



# HOLMEWOOD HOUSE SCHOOL

*'Kindness, aspiration & self-belief'*

<b>Policy Holder</b>	The Head
<b>Date Approved</b>	December 2022
<b>Governor Approval</b>	Full Board
<b>Date for next review</b>	December 2025

## **Accessibility Plan 2022-2025**

**HOLMEWOOD 3 YEAR ACCESSIBILITY PLAN 2022-2025**

**A) Curriculum Accessibility**

Area	Action	Success Criteria	Evaluated / monitored by	Review dates
<p>Ensure all pupils have access to appropriate and reasonable adjustments to enable them to participate fully in all aspects of school life.</p> <p>Ensure that lessons are applicable to all including those with visual impairment, hearing impairment, who are neuro-diverse or have other learning disabilities eg. Dyslexia.</p> <p>Enhancing the learning experience for this who are neuro-diverse</p>	<p>On-going training of staff in a variety of SEND conditions.</p> <p><b>VI Adjustments:</b></p> <ul style="list-style-type: none"> <li>• Access to modifiable screen,</li> <li>• Enlarged fonts</li> <li>• Access to raised line paper and dark pens</li> <li>• Writing slope</li> <li>• RNIB book share</li> </ul> <p><b>Hearing Impairment:</b></p> <ul style="list-style-type: none"> <li>• Use of visual resources,</li> <li>• Widget,</li> <li>• Repetition</li> <li>• Hearing hardware if applicable</li> </ul> <p><b>Neuro-diverse friendly resources:</b></p> <ul style="list-style-type: none"> <li>• Minimum font size,</li> <li>• coloured background on screens / paper, use of overlays</li> <li>• Access to immersive reader</li> <li>• Use of laptops,</li> <li>• provide alternative methods of sharing information and resources</li> <li>• Use of online learning and interventions</li> </ul> <p>To use Digital Technology to explore ways of communication and learning enhancement for those who are neuro-diverse.</p>	<p>Staff will be confident in supporting individual pupils within the class.</p> <p>Pupils will show progress towards their targets.</p> <p>Children will realise their potential as shown through on-going and end of year assessments</p> <p>Pupils feel valued and work to their potential.</p> <p>Pupils feel confident and are able to show their knowledge.</p> <p>Better outcomes for people who are neuro-diverse</p> <p>Students are able to achieve their potential in an exam or testing</p>	<p>Assistant Head, Learning &amp; Teaching, SENCO</p> <p>As above, plus Line Managers and Heads of Year &amp; Head of Learning Strategies</p> <p>DEL team</p>	<p>3 year plan</p>

<p>To ensure equal access for pupils with long term medical issues</p> <p>Promote pupils' voice</p> <p>Access to standardised tests</p> <p>Advise parents of the 'reasonable adjustments' that can be made.</p>	<p>Academic, Medical, family and pupils to work together to produce a plan for those with long term medical conditions.</p> <p>Promote access for all via staff training and build staff confidence to ensure equality of opportunity.</p> <p>Give all pupils a voice to express their ideas, thoughts and feelings regarding their opportunities at School.</p> <p>Identify opportunities for regular feedback using pupil voice.</p> <p>Include assessments that do not always rely on the written response but a multisensory response to play to the strengths of all learning styles.</p> <p>Reasonable adjustments: liaison with senior schools and outside agencies.</p> <p>Head of Learning Strategies meets with parents and determines what reasonable adjustments are required to redress the learning balance.</p>	<p>situations reducing any disadvantage</p> <p>Equal access to all activities</p> <p>Confident children engaged in the curricula opportunities.</p> <p>Pupils have ownership in issues that affect them; they are listened to.</p> <p>Children realise their potential as shown through standardised assessments</p> <p>Parents and teachers are aware of the adjustments for individual pupils as appropriate</p>	<p>Academic staff, medical centre staff</p> <p>Assistant Head Pastoral</p> <p>Assistant Head, Academic &amp; Senior School Liaison</p>	
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<b>C)Staff training (including accessibility of information)</b>				
<b>Area</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evaluated / monitored by</b>	<b>Review dates</b>
1. ASD Training	Twilight Sessions to be held from September to ensure all staff are familiar with best methods of working with children with these difficulties	All staff can apply adaptive teaching strategies accommodating the needs of all pupils	Assistant Head, Academic, Head of Learning Strategies	3 year plan
2. Supporting pupils with medical conditions in school	All staff receive up to date training on supporting pupils with medical needs for example, managing diabetes in the school environment.	Staff feel confident to support pupils with medical conditions		
3. The use of reasonable force in schools	Training to ensure all staff are aware of the implications of physical handling. INSET session for all staff to focus on Use of Reasonable Force. This is to be followed up with Educare training for all staff.	Whole staff compliance training during January 2023	Assistant Head Pastoral	
4. Visual Impairment Training	Regular updates on teaching pupils with visual impairments: SENCO to give strategies and advise of appropriate resources / strategies this will happen via Pupil Improvement Meetings (Friday am) and in consultation with individual staff.	All staff are confident and have skills to support VI pupils	Head of Learning Strategies	
5. Dyslexia Training	On-going training to meet the needs of current EHC plans.	All staff can apply adaptive learning & teaching strategies which accommodate the needs of pupils with dyslexia as appropriate.	Assistant Head, Academic, Head of Learning Strategies	
6. Learning Strategies Workshops	Workshops to be rolled out to all academic staff and regular reviews of implementation (Pupil Improvement Groups) To provide parents with guidance and a philosophy for supporting children to achieve their potential	Staff and parents feel supported and well-informed	Assistant Head, Academic, Head of Learning Strategies	

