University Schools Trust
A transformational education

Accessibility Plan

February 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
February 2026	5.1	Responsibilitiy of the SENDCo added
	Appendix 1	Minor changes to dates

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a students as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a student.

A "Student" includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Definition of 'disability' under the Equality Act 2010 states: *"You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."* The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues and Incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions*

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015

2. Scope of the Policy

This plan applies to all students with accessibility needs, their parents and all staff and governors, both promoting and supporting equality for all.

It is to be reviewed every 3 years by the members of the Senior Leadership Team (SLT) with responsibility for Inclusion to be in line with the most up-to-date interventions for young people and to consider changes in the student population. The plan may be reviewed at any time during the academic year should the need arise.

3. Policy Aims and Ethos

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Act requires all schools in England and Wales to carry out accessibility planning for disabled students.

Royal Greenwich Trust School's accessibility plan is aimed at:

- Increasing the extent to which disabled students can participate in the curriculum.
- Improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled students.
- Improving accessibility for other adult users of the School with disabilities including staff, visitors and community users.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies;

- Admissions Policy
- Behaviour for Learning Policy
- Equality and Diversity Policy
- Exams Policy
- Exclusion Policy
- First Aid and Medical Policy
- SEND Policy
- Student Mental Health and Well-Being Policy
- Wheelchair Policy

4.2. Relevant External Documents

- Equality Act 2010
- Keeping Children Safe in Education (September 2021)
- RGTS will also refer to the National Institute for Health and Care Excellence (NICE) guidance, including *'Physical activity and the environment – Schools'* (March 2018)

5. Roles and Responsibilities

5.1. Headteacher and Senior Leader Responsibility

The Headteacher, assisted by Senior Leaders will ensure reasonable adjustments are made to the school environment, curriculum and extra-curricular activities to deliver accessibility for all where possible.

The Headteacher, in collaboration with class teachers, support staff and others involved in the education of disabled students at Royal Greenwich Trust School, will review this policy and associated plans on a regular basis.

The SENDCo will: - Coordinate accessibility planning and annual review - Ensure adaptations follow the graduated approach (Assess–Plan–Do–Review) - Support staff through CPD and professional guidance - Work collaboratively with parents, students and external agencies

As part of the regular school cycle of policy reviews, the results of actions to support students with disabilities will be undertaken to inform future plans. These actions will be detailed in the School Development Plan. The school will agree with parents the appropriate regular means of communication with regard to the student's progress, behavioural issues and effects of any medication.

5.2. Parental Responsibility

Parents will be invited, during induction / admissions meetings, to inform the school about any disabilities and share their concerns about their child and schooling.

This information will be analysed, considering the following:

- Areas of the curriculum to which disabled students have limited or no access;
- Disability issues are reflected adequately and where appropriately within the curriculum;
- The accessibility of extra-curricular activities;
- Parts of the school to which disabled students have limited or no access and whether physical features of the school environment hamper access to the curriculum;
- The different forms of communication that can be made available to enable all disabled students to express their views and to hear the views of others;
- The accessibility of information, which should be planned and available on request in a range of different formats;
- Other issues that may affect the participation of disabled students, for example:
  - Bullying, peer relationships, policies on the administration of medicines, the provision of personal care, and the presence or lack of role models or images of disabled people.

It is parents' responsibility to update the school to any changes which may affect a student's access to; the school building, their curriculum, their engagement to lessons, their involvement in extra-curricular activities and any other issues which may have an impact.

6. Appendix 1 – Royal Greenwich Trust School's Current Accessibility Plan

1- Curriculum

	Area	Action	Accountable individual	Timeframe	Outcome	Review date
Short Term	Students' handwriting illegible for exams.	Ensure Year 11 & 13 students have access to laptop for exams & all staff informed.	SENDCO / English Teachers / Examinations Officer / IT staff	Autumn Term Annually	Students' exam scripts are legible.	Autumn Term 2026
	Students with visual impairments cannot always read PowerPoints.	PowerPoints should be printed in advance for students with visual impairments. PowerPoints and resources are printed in an appropriate colour. IT equipment loaned to students via school or external agency (e.g. laptop, iPad) to support accessing learning.	SENDCO / Specific student(s)' teachers	Autumn Term Annually	Student(s) with visual impairment are able to access PowerPoints and resources. Also have access to braille material.	Autumn Term 2026

	Students' with dyslexia diagnosis / dyslexic tendencies have issues with black text on white backgrounds.	Purchase new coloured overlays and tinted paper exercise books. PowerPoints and resources are printed in an appropriate colour.	SENDCO	Autumn Term Annually	Students' with dyslexia diagnosis / tendencies are able to access texts and complete a greater quality and quality of written work in their exercise books.	Autumn Term 2026
Medium Term	Students handwriting illegible in class.	Audit of all students who would benefit from access to laptop in class with access to a Touch-Typing programme.	SENDCO / English Teachers / IT staff.	Autumn Term Annually	Students' class work is legible and their touch-typing skills develop.	Autumn Term 2026
	Staff members do not know if accredited courses offered in KS4 matches needs of all students.	Audit of which students would benefit from Entry Level courses / research of courses / consideration of logistics.	Deputy Headteachers for Inclusion and Teaching & Learning / SENDCO / Assistant Headteacher (KS4) / HOF	Autumn Term Annually	All students will leave Post 16 with accredited qualifications.	Autumn Term 2026
Long Term	Staff members do not know if curriculum planned in KS3 matches needs of all students.	Audit of subject curriculums, including the literacy levels of text books, by Inclusion and Pastoral staff working collaboratively.	Deputy Headteachers for Inclusion and Teaching & Learning /	Spring Term 1 2024	Students make significant progress (attainment & engagement) due to appropriate curriculum.	Autumn Term 2026

