participation in educational visits for all pupils. - Remove barriers that prevent pupils from accessing trips and enrichment	- Develop an "Accessibility First" educational visits planning framework. - Introduce an Educational Visits Accessibility Checklist to be	£	⌚	EVC / SLT Lead	July 2027	

medical needs. (Increasing access to the curriculum)	with families to support participation. • Visual supports and social stories are used where appropriate. • Additional staffing and tailored support are provided when required. • The school actively promotes inclusion and equal access to enrichment opportunities.	opportunities. • Ensure reasonable adjustments are consistently considered during trip planning. • Reduce anxiety associated with unfamiliar environments and experiences. • Enable pupils to develop independence, confidence and community engagement skills.	completed for every trip. • Offer pre-visits to unfamiliar locations for pupils who may benefit. • Ensure access to sensory and regulation resources during visits. • Consider flexible transport arrangements where required. • Develop a library of previous trip photographs and videos to support future preparation. • Plan alternative ways for pupils to access experiences if attendance is not possible, including: virtual visits, live-streamed experiences, remote participation opportunities. • Gather pupil and parent feedback following visits to continually improve accessibility. • Monitor participation rates to ensure all pupil groups have equitable access to trips.					
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To improve accessibility and engagement for families, carers, and other stakeholders by ensuring that communication is clear, inclusive, and responsive to individual needs. The school will proactively identify and review any barriers to accessing information, including whether written and spoken English is sufficient for effective communication or whether adaptations are required, such as interpreter services, translated materials, larger print formats, or simplified language. This will help ensure that all stakeholders can access, understand, and engage with key information and school processes. (Improving access to information)	• The school is a diverse and inclusive community that draws upon the rich cultural capital of its pupils, families, and staff, with a wide range of cultures, ethnicities, faiths, and linguistic backgrounds represented across the school. • Pupils are encouraged to take pride in their identities, heritage, and personal experiences, helping to foster a strong sense of belonging, confidence, and self-worth. • Diversity and inclusion are actively celebrated through the curriculum, assemblies, themed events, displays, and enrichment opportunities that reflect and value the backgrounds of the school community. • Staff work closely with families to	• Ensure all pupils, families, and stakeholders feel confident and supported in requesting the level of communication and information access that best meets their individual needs. • Develop a strong understanding of the communication preferences and accessibility requirements of pupils, families, and other stakeholders, enabling more effective and inclusive engagement. • Strengthen the flow of communication between the school, families, and external stakeholders by reducing barriers to understanding and improving accessibility. • Expand the range of communication methods available, including adapted formats and support services, to ensure information is shared in an	• Introduce a Communication Requirements Slip with all formal correspondence, enabling families and stakeholders to request communication support or alternative formats where needed. • Establish and maintain a Communication Accessibility Register to record and proactively respond to the communication needs and preferences of families and stakeholders. • Embed and quality-assure a Total Communication Approach across the school, ensuring information is shared using accessible, inclusive, and effective methods (signed supported English, AAC, visuals etc). • Broaden and regularly review communication methods,	£		SLT / SENCO / Family Liaison	July 2029	
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	understand cultural and linguistic needs, ensuring that communication, support, and provision are responsive and inclusive. The school promotes respect, curiosity, and appreciation of different cultures and perspectives, helping pupils to develop as tolerant, respectful, and culturally aware members of society.	inclusive, timely, and accessible manner for all members of the school community.	supported by stakeholder feedback, to improve accessibility, engagement, and the flow of information between home and school and between schools (i.e. when sharing safeguarding files)					
To ensure the curriculum remains responsive, relevant, and accessible to the evolving needs of pupils through ongoing review, evaluation, and adaptation. Curriculum development will be informed by pupil progress, engagement, outcomes, and the school's strategic priorities, ensuring that all pupils can access learning that meets their individual needs and supports positive outcomes. (Increasing access to the curriculum)	- The school regularly evaluates the effectiveness of its curriculum, ensuring that provision remains relevant, accessible, and responsive to the changing needs of pupils. - Staffing structures and recruitment are reviewed in line with pupil needs, ensuring that the school has the expertise and capacity required to deliver high-quality	- Introduce clear and purposeful curriculum pathways that support pupils in accessing appropriate qualifications, enabling them to achieve meaningful outcomes and prepare effectively for their next stage of education, training, or employment. - Ensure that all pupils have access to work-related learning and work	- Implement a regular cycle of curriculum review to evaluate effectiveness, accessibility, and relevance for the school's pupil population. - Monitor the impact of the curriculum through pupil progress data, pupil voice, lesson observations, and quality assurance activities, using findings to inform further development.	£	⌚⌚	SLT	July 2027	

