



Accessibility Plan

Approved by:	Governors	Date: June 2025
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Review Date:	June 2028
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Holmesdale Community Infant School Accessibility Plan

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
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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.

Accessibility to our school and all its facilities are identified in this Accessibility Plan. This identifies alterations and adjustments which have been made, or are considered necessary, to meet the needs of members of our community who may be disabled.

We shall update the plan annually and produce a new Action Plan every 3 years.

Governors will review actions taken and evaluate its impact on the opportunities available to our disabled population.

	Person/ body responsible	Actions
* teachers develop knowledge of different teaching and learning styles to support children with specific learning needs	SLT	Wave 1,2 and 3 reflect the needs of children Review provision Inclusion Development Programme – Ensure relevant training is part of school CPD
* Positive liaison /planning for pupils/parents of children with disability who apply for a place at Holmesdale	Office staff Reception staff SENCo	Procedures monitored to ensure equal opportunity Nursery and Reception applications / class allocation lists considered in light of known disabilities and SEND
* Access to information by pupils and parents	Head Teacher SENCo	Access arrangements for child with mobility issues Reviews carried out when a child moves to a new year group
*Access to classrooms for physically disabled pupils / parents/staff	Head Teacher SENCo	Support arranged for wheelchair users when needed. Look at access to space as well as access to curriculum.

		Physical and Sensory Support Service (PSSI) involved when necessary. Initial review of classroom and toilet facilities. (Before child arrives.) PSSI follow up if needed.
*Increased access to the curriculum for pupils with a disability	Head Teacher SENCo Class Teacher	<p>A differentiated curriculum if appropriate.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities</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 make sure it meets the needs of all pupils</p>

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* Security and Safety (eg Fire safety) for disabled pupils/others	Head Teacher	Quick exit is possible from all classrooms via Fire doors with wheelchair access. Fire alarms & exit procedure are tested regularly and disabled pupils are able to be evacuated. Shut in/lock down is also rehearsed.		Fire drills practised with Disabled children in school
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Comments:

In June 2025 there are no children with mobility issues and no parents in wheelchairs. We have one member of staff who uses crutches.

