

## Vanguard Learning Trust



*The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.*

## Accessibility policy

### Part A: Trust-wide

### Part B: Vyners School accessibility plan

October 2025

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## **Part A: Trust-wide**

### **1. Overview**

#### **1.1 Aims**

Every school is required under the Equality Act 2010 to have an accessibility plan. The purpose of an accessibility plan is to:

- increase the extent to which students with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to students with disabilities.

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

#### **1.2 Values and principles**

Vanguard Learning Trust is committed to fostering an inclusive and equitable environment that reflects its core values of aspiration, equity and collaboration. By aspiring for excellence, the Trust believes that all individuals, irrespective of background or ability, should be supported to achieve their potential. Equity is central to its ethos, ensuring that resources, opportunities and support are distributed in a way that meets the diverse needs of all students, staff and community members. Collaboration underpins the Trust's approach, promoting open communication, shared learning and mutual respect across all schools; these values guide the Trust's dedication to creating accessible, welcoming spaces where everyone is empowered to contribute and succeed.

#### **1.3 Partnerships**

The Trust leverages support from the London Borough of Hillingdon, to help develop and implement this accessibility plan, for example, schools can seek support from the Hillingdon Council's SEND Advisory Service, which includes teams of specialists in areas such as autism and sensory impairments. These teams offer training, early intervention and ongoing support tailored to each school's needs, ensuring inclusive practices are embedded across the Trust. Schools can also collaborate with the council's special educational needs and/or disabilities (SEND) team, which assists with education, health and care plans (EHCPs) for students requiring higher levels of support. This includes facilitating meetings and support networks for families to ensure effective provision and engagement within the school community. The Hillingdon Local Area SEND and Alternative Provision Strategy 2023-28 provides a framework to create inclusive environments. This strategy aims to improve access to local services and foster a supportive community for children and young people with SEND. Through Hillingdon's Stronger Families Hub, schools can access referrals for specialised services, offering comprehensive support that aligns with the Trust's values of aspiration, equity and collaboration, thereby enhancing the accessibility plan's effectiveness and impact on the school community. These partnerships provide a robust support system, helping the Trust fulfil its commitment to accessibility and inclusion by co-ordinating resources and expertise across schools. In addition, the Trust has included a range of stakeholders in the development of this accessibility plan, including students and parents/carers.

#### **1.4 Complaints**

The Trust's complaints procedure covers the accessibility plan. Any concerns relating to accessibility in school will be handled through the school's complaints procedure.

### **2. Legislation and guidance**

#### **2.1 Legislation**

This document meets the requirements of schedule 10 of the Equality Act 2010 ([click here](#)) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 ([click here](#)). The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice ([click here](#)), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## 2.2 'Reasonable adjustments'

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with the Trust's funding agreement and articles of association.

## 3. Action plan

This policy includes the school's action plan which is available online on the school's website. The template for this plan can be found in Part B. Paper copies are available on request to the school. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 4. Monitoring arrangements and links with other policies

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. Part A will be reviewed by members of the central education team and approved by the board of trustees. Part B will be reviewed by the headteacher and approved by the local governing body. As part of the monitoring, the Trust will endeavour to carry out an external accessibility audit in every school every three years. This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality duty policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy

### Version history

First issue/revision date	Approved by	Summary of changes if not first issue
Autumn term 2025	BoT	New policy

**Part B: School action plan - Vyners School**

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

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	Success criteria
<p><b>Increase access to the curriculum for students with a disability</b></p>	<p>We have high expectations and aspirations for all our students. They are shared by all staff. Staff engage in high quality CPD focused on curriculum intent and implementation. Improving pedagogy through research enables staff to meet a range of student needs.</p>	<p>Short-term: Embed shared high expectations and aspirations across all staff.</p>	<p>Deliver whole-staff training on the SEND Code of Practice and inclusive classroom strategies. Share case studies of success for students with SEND to reinforce high expectations. Conduct learning walks focusing on inclusive practice and accessibility. Review seating plans, differentiated resources, and classroom environments. Collect student voice feedback from SEND learners to identify barriers.</p>	<p>All staff DHT curriculum AHT teaching and learning AHT staff development SENDCO Deputy SENDCO</p>	<p>On going</p>	<p>Short term: All staff articulate and model high expectations. Consistent challenge evident in teaching and learning. Student attitudes reflect raised aspirations.</p>

