	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: Ryefield Primary 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 - Ryefield Primary 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
Increase access to the curriculum for students with a disability	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.	**Short-term:** Embed shared high expectations and aspirations across all staff.	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 arrangements, differentiated resources, and classroom environments. Collect student voice	Teaching and Learning Lead (SLT) SENCO SEND Support Officer ELT	Ongoing	**Short term:** All staff articulate and model high expectations. Consistent challenge evident in teaching and learning. Student engagement reflects raised aspirations. Student voice reflects raised aspirations.

			feedback from SEND learners to identify barriers.			
		Medium-term: Deliver targeted, high-quality CPD focused on curriculum intent and implementation.	Deliver CPD on EEF guidance (e.g. on SEND, metacognition, and scaffolding). Use Phase meetings to share and model adaptive strategies.		Ongoing	**Medium term:** CPD aligns with curriculum priorities. Staff confidence and consistency improve. Curriculum intent clearly informs classroom practice.
		Long-term: Sustain a research-informed culture that continuously improves pedagogy to meet all students' needs	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. Establish regular SEND pedagogy briefings for all		Ongoing	**Long term:** Staff engage with and apply educational research. Collaborative professional learning is embedded. Teaching quality and student outcomes show sustained improvement

			teaching staff, through Phase Meetings. Use data dashboards to track the impact of inclusive strategies on progress. Embed inclusive teaching in performance management and appraisal objectives. Induct new staff on inclusive principles, ensuring sustainability and consistency.			
	The teaching and learning model reflects the Adaptive Teaching approach to teaching and learning	**Short-term:** Embed Adaptive Teaching strategies and ethos so all staff apply key principles consistently in daily teaching.	Deliver CPD on Adaptive Teaching —focus on modelling, practice, and scaffolding. Use learning walks and book looks to monitor fidelity to Adaptive Teaching.	Teaching and Learning Lead (SLT) SENCO SEND Support Officer ELT		**Short term:** All staff understand and apply core Adaptive Teaching principles. Lesson visits show consistent use of an Adaptive Teaching model. Students demonstrate

			Identify and celebrate staff exemplifying effective implementation.	Teaching teams		improved recall, engagement and progress in learning.
		Medium-term: Strengthen adaptive teaching through ongoing CPD and coaching, ensuring lessons respond effectively to student understanding and need.	Gather student feedback on the clarity and structure of lessons. Use ELT meetings to analyse learning data and plan adaptive interventions.			**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.
		Long-term: Create a sustained culture of research-informed practice where Adaptive Teaching principles underpin continuous improvement in teaching and learning.	Develop instructional coaching opportunities aligned to Adaptive Teaching principles. Embed regular CPD sessions. Share exemplars and conduct cross-phase lesson areas Use of data to			**Long term:** Research-informed reflection is embedded in professional practice. Adaptive Teaching principles are evident across all subjects and phases. Continuous improvement in pedagogy and student outcomes sustained over time

			identify need and ensure all staff are up-to-date on evidence-informed pedagogy Further embed the Adaptive Teaching principles into the Teaching and Learning policy and induction.			
	Curriculum progress is tracked for all students, including those with SEND and targets are set effectively and are appropriate for students with additional needs	**Short-term:** Ensure all students, including those with SEND, have clear, measurable targets set in line with their individual needs. **Medium-term:** Track and monitor curriculum progress regularly to identify gaps and inform timely interventions for students with additional needs.	Ensure all students with SEND have individual targets aligned to EHCP or Support Plan outcomes. Support teachers in setting measurable, appropriate learning targets. Communicate targets clearly to staff, students, and parents. Track and monitor curriculum progress through assessment	Teaching and Learning Lead (SLT) SENCO SEND Support Officer ELT Teaching teams	April 2026 September 2026	**Short term:** Personalised targets set and shared with students and staff. Targets reflect individual starting points and needs. Staff consistently reference and review targets in planning and feedback **Medium term:** Robust progress tracking systems in place and used effectively. Data used to plan interventions and adjust support.

			data.			Evident improvement in targeted areas of need
		Long-term: Promote sustained academic progress and achievement for all students by embedding a robust system of personalised targets, progress tracking, and support	Identify learning gaps promptly and implement targeted support. Hold termly progress review meetings. Embed a robust tracking and review system for sustained academic progress. Use data to evaluate provision effectiveness and inform future planning. Celebrate student achievements and share success stories.		Ongoing	**Long term:** Personalised tracking and intervention embedded in practice. Students with additional needs make sustained progress over time. Gaps between key student groups continue to narrow.
Improve and maintain access to the physical environment	Our environment is adapted to the needs of the school community, where possible. This includes: ● Corridor width	**Short term:** Out of School Hours Clubs - raise Club Leader awareness of disabilities and barriers that individual students	There will be an effective response to ensure that every possible reasonable adjustment is made to help all students access after school	SLT Site team SENCO	A	**Short term:** All staff are aware of the needs of all students and how best to support them, The environment meets the needs of all adults and students accessing the site.

	● Door width for wheelchair access ● Disabled parking bays ● Lift ● Ramps ● Disabled toilets ● Accessible technology ● Seating & writing aids ● Equipment in classrooms accessible e.g. tables, sinks	may face, through an agreed communication system which complies with safeguarding and health and safety good practice. **Medium term:** All first floor classrooms are carpeted to support students, particularly those who are deaf or hard of hearing.	clubs facilitated on the premises Ensure all classrooms have appropriate acoustic environments (carpeting, blinds, wall panels) that support all learners, especially those who are deaf or hard of hearing. Conduct termly equipment checks. Monitor and maintain accessibility features (ramps, lifts, etc)	Club Leaders who use on site school facilities		**Medium term:** Carpeting and acoustic measures effectively support learning for deaf students in school

		Long term: Embed a fully inclusive environment where possible that meets the needs of all students, including the SEND cohort. Review and upgrade where possible facilities as needed to ensure ongoing accessibility and inclusion.	Audit physical environment for potential improvements. **Long term:** 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.			**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.
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Dyslexia friendly resources ● Radio aids ● Pictorial or	**Short term:** Ensure all assistive technologies (radio aids) are fully functional. Update key signage with symbols and dyslexic friendly print. **Medium term:**	Check functionality of all assistive technologies Expand use of accessible formats (pictorial/symbol materials) across phases and on signage. Provide staff training on inclusive	SLT SENCO SEND Support Officer ELT Class teachers Office Manager		**Short term:** All assistive technologies are fully operational and in regular use. Signage is clear, legible, and uses symbols/ print effectively **Medium term:** Materials in accessible formats are consistently available across the school.

	symbolic representations	Expand accessible formats across materials (dyslexia print, pictorial/ symbols). Provide staff training on inclusive communication. Collect feedback to assess accessibility effectiveness. **Long term:** Embed inclusive communication across the school. Maintain and update assistive technologies. Review and refine the Accessibility Plan annually	communication (e.g. visual aids, simplified text, captioning). Collect student feedback on accessibility effectiveness. 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.	Site Team LBH Hearing Team		Staff can confidently use inclusive communication strategies. Feedback indicates improved accessibility for students and staff. **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