HOLMEWOOD HOUSE SCHOOL

'Kindness, aspiration & self-belief'

Policy Holder	The Bursar
Date Approved	September 2026
Governor Approval	Full Board
Date for next review	September 2029

Accessibility Plan 2026-2029

HOLMEWOOD 3 YEAR ACCESSIBILITY PLAN 2026-2029					
A) Curriculum Accessibility					
Area	**Action**	**Success Criteria**	**Evaluated / monitored by**	**Review dates**	**Cost Estimate**
Pupils to have access to appropriate and reasonable adjustments to enable them to participate in all aspects of school life to the greatest extent possible. Ensure that reasonable adjustments are made during lessons for pupils that have extra needs, including those with visual impairment, hearing impairment, who are neuro-diverse or have other learning disabilities eg. Dyslexia.	On-going training of staff in a variety of SEND conditions. **VI Adjustments:** • Access to modifiable screen • Enlarged fonts • Access to raised line paper and dark pens • Writing slope • RNIB book share **Hearing Impairment:** • Use of visual resources, • Widget, • Repetition • Hearing hardware if applicable **Neuro-diverse friendly resources:** • Minimum font size • Coloured background on screens / paper, use of overlays • Access to immersive reader • Use of laptops • Provide alternative methods of sharing information and resources • Use of online learning and interventions	Staff will be confident in supporting individual pupils within the class. Pupils will show progress towards their targets. Children will realise their potential as shown through on-going and end of year assessments Pupils feel valued and work to their potential. Pupils feel confident and are able to show their knowledge. Better outcomes for people who are neuro-diverse	Assistant Head, Learning & Teaching, SENCO As above, plus Line Managers and Heads of Year & Head of Learning Strategies	3 year plan – already in progress and part of ongoing school development	Ongoing – can be delivered in-house as part of Academic and SEN Annual Budget

Enhance the learning experience for pupils who are neuro-diverse using appropriate learning enhancement tools where possible	To use Digital Technology to explore ways of communication and learning enhancement for those who are neuro-diverse.	Students are able to achieve their potential in an exam or testing situations reducing any disadvantage Equal access to all activities	DEL team	3 year plan – already in progress and part of ongoing school development	Ongoing – can be delivered in-house as part of Academic and SEN Annual Budget
To facilitate equal access for pupils with long term medical issues and SEND needs wherever possible in both academia and extra-curricular activities	Academic, Medical, family and pupils to work together to produce a plan for those with SEND needs and long term medical conditions. Promote access for all via staff training and build staff confidence to ensure equality of opportunity.	Confident children engaged in the curricula opportunities.	Academic staff, medical centre staff		
Promote pupils' voices throughout the school using the pupil passports system	Give all pupils a voice to express their ideas, thoughts and feelings regarding their opportunities at School. Identify opportunities for passports to include regular feedback from Parents also.	Pupils have ownership in issues that affect them; they feel are listened to.	Assistant Head Pastoral		

Provide pupils access to standardised tests in a manner that is appropriate to their learning needs	Include assessments that do not always rely on the written response but a multisensory response to play to the strengths of all learning styles.	Children realise their potential as shown through standardised assessments	Assistant Head Academic	3 year plan – already in progress and part of ongoing school development	Ongoing – can be delivered in-house as part of Academic and SEN Annual Budget
Advise parents of the level of 'reasonable adjustments' that can be made.	Reasonable adjustments: liaison with senior schools and outside agencies. Head of Learning Strategies meets with parents and determines what reasonable adjustments are required to redress the learning balance.	Parents and teachers are aware of the adjustments for individual pupils as appropriate	Assistant Head, Academic & Senior School Liaison		