		<p>Medium-term: Deliver targeted, high-quality CPD focused on curriculum intent and implementation.</p>	<p>Deliver CPD on EEF guidance (e.g. on SEND, metacognition, and scaffolding). Use department time to share and model adaptive strategies. Embed data-informed teaching—staff use progress and provision maps to identify learning needs. Review curriculum sequencing to ensure it supports knowledge building for all learners.</p>		<p>On going</p>	<p>Medium term: CPD aligns with curriculum priorities. Staff confidence and consistency improve. Curriculum intent clearly informs classroom practice.</p>
		<p>Long-term: Sustain a research-informed culture that continuously improves pedagogy to meet all students' needs</p>	<p>Create a research group exploring inclusion and adaptive teaching (link to EEF, NASEN). Establish regular SEND pedagogy briefings for all teaching staff. Use data dashboards to track the impact of inclusive</p>		<p>On going</p>	<p>Long term: Staff engage with and apply educational research. Collaborative professional learning is embedded. Teaching quality and student outcomes show sustained improvement</p>

			<p>strategies on progress.</p> <p>Embed inclusive teaching in performance management and appraisal objectives.</p> <p>Induct new staff on inclusive principles, ensuring sustainability and consistency.</p>			
	<p>The teaching and learning model Every Lesson, Every Day promotes research based pedagogy. Teaching is adaptive.</p>	<p>Short-term: Embed the Every Lesson, Every Day model so all staff apply key Rosenshine principles consistently in daily teaching.</p>	<p>Deliver CPD on Rosenshine’s Principles—focus on modelling, practice, and scaffolding.</p> <p>Use learning walks and book looks to monitor fidelity to the model.</p> <p>Identify and celebrate staff exemplifying effective implementation.</p> <p>Gather student feedback on the clarity and structure of lessons.</p>	<p>All staff</p> <p>AHT teaching and learning</p>	<p>On going</p>	<p>Short term: All staff understand and apply core Rosenshine principles.</p> <p>Lesson visits show consistent use of the Every Lesson, Every Day model.</p> <p>Students demonstrate improved recall and engagement</p>

		<p>Medium-term: Strengthen adaptive teaching through ongoing CPD and coaching, ensuring lessons respond effectively to student understanding and need.</p>	<p>Use department meetings to analyse learning data and plan adaptive interventions. Develop instructional coaching programmes aligned to Rosenshine's principles. Embed regular CPD sessions. Share exemplars and conduct cross-department lesson studies. Use of data to identify need and ensure all staff are up-to-date on evidence-informed pedagogy</p>		<p>On going</p>	<p>Medium term: CPD and coaching improve adaptive teaching practice. Lessons show effective responses to student progress and misconceptions. Greater consistency in meeting diverse learner needs.</p>
		<p>Long-term: Create a sustained culture of research-informed practice where Rosenshine's principles underpin continuous improvement in</p>	<p>Further embed the Rosenshine principles into the Teaching and Learning policy and induction. Train new staff through a Teaching Excellence Programme.</p>		<p>On going</p>	<p>Long term: Research-informed reflection is embedded in professional practice. Rosenshine's principles are evident across all subjects and phases. Continuous improvement in pedagogy and student outcomes sustained over</p>



		<p>curriculum to close gaps and build student confidence in core subjects.</p> <p>Long-term: Embed a sustained transition model that secures strong foundational skills in maths and literacy, improving long-term attainment and engagement</p>	<p>Maths and Science. Facilitate joint planning meetings with feeder primary schools. Conduct curriculum audits to identify fundamental knowledge gaps. Share transition profiles with core subject leaders.</p> <p>Develop a permanent Core Kick Start framework with annual review. Use KS2 QLA (SATs) data each year to identify common learning gaps. Integrate transition insights into Year 7 curriculum planning. Evaluate long-term outcomes (attainment, engagement, attendance).</p>		<p>January 2027</p>	<p>identified knowledge and skill gaps. Improved student confidence and progress in core subjects.</p> <p>Long term: Transition model embedded and reviewed annually. Sustained improvement in literacy and numeracy outcomes. Students demonstrate higher engagement and attainment over time</p>
	Students in Key Stage 3 may take part in targeted interventions	Short-term: Provide targeted literacy and numeracy support to	Identify students via GL and SATs assessments. Deliver structured	SENCO Deputy SENDCO	Jan 2026	Short term: Individual learning needs identified and addressed. Targeted interventions

