



Accessibility Plan

Approved by FGB on 26.11.19

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Holmwood School has adopted this accessibility plan in line with the school's **Special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created to build on the recommendations made in our school's last access audit which took place on 13th January 2012..

Our **Special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The school's Special educational needs policy, Local Offer and publication of equality information can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

	Targets	Strategies	Timeframe	Success criteria
Teaching and Learning	To review all statutory procedures and ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	Ongoing	All policies clearly reflect inclusive practices and procedures
	To ensure the curriculum is fitting to each pupils capabilities and needs	Differentiated and relevant curriculum	Ongoing	All pupils can access the curriculum
	To ensure dyslexic pupils are provided with books with coloured pages	To provide inclusive curriculum for all	When required	All pupils can access curriculum
Staff training	All staff to have further training on mental health and SEN	To ensure needs of all pupils are met	July 2019	Increased skills and knowledge will promote learning for individuals

This accessibility plan and the outcomes will be evaluated every year to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.