



POLICY FOR

ACCESSIBILITY PLAN

PERSON RESPONSIBLE

HEADTEACHER

DATE LAST REVIEWED
NEXT REVIEW DUE

OCTOBER 2023
OCTOBER 2024

At the Holmesdale School we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

This Accessibility Policy pays due regard to government law and local Kent County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links to the SEND Code of Practice (2014).

The Holmesdale School is committed to providing an ambitious curriculum that is broad, balanced, challenging and fosters a lifelong love of learning. We match our curriculum to the abilities and ambitions of our students, to give every child the opportunity to strive for personal excellence. Our curriculum aims to open doors for every student, and we therefore value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional subjects.

Improving Access to the physical environment				
Targets	Actions	Timeframe	Responsibility	Impact
Accessibility needs are assessed for Year 6 students, casual admissions and for parents and carers.	Staff collate information from primary schools to check any accessibility issues. Staff with the responsibility for induction to check accessibility issues.	Ongoing	Admin team AHT with oversight of admissions AHT with oversight of transition	All new students and parents/carers have access to the physical environment
Ensure access for students and any other visitors.	Audit building re: needs of physically impaired students. Ensure lifts are available for us.	Annually	SEND Business Manager	All PEPs in place for SEND pupils (if needed) and all staff aware of all pupils' access needs.
Maintain the physical environment to enable good access for pupils.	Annual review of furnishings, classroom layouts and timetables to ensure full access for all.	Annually	SEND Business Manager Mitie	All pupils can access a full timetable and appropriate teaching spaces.
Ensure signage and visibility for visually impaired people around the site are appropriately maintained.	Site survey to establish coverage of external lighting Replace bulbs immediately when blown. Ensure signage is clear and appropriate.	Ongoing	Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.
Ensure quiet and safe places for time out and interventions for students with social, emotional and mental health needs and ASC.	Audit of building Communication of areas communicated with all staff.	Annually	SEND Pastoral leads and student support managers	Suitable spaces available for nurture intervention. Quiet and safe spaces available for students in need of time out.
Ensure that all students and visitors with a SEND can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all SEND pupils (as needed).	Annually	SEND Fire Marshals	All SEND students and staff working with them are safe and confident in event of fire (or other

	<p>Review evacuation Procedures to ensure all staff are aware of their responsibilities.</p> <p>All Fire Marshals have up to date training.</p>	Bi-Annually	<p>Site Manager</p> <p>Headteacher</p>	situations where evacuation is deemed necessary).
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Improving Access to the curriculum				
Targets	Actions	Timeframe	Responsibility	Impact
Ensure all Pupil Teaching Assistants (TAs) have continued specific training on appropriate SEND issues	<p>Use staff audit to identify TA needs relating to SEND issues.</p> <p>Arrange appropriate training for TAs.</p>	<p>Annually</p> <p>Ongoing</p>	<p>SENDCO</p> <p>SEN QA AHT</p> <p>SNA</p>	Raised level of awareness of students with SEND ensuring curriculum suits student requirements.
Increase confidence of teaching (and support) staff in differentiating (adaptive teaching) the curriculum.	<p>Training on differentiation to be given to all staff.</p> <p>Audit staff training needs on curriculum access.</p>	<p>Annual CPD</p> <p>Ongoing</p>	<p>AHT T&L</p> <p>SENDCO</p>	<p>Raised confidence of staff in use of differentiated techniques, enabling increased pupil participation.</p> <p>Improved staff understanding of potential barriers to learning.</p>
Enable SEND pupils to have full access to extra-curricular activities and College trips.	<p>Discussion with lead staff of extracurricular activities, trips and residential visits. Identify potential areas of difficulty</p> <p>Organise additional activities for SEND pupils. Develop guidance for staff on making trips and activities fully accessible.</p>	Annually	<p>SENDCO</p> <p>Headteacher</p>	All pupils in the school able to access all activities, receiving full educational entitlement.

Improving Access to information				
Targets	Actions	Timeframe	Responsibility	Impact
To provide written information to students in an appropriate format.	Continue to develop methods of presenting information for visually impaired students when they are admitted to the school, in discussion with parents and carers.	Ongoing	SEND Office manager AHTs	All students can access written information appropriately.
Include discussion of access to information in all annual reviews of SEND needs	Ensure preferred method of communication is used. Develop strategies through EHCP. Deliver strategies to all staff through training.	Annually	SEND Office manager	To ensure all pupils can access the curriculum. To ensure all staff are aware of the relevant strategies and how to implement them.