

Accessibility Policy

Holland Park School | 2025-26

Date of Review	July 2025			
Reviewed by	Billy Egleton Vice Principal			
Approved by	Principal		Governing Board	
Date of Approval	August 2025		August 2025	
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Location	TEAMS	✓	Website	✓

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1. Overview

The policy should be read in conjunction with the school's:

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

2. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination; therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

3. Legislation & Guidance

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. This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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, '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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

4. Action Plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

1. **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.
2. **Improving the physical environment of the school 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 by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.
3. **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2025-26

Section 1: How does school deliver the curriculum? (Educational Provision)

Accessibility outcome	Actions	Person Responsible	Timescale
All students have access to the curriculum and are supported to achieve	Universal strategies applied in lessons to ensure teaching is inclusive to all	Teaching Staff	Ongoing
	To facilitate Learning Coach collaboration – a half termly focus of CPD to ensure student needs are met	SENDCo / VP T&L/ LCs	Ongoing
	To create a well-structured SEND department to meet the needs of students on SEND register	SEND Department	Ongoing
	Provide a programme of training by external professionals to raise awareness on how best support students with a range of needs	SENDCo	Ongoing
All students with access arrangements are well supported in exams	Provision of additional exam support e.g. laptops, reader pens, prompts mapped out prior to and provided in each exam series	SEND/ Exam Team and IT	Ongoing
Dedicate area of school to meet the needs of students with SEND	SEND area to be relocated on ground floor of building and equipped with learning areas for 1:1 and small group interventions	SEND Team/ Premises	Ongoing
Improved remote learning opportunities	Staff training on use of Teams to improve sharing and accessibility of teaching resources	VP T&L	Ongoing

	<p>Provide student access to a variety of digital learning platforms to consolidate learning</p> <p>To develop a digital curriculum to enable students to access learning remotely when absent from class</p>	<p>HODs/ IT</p> <p>VP Curriculum</p>	<p>Ongoing</p> <p>Ongoing</p>
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Building is accessible for students with physical disabilities	Students to be issued with a lift pass and have priority use of the lift during transition time	Premises/ HOY	Ongoing
Improved building accessibility and safety for visually impaired students	All stairwells to feature yellow strips to indicate step edge	Premises	Ongoing
	Affix blue and grey markers to glass walled areas of communal areas of the school	Premises	Ongoing
A range of disabled access facilities available on each floor	Ensure all facilities e.g. toilets, showers, car par spaces are maintained and clearly signposted.	Premises	Ongoing
Students have a designated space for regulation	To raise funds to create a fully equipped sensory room for student use within the SEND department	SENDCo	Ongoing

Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
New school website launched	Create new website which is more user friendly and accessible	AP/ UL	Ongoing
Successful Migration to new MIS	Introduction and launch of Arbor – Access provided to parents	IT/UL	Ongoing
Successful migration from Google classroom to Teams	All staff to use Teams as platform for collaboration, meetings and sharing of resources with staff and students	IT/UL	Ongoing
Resource modification	To modify e.g. enlarge resources so they are accessible to individuals with VI.	Teaching Staff/ Admin/ Learning coach for VI	Ongoing
Pupil Profiles	All students with SEND to have a pupil profile to identify needs and support required maximise learning outcomes and wellbeing	SENDCo	Ongoing
EAL students and families are supported	<p>Dedicated EAL teacher employed to support the learning of students with lowest levels of English on entry</p> <p>Provide interpreters where possible for parent meetings</p> <p>Translate important written information when necessary</p> <p>Provide students with language dictionaries to aid communication</p>	<p>EAL Teacher</p> <p>HOYs/ Pastoral</p> <p>Admin</p> <p>Exams Team</p>	Ongoing
Popular SEND Coffee mornings	To provide an opportunity for parents of students with SEND to network and receive input from external professionals	SENDCo	Ongoing

4. Monitoring Arrangement

This document will be reviewed every year. It will be reviewed by the governing board, Principal, Vice Principal (Pastoral), SENDCo and the Health & Safety Lead.