	<p>focusing on Literacy and Numeracy.</p>	<p>meet individual student needs.</p> <p>Medium-term: Build students' confidence, engagement, and core skills to enable gradual reintegration into the full curriculum.</p> <p>Long-term: Ensure sustained academic and personal progress so students can fully access and succeed across all subjects</p>	<p>interventions. Ensure sessions are timetabled to minimise curriculum disruption.</p> <p>Track baseline and progress data termly. Integrate intervention learning back into mainstream lessons. Ensure communication between intervention leads and class teachers. Provide parental updates and home learning support.</p> <p>Embed literacy across the curriculum through whole-school initiatives. Use data tracking to identify when students are ready to reintegrate fully. Continue targeted support for those needing extended</p>	<p>Subject leader: English</p> <p>Subject leader: Maths</p>	<p>July 2026</p> <p>January 2027</p>	<p>delivered and monitored. Early signs of progress in literacy and numeracy skills.</p> <p>Medium term: Increased student confidence and participation. Improved attendance and engagement in learning. Successful reintegration into selected mainstream lessons.</p> <p>Long term: Students maintain progress across core and wider curriculum. Ongoing support strategies embedded in mainstream settings. Improved academic outcomes and wellbeing sustained over time.</p>
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			intervention.			
	In Key Stage 4 Students may be offered Curriculum support lessons in place of an option to do additional English, Maths, and Science. Students at Key Stage 4 are guided through different pathways in their options - Core Pathway offers additional support in English and Maths	<p>Short-term: Provide targeted curriculum support lessons focused on strengthening English, Maths, and Science skills, with access to Functional Skills accreditation.</p> <p>Medium-term: Support students in achieving success across their chosen pathway through tailored teaching and additional core subject intervention.</p> <p>Long-term: Enable students to gain recognised qualifications, namely functional skills accreditations and develop essential skills that support progression to further education, training, or employment.</p>	<p>Guide students into individualised pathways during the options process. Offer courses such as Functional Skills Qualifications (FSQ) and foundation courses.</p> <p>Provide small-group tutoring and targeted revision sessions. Track student progress using flight paths and mocks to inform intervention.</p> <p>Ensure students achieve recognised qualifications (FSQ, GCSEs, vocational awards). Embed careers and progression guidance linked to individual pathways. Develop transferable skills—communication, problem-solving,</p>	<p>SENCO</p> <p>Dep SENDCO</p> <p>Subject leader: English</p> <p>Subject leader: Maths</p> <p>DHT curriculum</p>	<p>January 2026</p> <p>September 2026</p> <p>August 2027</p>	<p>Short term: Targeted support sessions delivered and well-attended. Students show improved confidence and progress in core subjects. Functional Skills pathways established and accessed.</p> <p>Medium term: Interventions aligned with individual learning plans. Improved attainment in English, Maths, and Science. Students remain engaged and on track within their pathways</p> <p>Long term: Students achieve Functional Skills and other relevant accreditations. Sustained improvement in core competencies. Positive progression outcomes to post-16 destinations</p>

			digital literacy. Evaluate destination data post-16 to measure impact.			
	<p>The Learning Support / Deaf SRP Departments offer the following provisions;</p> <ul style="list-style-type: none"> <li>❖ Focused Reading</li> <li>❖ Study Skills</li> <li>❖ EAL/HIRB small group and 1:1 sessions</li> <li>❖ Speech and Language support sessions</li> <li>❖ Reading interventions</li> <li>❖ Literacy intervention</li> <li>❖ Emotional Support intervention</li> </ul> <p>Students can also be referred to CAMHS, CAAS, Educational Psychologist and Occupational Therapist, Sensory/ Physical Advisory teachers should the</p>	<p>Short-term: Deliver targeted interventions and support (e.g. reading, literacy, speech and language, and emotional support intervention) to meet individual learning and emotional needs.</p> <p>Medium-term: Strengthen personalised provision through small-group and 1:1 sessions, ensuring consistent progress</p>	<p>Deliver targeted interventions (e.g. reading, literacy, speech and language, and emotional support) according to identified student needs. Coordinate small-group and 1:1 sessions through Learning Support and Deaf SRP. Implement structured timetables for interventions ensuring minimal disruption to core learning.</p> <p>Strengthen personalised provision by reviewing and adapting intervention plans based on student</p>	<p>SENCO</p> <p>Deaf SRP Coordinator</p> <p>Deputy SENDCO</p> <p>Subject Leader: English</p> <p>Student Support Teams</p> <p>AHT teaching and learning</p> <p>AHT staff development</p>	<p>January 2026</p> <p>September 2026</p>	<p>Short term: Targeted interventions implemented and tracked. Students show early progress in identified need areas. Improved engagement and emotional regulation observed</p> <p>Medium term: Regular small-group and 1:1 support embedded. Measurable improvements in communication and literacy.</p>

