

Accessibility Plan

1. Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: planning to increase access to schools for disabled students”, issued by The Department for Education (DfE) in July 2002.

2. Definition of disability

Disability is defined in the Equality Act 2010 as “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, attention deficit and hyperactivity disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

3. Key objective

To reduce and eliminate barriers which restrict students’ access to the curriculum and participation in the school community.

4. Principles

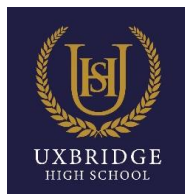
Uxbridge High School seeks to ensure that compliance is consistent with the school’s aims, equal opportunities policy, and the special education needs policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

The school will:-

- Recognise and value parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respect the parents’ and child’s right to confidentiality;
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. This curriculum endorses the key principles of:
 - setting suitable learning challenges;
 - responding to students’ diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.



5. Activities

5.1 Education and related activities

The school will continue to seek and follow the advice of local authority services, such as special education and disability needs (SEND), teachers/advisors and other appropriate health professionals and consultants.

5.2 Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access; lighting; acoustic treatment; colour schemes and more accessible facilities and fittings.

5.3 Provision of information

The school will make itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested.

5.4 Financial planning and control

The principal and the senior leadership team, together with the trustees will review the financial implications of the school accessibility plan as part of the normal budget review process.

6. Action plan

The school will publish an action plan outlining short, medium and long term targets to ensure the aims of the key objectives of the accessibility plan is met (Appendix 1).

7. Linked policies

The accessibility plan will contribute to the review and revision of related school policies/information:

- Child protection and safeguarding policy;
- Special educational needs policy;
- Equality and diversity policy;
- Health & safety policy;
- Teaching and learning policy;
- School improvement plan.

8. Targets achieved

The school has made significant changes to the accessibility of the site and surrounding grounds, along with the accessibility of the curriculum the school delivers. This has been made possible through the priorities set within previously agreed accessibility plans.

9. Plan availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the health and safety policy;
- A copy is displayed on the school website;
- A copy can be emailed or posted on request.

Appendix 1 - Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Classroom:</p> <p>*SEND Tool Kit - laminates with details of specific SEND needs and how to adapt teaching.</p> <p>*Each SEND student has a pupil passport which gives details of the specific need and strategies for the individual child.</p> <p>*TAs are used as an adaptive tool to support students with specific needs</p> <p>*This year we have put a visualiser in every classroom with training on how this can be used as an adaptive tool.</p> <p>*Circulation around the classroom has been a focus of our adaptive teaching strategy so that staff can take full advantage of independent practice time. This also supports in building relationships and ensuring that every member of staff knows the needs of every student.</p> <p>*Seating plans are used to track interventions in the classroom.</p> <p>*Learning Behaviours have been taught so that students are clear on the expectations and to ensure the independent learning time is a time when all students can thrive.</p>	<p>*Nurture Group provision in year 7 to be reviewed and suitable plan to be in place for support moving to year 8.</p> <p>*Look at best practice in other school for a suitable curriculum for year 10 in 2027</p>	AER/SWR/LPH	April 2025	Suitable provision to be in place for year 8
	<p>FLC:</p> <p>*Our flexible learning centre is a space staffed with colleagues with a wealth of experience and</p>	<p>Review the impact of the CPD – Classcharts, learning walk data, summer results,</p>	AER	Ongoing	Current year 7 having access to suitable curriculum to meet their needs in KS4
			AER/RH U/NMA	Summer 2025	CPD reflect the needs of the students

	<p>expertise in a variety of specific SEND needs.</p> <p>*The FLC run bespoke intervention sessions for students with specific needs which seeks to address any gaps quickly before reintegration back into lessons.</p> <p>*The FLC with a range of external agencies to ensure an inclusive approach and support is given.</p> <p>*The ASP offers a bespoke programme for any students in need of support with their engagement in lessons.</p> <p>CPD</p> <p>*All teaching staff have had a suite of deliberate practice CPD this year on adaptive teaching. This has allowed colleagues to see best practice live with our students before enacting in their own classroom.</p> <p>*We have also run a specific SEND need event where we invited in experts in ASD, dyslexia, hearing and sight impairment and other SEND specialists to deliver to our teaching staff.</p> <p>*One of our optional ASPIRE courses this year has been focused on adaptive teaching in partnership with the local authority. All staff have been given a copy of SEND HUH! to read.</p> <p>*TAs have had their own bespoke ASPIRE course entitled 'gold standard adaptive classroom support' where they have developed their classroom practice.</p>	<p>parent views, student views etc.</p>			<p>to ensure access for all</p>
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	<p>*Regular SEND clinics take place where a student is identified, focused on for TA support for 2 weeks and then all teachers of that student meet to discuss and share findings.</p> <p>*Opportunities for sharing of best practice of curriculum enactment in curriculum areas.</p> <p>*ECT and TF training specifically on adaptive teaching with walk thrus used to illustrate.</p> <p>Assessment</p> <p>*Our assessment and feedback policy is adaptive so that students receive a wide range of different types of feedback specific to them.</p> <p>*DPR is our KS3 assessment tool which is used to communicate with students and parents where students are now with their learning and what their next steps are. SEND children are supported with this system through the FLC.</p> <p>*Teachers live mark and give verbal feedback during independent practice. Students respond to feedback given in green pen and this drives their progress.</p> <p>*Examination access arrangements is in place from Year 7 through to year 13 and this is to be the student's normal way of working.</p> <p>Transition program in place to support with phase transfers</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> * We have step free / ramps access into all building * The Lancaster building is equipped with an elevator. Buildings where students with disabilities are unable 	<p>*Planning process extra lifts going into the main building to give staff and students access to more facilities.</p>	<p>Facilities manager Jon Mills</p>	<p>September 2027</p>	<p>Making the whole school more accessible</p>

	<p>to access the stairs, lessons are changed to the ground floor to accommodate access to the particular subject.</p> <ul style="list-style-type: none"> * Corridors are wide enough in all buildings to give access to students with a disability * Disabled parking bays allocated in the car park, with ramps to access the exit and entrance gates * Disabled toilets and changing facilities * NHS occupational therapist coming into school to review equipment and bespoke individualised programmes. FLC staff implement and deliver the program daily or as needed. 	<p>*Replanning car park with disabilities bays</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured books, printing and overlays • Access to suitable technology • Individual conversations to support choices • Visual aids as per pupil passports • DPR sessions timetable to assist with homework • Hillingdon Visual impaired and hearing team visiting school each term and FLC staff implement recommendations. 				