Holme Community School

Accessibility Policy and Plan

Approved by:	Craig Dewar-Willox	**Date:** 1st November 2019
Last reviewed on:	November 2025	
Next review due by:	November 2028	

'Happy Children Succeed…'

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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. We believe that the happiness of children is of paramount importance and is a key to their success in school. With that, ensuring they can access a high quality academic and social education is our priority.

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.

The school supports any available partnerships to develop and implement the plan. This involves working with Cumbria County Council and others as appropriate.

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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	EVALUATION –
Achieve greater consistency with quality first teaching classroom strategies to support pupils with SEND.	Our school offers a differentiated curriculum for all pupils. Our PHSE curriculum highlights and celebrates difference- teaching children about other peoples needs to build tolerance and understanding. Our teaching and learning policy is tailored to meet the needs of SEND and disadvantaged children. Staff work with external partners to tailor interventions to different children. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.	Staff are highly skilled in meeting the needs of children. There is a whole school systematic approach to meeting the needs of all learners within lessons.	All staff complete half-termly SEND training, focused on sharing good practice. All staff complete the NASEN 20 Modules on Good SEND Practice. Pupil passports are maintained, shared with pupils, parents and staff. New technology is identified (eg reading pens) to reduce barriers to learning within the classroom.	Craig Dewar-Willox	November 2026	Staff will demonstrate confidence and high levels of skill with the implementation of a range of strategies. Children with SEND will learn well alongside their peers, and the attainment gap will narrow over time.	

	Targets are set effectively and are appropriate for pupils with additional needs. Where appropriate this will include children having individual progress plans and education, health care plans as required. The curriculum is reviewed to ensure it meets the needs of all pupils. Pupil passports are used to ensure consistency of delivery and that pupil needs are consistently met. Regular staff training enables staff to develop their skills.						
Achieve greater consistency with trauma informed practice	All staff have received training in trauma informed practice. Our SEND and behavior policies support trauma informed approaches. The needs of children are well understand. Most staff apply the right strategies at the right time.	Staff are highly skilled in meeting the needs of children with trauma. A trauma informed approach permeates all interactions between staff and children	Complete a trauma informed audit, and complete an action plan as a result- benchmarking ourselves against sector leading providers. All staff to undergo regular trauma informed practice to retain priority.	Craig Dewar-Willox/ Louise Burton	November 2028		

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 the governing body every three years.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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