<b>D)Teaching and learning (including access to curriculum)</b>				
<b>Area</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evaluated / monitored by</b>	<b>Review dates</b>
1. SEN and EAL learning walks	Regular learning walks to ensure appropriate strategies are being adopted by class teachers to support those with SEND or EAL.	A positive and vibrant learning environment for all	Assistant Head, Academic	3 year plan
2. Reviews of Schemes of Work	Regular reviews of the long and medium term plans will be carried out to ensure that the needs of all children are being catered for	Learning and teaching caters for all pupils	Assistant Head, Academic	
3. Reviews of assessments	Exam and Assessment reviews will be carried out to ensure accessibility for all. Exam access arrangements will be put in place where applicable to ensure equal access to all.	Assessments arrangements enable equal access for all	Assistant Head, Academic	

**School Estate**

The school aims to conform to the Disability Discrimination Act 1995 and where practical will make reasonable adjustment to support the needs of any child or adult that uses the premises and its facilities. A budget is made available for further enhancements/improvements around the site.

Area	Action	Success Criteria	Evaluated / monitored by	Review dates
New builds	Conform to regulatory building requirements	Conform with Part B Building Regulations (fire safety) and Part M (accessibility) regulations.	Bursar	As per new building planning timescale.
Relocation of medical centre and wellbeing room	Work with architects to relocate medical centre and wellbeing room to give ground floor access.	Medical centre and wellbeing room established and functioning for all pupils including accessible toilets, basins and washing facilities.	Estates manager Bursar Medical Centre staff	Completed. Occupied January 2025
Accessible toilets	Provide in Prep, Pre-Prep and Nursery.	Provides in all key areas	Estates Manager	Completed
Accessible lift	Provide lift to upper floor of Cloisters and Collings building	Provide lift as part of new building in Cloisters/Collings	Estates Manager	Completed
Disabled parking Accessible parking	Provide dedicated disabled parking or accessible parking closer to building	The site has a disabled parking space The site has allocated a bay close to the Pre Prep for a pupil that has accessibility limitations (2025)	Estates Manager	Completed
Emergency evacuation procedures	When advised of a disability that may affect how the child is evacuated from the building in event of fire, the school will write individual PEEPs and assistance is provided to help with emergency evacuation.	PEEP available and staff trained on how / when to complete	Deputy Head Estates Manager	Completed
Improvements for those with visual impairment	Emphasise steps and light switches in the built environment for maximum safety.	Steps have a highlighted strip on them for increased visual enhancement, and coloured tape is fitted around the light switches in the disabled toilets.	Estates Manager Head of Maintenance	Completed February 2023

Access to site by contractors	Restrict access to site for safety of pupils and staff.	The school allows deliveries to the site between fixed hours, and vehicle movement plans are sent to regular contractors so that they comply with access restrictions and movement around the site.	Estates Manager Bursar	Reviewed with new contractors.
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This accessibility plan and the outcomes will be evaluated each year to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**Signed by**

*Jeremy Thompson*

**Governor**

**Date: December 2022**

*Ruth O'Sullivan*

**Head**

**Date: December 2022**