B) Provision of Information Accessibility					
Area	**Action**	**Success Criteria**	**Evaluated / monitored by**	**Review dates**	**Cost Estimate**
Improve the availability of information in different forms e.g. large print versions	Provide staff with detailed information so that pupil needs are fully understood and the necessary provisions are made for those with additional needs Carry out an internal review of school website and improve accessibility of information where possible.	Wide reaching accessibility options included in our website and portal. Additional forms of information / communication available for those with HI, VI and other forms of disability. Use made of IT to support the above	Assistant Head, Academic Marketing Manager, IT Manager	September 2026	£1-2k
Make suitable foreign language provisions for pupils and parents where appropriate	Provide translation provisions for information and school resources. Provide information in different languages as appropriate. Ensure communications with parents for whom English is a second language, are followed up using a translated email where appropriate	Pupils and parents feel fully supported in cases where English is an additional language. Parents receive written communications in their first language in cases where this is appropriate.	Deputy Head Deputy Head	September 2026	Ongoing – part of academic and SEN budget

C)Staff training (including accessibility of information)					
Area	**Action**	**Success Criteria**	**Evaluated / monitored by**	**Review dates**	**Cost Estimate**
1. ASD Training	Ongoing cycle of Twilight Training Sessions to be held 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	Annual review to check training is up to date	Ongoing – can be delivered in-house as part of Academic and SEN Annual Budget
2. Supporting pupils with medical conditions in school	All student-facing staff to 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	Assistant Head Medical Team		
3. The use of reasonable force in schools	Provide training to ensure all staff are aware of the implications of physical handling. This includes online training plus advanced training for DSLs.	Results of online training questionnaires monitored on an ongoing basis.	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 be achieved during Pupil Improvement Meetings (Friday am) and in consultation with individual staff.	All staff are confident and have skills to support VI pupils	Assistant Head, Academic, Head of Learning Strategies		

5. Dyslexia Training	On-going cycle of training to meet the needs of current EHC plans. Ongoing cycle of training for staff on supporting pupils with dyslexia	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		Ongoing – can be delivered in-house as part of Academic and SEN Annual Budget
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	December 2026	
7. Hearing Difficulties Training	Regular updates on teaching pupils with hearing impairments. SENCO to give strategies and advise of appropriate resources / strategies. This will be achieved during Pupil Improvement Meetings (Friday am) and in consultation with individual staff.	All staff are confident and have skills to support HI pupils	Head of Learning Strategies		

D)Teaching and learning (including access to curriculum)					
Area	**Action**	**Success Criteria**	**Evaluated / monitored by**	**Review dates**	**Cost Estimate**
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	To start by Summer Term 2026	Ongoing – part of academic and SEN budgets
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	Reviewed termly and annually	
3. Reviews of assessments	Exam and Assessment reviews will be carried out to ensure accessibility for all to the greatest extent possible. 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	Reviewed termly and annually	

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**	**Cost Estimate**
New builds	Ensure that all new building projects conform with accessibility requirements, including wheelchair access where possible	Conform with Accessibility regulations	Bursar	As per new building planning timescale.	TBC based on specifications of any new building projects and will be factored into any budgeting forecasts for those particular projects at business case stage.
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.	Operations Manager Bursar	Reviewed with new contractors.	
Swimming Pool	Improve the accessibility of the swimming pool for those children with additional needs	Improve access to changing rooms.	Operations Manager Bursar	3 year plan	
Audit of Accessibility	Carry out a full audit of site accessibility to identify any weaknesses	Identify any areas where provisions need to be improved, including (but not limited to); - Additional handrails - Painting on steps to increase visibility - Ramps	Operations Manager	3 year plan	£5 - £10k
School wide	Upgrade any facilities as required to be accessible	Individual accessibility around the school is improved	Operations Manager Deputy Head	3 year plan	£5-£7k budgeted annually

	based on individual needs, where possible		SENCO		

★ Please see previous plans for details of previous Estate Developments that have improved the accessibility of the school.

This accessibility plan and the outcomes will be evaluated according to timeframes stipulated as well as annually, to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by:



Governor **Date: September 2026**