



HOLMEWOOD HOUSE SCHOOL

'Kindness, aspiration & self-belief'

Policy Holder	The Head
Date Approved	December 2022
Governor Approval	Full Board
Date for next review	December 2024

Accessibility Policy Statement

Introduction

Holmewood House School has adopted this accessibility plan in line with the school's **Special Educational Needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **Special Educational Needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **Equal Opportunities policy** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs policy** for an outline of our full provision to support pupils with SEND. This can be found on our website. A hard copy may be requested from the school office.

Ethos and aims

Holmewood House strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Holmewood House Accessibility Policy is aimed at:

- Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the curriculum
- Improving the availability of accessible information to disabled pupils
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided.

Legislation and guidance

Holmewood House is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy. Our projected plans to achieve this are incorporated in the **Accessibility Plan**.

Definition of disability and scope of the accessibility plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines our provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. The Accessibility Plan is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school areas and the relevant timescales for action to increase provision and accessibility for pupils with SEND.

Holmewood House 3 Year Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the Holmewood curriculum. This includes teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered Holmewood House School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which we will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

Holmewood House recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

Holmewood House is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our:

- Child Protection and Safeguarding Policy
- Equality and Diversity Policy.

Admissions

We advise parents of children with physical disabilities to fully discuss their child's requirements with the Head and SENCO before making any decisions so that the parents and the school can make adequate

provision. Parents should provide a copy of any medical or relevant reports to support their request, for example, for large print material or other special arrangements.

On Entry

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. The school will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have received the offer of a place and before the child becomes a pupil at the school. The school recognises that some disabled pupils may also require specialist support from the Learning Strategies Department, and this would normally be discussed with parents before their child enters the school. A copy of the school's Special Educational Needs Policy is available via the school website or the portal.

Physical Accessibility

The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings, location and other users. The school is progressively introducing facilities to allow easier movement around the site for the physically impaired. See the three year plan for further details.

Review and monitoring

There is a formal review of the implementation of the plan at the June meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Provision of information

This Accessibility Policy Statement is available online on the school website, and copies of the Accessibility Plan are available on request from the School Office.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to The Head via head@holmewoodhouse.co.uk The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy