The Holmesdale School

Accesibility Plan

PERSON RESPONSIBLE	**Headteacher**
DATE LAST REVIEWED	**October 2025**
DATE NEXT REVIEW	**October 2026**

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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 outsight of admissions AHT with outsight 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	SENDCO 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	SENDCO 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.	Ongoing	Site Manager	Visually impaired people feel safe on the grounds. Access around the site is easier for all.

	Ensure signage is clear and appropriate.			
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	SENDCO 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). Review evacuation Procedures to ensure all staff are aware of their responsibilities. All Fire Marshals have up to date training.	Annually Bi-Annually	SENDCO Fire Marshals Site Manager Headteacher	All SEND students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary).

Improving Access to the curriculum				
Targets	**Actions**	**Timeframe**	**Responsibility**	**Impact**
Ensure all Pupil Teaching Assistants (TAs) have continued specific training on appropriate SEND issues	Use staff audit to identify TA needs relating to SEND issues. Arrange appropriate training for TAs.	Annually Ongoing	SENDCO SEN QA AHT SNA	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.	Training on differentiation to be given to all staff. Audit staff training needs on curriculum access.	Annual CPD Ongoing	AHT T&L SENDCO	Raised confidence of staff in use of differentiated techniques, enabling increased pupil participation. Improved staff understanding of potential

				barriers to learning.
Enable SEND pupils to have full access to extra-curricular activities and College trips.	Discussion with lead staff of extracurricular activities, trips and residential visits. Identify potential areas of difficulty Organise additional activities for SEND pupils. Develop guidance for staff on making trips and activities fully accessible.	Annually	SENDCO Headteacher	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	SENDCO 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	SENDCO	To ensure all pupils can access the curriculum. To ensure all staff are aware of the relevant strategies and how to implement them.