	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

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