Holmwood House - Disability Access Plan

2022-2025

Overall Aim
The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:
Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

Holmwood House School - Disability Access Plan							
Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/**Sign off & by whom**
Enabling Participation in the School's Curriculum for All	Train staff on differentiation. Use PA to improve access of teachers to information.	DHD LT	09/22 Ongoing	INSET Time INSET Time	The needs of all pupils are catered for in all aspects of their time at school.	Learners are more able to access the curriculum and through the assessment structure, they	

	Provision of aids to assist visual or auditory impairment.	DHD	Ongoing	LS Budget		are able to demonstrate their achievements.	
	Review ICT resources in line with needs of annual cohorts.	OLW	Ongoing	Capex			
	Ensure consideration given to SEND in all internal and external testing.	FCB/DHD	Ongoing				
	Monitoring of SEND progress within progression meetings as a specific cohort	FCB/DHD	Ongoing				
	Where a child appears to be behind expected levels, a methodology is outlined in the *SEND Code 2014* for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, is used to create a graduated response to needs. Guidelines are used for seeking external help of specialists or requests for EHCP	FCB/DHD	Ongoing				
	Access to trips for ASD pupils to be considered	FCB as EVC	Ongoing				

Improving the Physical Environment	Ensure the décor is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	SBM	Rolling programme	Maintenance Budget	Working areas for all learners have been assessed and altered to ensure access to the curriculum as well as an environment which supports their learning.	Learners' progress is not hampered by the learning environment.	
	Check emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components.	SBM	Ongoing	Maintenance Budget			
	Check lighting of areas where access is needed. Improvements in lighting part of rolling programme 22-23 - LED	SBM/BV	Ongoing and 22-23 priority	Capex			
	Ensure Class displays are accessible to all pupils	FCB	Ongoing				
	Replacement of carpets to remove trip hazards to visually impaired	SBM	Rolling Programme	Capex			
Accessibility of Information	Ensure all signage is sufficiently clear, with visual cues.	CS	23-24	Capex	Information is accessible by all		
	Ensure policies are available electronically so that users can adapt to their needs.	FB	Ongoing				

	Enabling compatibility on website.	CS/BV	Ongoing				
Ensure equality in the nursery settings	Raise awareness of equality throughout the setting through introduction of EDI related materials	Nursery Managers	22-23	N/A	Named ENCo in place		

Last Reviewed - September 2022 by ERLB/FCB