	need arise.	<p>in communication, literacy, and study skills.</p> <p>Long-term: Build an inclusive learning environment where specialist support and external agency collaboration (e.g. CAMHS, CAAS, Educational Psychology, OT, Sensory/Physical services) enable all students to thrive academically, socially, and emotionally.</p>	<p>progress. Develop and share case studies of successful support strategies. Provide ongoing CPD for support staff on literacy, communication, and emotional regulation interventions.</p> <p>Build an inclusive environment with specialist support embedded into mainstream practice. Strengthen collaboration with external agencies (CAMHS, CAAS, Educational Psychologist, OT, Sensory/Physical services). Monitor and evaluate impact of interventions on academic, social, and emotional outcomes.</p>		<p>September 2028</p>	<p>Increased student confidence and independence</p> <p>Long term: Strong partnerships with external professionals established. Inclusive practices embedded across the school. Sustained progress in academic, social, and emotional outcomes</p>
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		personalised targets, progress tracking, and support	inform future planning. Celebrate student achievements and share success stories.			Gaps between key student groups continue to narrow.
<b>Improve and maintain access to the physical environment</b>	<p>The school is fully inclusive of the deaf cohort of students. The school is fully carpeted and has soundfield systems in classrooms.</p> <p>The new building is fully accessible on both floors and has a wet room.</p>	<p>Short term; Ensure all classrooms continue to use SoundField systems effectively.</p> <p>Maintain full carpeting and acoustics to support all students, particularly those who are deaf or hard of hearing.</p> <p>Medium term: Monitor and maintain accessibility features in the new building, including ramps, lifts, and wet rooms.</p> <p>Provide staff training on supporting deaf students and using accessible facilities</p>	<p>Ensure all classrooms continue using SoundField systems effectively. Maintain acoustic environments (carpeting, blinds, wall panels) that support all learners, especially those who are deaf or hard of hearing. Conduct termly equipment checks.</p> <p>Monitor and maintain accessibility features (ramps, lifts, wet rooms) in the new building. Provide staff training on supporting deaf and physically disabled students. Audit physical environment for</p>	<p>Site Manager</p> <p>Deaf SRP Lead</p> <p>ICT Lead</p> <p>School Business Manager</p> <p>DHT Inclusion</p>	<p>December 2025</p> <p>April 2026</p>	<p>Short term: SoundField systems are operational in all classrooms and regularly used. Carpeting and acoustic measures effectively support learning for deaf students.</p> <p>Medium term: Accessibility features in the new building (ramps, lifts, wet rooms) are fully functional and used appropriately. Staff demonstrate confidence in supporting deaf students and using accessible facilities.</p>

		effectively.  Long term: Embed a fully inclusive environment where possible that meets the needs of all students, including the deaf cohort.  Review and upgrade where possible facilities as needed to ensure ongoing accessibility and inclusion.	potential improvements.  Embed a fully inclusive and accessible environment for all students. Review facilities annually and plan upgrades as needed. Include student and parent voice in accessibility reviews.		October 2026	Long term: Deaf students and others with access needs are fully included in all aspects of school life. Facilities continue to meet accessibility standards and are reviewed for improvements as needed.
<b>Improve the delivery of information to students with a disability</b>	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Sound Field</li> <li>• Radio aids</li> </ul>	Short term: Ensure all assistive technologies (loops, Sound Field, radio aids) are fully functional.  Deliver Deaf Awareness to all Year 7 students.  Update key signage with symbols and large print.	Check functionality of all assistive technologies (loops, SoundField, radio aids). Deliver annual Deaf Awareness sessions to all Year 7 students.	Deaf SRP Coordinator  ICT Team  Site Manager  School Business Manager  DHT: Inclusion  SENDCO  Deputy SENDCO	Nov 2025	Short term: All assistive technologies are fully operational and in regular use. Year 7 students demonstrate awareness of Deaf communication needs. Signage is clear, legible, and uses symbols/large print effectively

	<ul style="list-style-type: none"> <li>● Pictorial or symbolic representations</li> <li>● Deaf awareness to all Y7 students</li> </ul>	<p>Medium term: Expand accessible formats across materials (large print, pictorial/symbols).</p> <p>Provide staff training on inclusive communication.</p> <p>Collect feedback to assess accessibility effectiveness.</p> <p>Long term: Embed inclusive communication across the school.</p> <p>Maintain and update assistive technologies.</p> <p>Review and refine the Accessibility Plan annually</p>	<p>Expand use of accessible formats (large print, pictorial/symbol materials) across departments and on signage.</p> <p>Provide staff training on inclusive communication (e.g. visual aids, simplified text, captioning). Collect student feedback on accessibility effectiveness.</p> <p>Embed inclusive communication practices into all teaching and administrative systems. Maintain, review, and update assistive technologies regularly. Review and refine the Accessibility Plan annually, ensuring it remains compliant and effective.</p>	<p>Link SEND Governor</p>	<p>September 2026</p> <p>September 2027</p>	<p>Medium term: Materials in accessible formats are consistently available across the school. Staff can confidently use inclusive communication strategies. Feedback indicates improved accessibility for students and staff.</p> <p>Long term: Inclusive communication is embedded in school culture and daily practice. Assistive technologies are maintained, updated, and consistently used. Annual review shows measurable improvements in accessibility and inclusion</p>
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