



**Outcomes
First
Group.**

Accessibility Plan

The Holden School

2024-2025

This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Issue date: May 2025
Review date: March 2028

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1. 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, carers, staff and governors.

2. Legislation and 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure needs are met for all students</p> <p>Regularly plan and review education provision</p> <p>Review set targets at least termly for each student</p>	<p>EHCP reviews</p> <p>Curriculum review</p> <p>Rainbow Review</p>	<p>SENDCo</p> <p>Deputy Head (Education)</p> <p>Clinical Lead</p>	<p>Annually</p> <p>Annually</p> <p>Termly</p>	<p>EHCPs updated</p> <p>Relevant curriculum in place for all</p> <p>Therapeutic provision meeting the needs of students</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps to all exits/entrances 	<p>Site audit to ensure the environment continues to meet need</p>	<p>Check for and arrange required adaptations, including outdoor education provision</p>	<p>Facilities Manager (HT in Interim – delegated to DH – Pastoral) in conjunction with Regional Properties</p>	<p>July 2025</p>	<p>A safe site, accessible by all</p> <p>Improvements to outdoor provision for students at Chapel Street</p>

	<ul style="list-style-type: none"> • Wide corridors • Disabled parking bays • Disabled toilets • Automatic Gates 	Health & Safety Audits	<p>Assess for maintenance, repairs</p> <p>CAPEX submission</p>	<p>Manager</p> <p>FM (HT / Site Managers in Interim)</p>	May 2025	Funding available to make improvements
Improve the delivery of information to pupils with a disability	Use of visual timetables, 'now and next', symbols for communication – all primarily used for students identified as having communication difficulties	<p>Assessment of need</p> <p>Provision of materials to meet need</p>	<p>Audit of classrooms</p> <p>Staff to check EHCPs</p> <p>CPD for staff</p> <p>Total Communication materials to be created</p>	<p>Clinical Lead / HT</p> <p>SaLT</p>	Annual, with termly updates	<p>A total communication environment</p> <p>Adaptations to learning materials evident in and around school</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Jarrod Elcock (Governor) and Karen Caswell (Headteacher)

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND Policy
- Supporting pupils with medical conditions policy
- Curriculum Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2- all stairways are kept clean and tidy and free from obstruction	Maintain and ensure access	Facilities Team	Ongoing
Corridor access	Corridors are wide and kept clear from obstruction	Maintain and ensure equipment does not restrict access	SLT	Ongoing
Lifts	No lift in place			
Parking bays	Disabled parking and emergency vehicle spaces clearly marked	None	Facilities Team	Ongoing
Entrances	Automatic gates at Firs Lane	None	Headteacher	n/a
Ramps	Firs - Ramp in class 1 and the main hall	Class 7 and class 5 need a ramp – review on other areas also. Chapel - Front entrance and Science room have a step and may need a ramp – review on other areas also	Facilities Team	Jan 28
Toilets	All toilets have fire	Check Fire Alarms weekly and toilet pull cords every 6	Headteacher and	Ongoing

	alarms/sounder and visual alarms There are 2 accessible toilets on the ground floor with alarms	months	Facilities Team	
Reception area	Accessible and reception counter of a suitable height.	Assess the suitability of the main entrance doors at each site	Headteacher	May 27
Internal signage	Signage in place –Fire Exits/First Aid	Review signage throughout the building	Headteacher	June 2025
Emergency escape routes	Fire Risk assessment completed, PEEPs in place and routes clearly signed	Ensure weekly testing of system and routine maintenance. Update PEEPs after evacuation practice and/or new starters	SLT, Facilities Team	Ongoing