	educational provision. • The curriculum offer continues to evolve, with the school actively exploring new opportunities and pathways to broaden the prospectus and better meet the interests, aspirations, and needs of pupils. • Pupils are given meaningful opportunities to exercise choice and agency within their learning, including having a significant voice in selecting option pathways and areas of study that align with their strengths, interests, and future goals. • Curriculum development is informed by ongoing review, pupil outcomes, and strategic priorities, helping to ensure continuous improvement and positive educational experiences for all learners.	experience opportunities, alongside the development of independence, communication, and employability skills that support successful preparation for adulthood. • Strengthen provision for pupils with complex learning profiles who may not be able to fully access traditional qualification pathways, ensuring they receive a robust programme of life skills, independence, employability, and community-based learning. • Regularly review curriculum pathways to ensure they remain aligned with pupils' needs, aspirations, outcomes, and long-term destinations, providing personalised opportunities for success for every learner.	• Ensure curriculum planning remains aligned with the School Development Plan and reflects emerging needs, priorities, and best practice. • Adapt curriculum content, delivery methods, and learning experiences where required to maximise engagement, accessibility, and outcomes for all pupils, particularly those with SEND and additional needs.					
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To improve access to learning by ensuring that all pupils have timely access to the technology, assistive devices, and specialist equipment required to meet their individual needs. This includes the provision of resources such as iPads, laptops, communication aids, sensory and calming devices, and other specialist equipment that support engagement, independence, wellbeing, and educational progress. (Increasing access to the curriculum)	• Staff demonstrate creativity and flexibility in supporting pupils' needs, drawing upon their professional experience and best practice to provide suitable alternatives where specialist devices or equipment are not immediately available. • The Design Technology provision gives pupils access to a range of specialist equipment and resources, with appropriate levels of support, scaffolding, and challenge provided to promote skill development, independence, and engagement. • The school's Printworks Studio offers pupils access to a variety of specialist activities and industry-relevant equipment, promoting creativity, developing practical skills, and	• Pupils have access to the technology and specialist equipment required to support their learning and individual needs. • Staff demonstrate confidence in the effective use of assistive technology and specialist resources. • Pupils are able to engage more independently in learning and school life. • Evidence shows that technology and specialist equipment positively contribute to pupil outcomes, accessibility, and wellbeing.	• Regularly assess pupils' technology and equipment needs to ensure appropriate resources are identified and allocated. • Keep a log of subject-assigned devices to ensure consistency and availability. • Maintain and review the availability of devices such as iPads, laptops, assistive technology, communication aids, and sensory regulation equipment. • Ensure specialist equipment is incorporated effectively into teaching, learning, and support plans where required and where required regular checks and maintenance takes place. • Monitor the impact of technology and specialist resources on pupil engagement, independence, accessibility, and	£££		SLT	July 2028	
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	providing opportunities to explore vocational interests in a meaningful and engaging environment. • While staff confidence in the use of specialist technology and equipment varies, colleagues consistently demonstrate a willingness to learn, develop their expertise, and incorporate new resources into their practice to better support pupils. • The school benefits from a fully functional immersive room, providing pupils with opportunities for sensory regulation, emotional wellbeing support, and access to engaging, interactive learning experiences tailored to individual needs. • The school has invested in additional laptop provision to		progress, using findings to inform future provision.						
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	support pupils accessing GCSE qualifications and other accredited pathways. A significant number of devices have been ordered and are due to arrive, further enhancing pupils' access to technology and supporting equitable participation in learning and assessment opportunities.							
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Key:

£ - marginal (managed and covered locally or through grants)

££ - moderate (medium-level clearance required i.e. RD)

£££ - significant (high-level approval and planning i.e. capex)

⌚ - short term (achievable within an academic year)

⌚⌚ - medium (can be completed in more than academic year but in under 2)

⌚⌚⌚ - long term (takes over 2 academic years to complete)

6.0 Access Audit

Access Audit					
Feature	Description	Actions	Person responsible	Date to complete actions by	Sign off
Parking bays (Improving the physical environment)	Disabled parking bays are well marked and lit. Ground is even and the area does not obstruct the flow of the main traffic in the car park.	Ensure markings are clear, and unobstructed always. Ensure parents are aware of accessible parking bays when being invited to meetings	Facilities SLT	Ongoing (reviewed July 2027)	
Entrances (Improving the physical environment)	Many doors are security doors that require a fob to open. In the event of Fire Alarm all fobs become deactivated.	Ensure fob system responds appropriately to any fire alarm. Each set of doors needs checking individually.	Facilities	Ongoing (reviewed July 2027)	
Toilet (Improving the physical environment)	All toilets are signposted with clear distinction whether they are pupil / staff / male / female / accessible / all genders. Accessible toilets are additionally fitted with an alarm system.	Ensure checks of premises continue to replace damaged and missing signage. Regular weekly alarm chord checks to be completed.	Facilities	Ongoing (reviewed July 2027)	
Access to Widgit Software (Improving access to information)	Widgit software is designed to support communication, literacy, and learning by using visual symbols to make information accessible for people of all ages and abilities. Widgit software uses Widgit Symbols, a library of over 20,000 symbols representing more than 55,000 English words, to help users understand and communicate concepts without relying solely on text	Ensure logins are distributed adequately and that staff have the skillset to access the software appropriately. Evaluate the login needs bi-annually basis.	Ciara Q	Ongoing (reviewed July 2027)	

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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