			SENDCO / Assistant Headteacher (KS3) / HOF			
	Staff members do not know if curriculum including Tutor and Assembly programme supports the celebration of accessibility.	Audit and Student Voice	SENDCO & Assistant Headteacher (Character Development)	Autumn Term Annually	Students develop aspirational views of people with disabilities.	Autumn Term 2026
Ongoing	Not all teachers are effectively personalising their lessons for students with SEND e.g. ASD / dyslexia.	Teacher will be provided with personalised pupil passports to support in delivering QFT principle to meet the needs of learners. CPD to be provided throughout academic year. SENDCO open door policy for other teachers to observe. Highlighting key students in daily notices and whole staff bulletin when concerns arise.	SENDCO / EPs / SALT / ASD Outreach / Sensory Service / STEPS All teaching staff & LSAs	Autumn Term Annually	Students make significant progress due to high levels of personalisation.	Autumn Term 2026

		Drop Ins / Learning Walks / Book looks to include focus on student's with SEND.				

2- Physical Environment

	Area	Action	Accountable individual	Timeframe	Outcome	Review date
Short Term	Student(s) with visual impairment may trip up / down staircases.	Ensure non-slip yellow strip is stuck / painted to all indoor and outdoor staircases.	Facilities	Autumn Term Annually	Student(s) with visual impairment will be safe when walking up / down stairs.	Autumn Term 2026
Medium Term	If students in a wheelchair or have limited mobility and the fire alarm goes, not enough staff are trained to use evac chair.	Staff who work with key students to know where the correct refuge points are and the evac procedures.	SENDCO / Armadillo Health & Safety officer / UST Operations Manager / Designated Fire Marshall staff	Autumn Term Annually	All students, including those with limited mobility and those in wheelchairs, will be able to evacuate school building safely if fire alarm goes.	Autumn Term 2026
	Students with additional needs, such as ASD, experience increased sensory challenges during unstructured times, such as break & lunch in the Annex / Atrium / MUGAs due to	Compass centre breakout space is a safe space for students to visit during unstructured. *dependent on staffing and duty rota	SENDCO / SLT member who oversees duties	Autumn Term Annually	Students with additional needs such as ASD will experience calmer unstructured times such as break & lunch – resulting in greater progress in lessons after these times.	Autumn Term 2026

	increased noise / people.					
Long Term	Students report physical and emotional issues with some of the lighting – in some cases too stark	Audit of lighting and its impact on students with specific physical /	SENDCO / UST Operations Manager	Autumn Term Annually	Students will no longer report headaches /	Autumn Term 2026

3- Information

	Area	Action	Accountable individual	Timeframe	Outcome	Review date
Short Term	Students with additional needs may be less able to recall information about Homework tasks than their peers.	Additional notes to be added for Parents to access on Arbor. Teachers to check-in with students regarding noncompletion of homework.	All teachers	Autumn Term Annually	All students will be more able to engage with homework tasks.	Autumn Term 2026
	Students with additional needs may find it more challenging to engage with all of the information within their planner.	Form Tutors to go through sections of specific student's planners 1:1 to highlight key sections.	Form Tutors	Autumn Term Annually	All students will have an equal understanding of the information provided within their Student planner.	Autumn Term 2026
Medium Term	Students with additional needs may be less able to process the information shared within whole year group assemblies.	Form Tutors to pre-teach / support recall post assembly 1:1 with specific students.	Assistant Headteacher (Character Development) / Form Tutors	Autumn Term Annually	All students will be engaged and benefit from assembly topics.	Autumn Term 2026

	Students with receptive language challenges will face challenges following and recalling verbal instructions in class.	Training provided to staff.	SALT / SENDCO	Autumn Term Annually	All students are able to access and recall verbal information effectively.	Autumn Term 2026
Long Term	Students with organisational difficulties may struggle to process information regarding remembering to attend certain events or what equipment to bring in.	Ensure that all key events and dates are recorded in the student's planner and, where applicable, a handout is given to them.	SENDCO / all teachers	Autumn Term Annually	Students with organisational difficulties will feel calmer and will develop life strategies.	Autumn Term 2026
Ongoing	Students with ASD may find it challenging when informed about changes to their day last minute.	Students with ASD require information about changes to their day to be provided in advance where possible. For example; Form Tutors to give individual students prior warning if they are aware one of their teachers is absent.	All staff	Autumn Term Annually	Students with ASD will feel calmer about their day / week and more trusting in RGTS.	Autumn Term 2026

7. Appendix 2 – Links to Legislation and Guidance Documents

- Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents
- Equality Act Guidancehttps://www.gov.uk/guidance/equality-act-2010-guidance
- Keeping Children Safe in Education 2023 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- RGTS will also refer to the National Institute for Health and Care Excellence (NICE) guidance, including *'Physical activity and the environment – Schools'* (March 2018) https://www.nice.org.uk/

Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____