

*At Holme Junior & Infant School,  
we empower every individual to be  
resilient and independent lifelong learners,  
who value and respect their environment,  
developing high aspirations  
to reach their full potential.*



## HOLME JUNIOR & INFANT SCHOOL

Headteacher: Mr. Damien Bond

### Accessibility Plan

Document Status			
<b>Date of Next Review</b>	March 2026	Full Governing Body	
<b>Success Criteria for review completion</b>	All docs read and amended as necessary.	<b>Responsibility</b>	Chair of Governors
<b>Date of Policy Creation</b>	January 2023	<b>Name</b>	Mary Stephenson
<b>Date of Policy Adoption by Governing Body</b>	March 2023	<b>Signed: (Governor responsible)</b>  <b>Signed: (Headteacher)</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>	Website, Server, Policy File in Office		

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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.

At Holme School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Because of the context of our school, we recognise the challenge of ensuring pupils are aware of diversity within the wider community, and we recognise the challenge of interpreting small samples of data.

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 partnerships within Kirklees Local Authority to develop and implement the plan.

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 pupils, parents, staff and governors of the school.

## 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.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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 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 ensure it meets the needs of all pupils.</p>	<p>To be aware of potential pupils within school catchment area with a disability</p>	<p>Following research into potential disabilities for the future, to train staff and pupils in the condition and to research the cost of additional specialist equipment and learning resources needed to support the pupil to access the curriculum.</p> <p>Equipment and resources to be provided as appropriate</p>	<p>Headteacher</p>	<p>Jan 2026 and annually thereafter</p>	<p>Pupils with disabilities can fully access an appropriate curriculum and their progress is evident.</p>
<p>Increase access to the curriculum for potential pupils with deafness as a disability</p>	<p>Delivery of the curriculum is reviewed to make sure it is accessible to potential deaf pupils.</p> <p>Classrooms on the first floor are carpeted which is helpful to those with a hearing impairment.</p>	<p>To make all areas of the curriculum accessible to pupils with deafness as a disability</p>	<p>Staff training</p> <p>Research teacher approaches to managing deafness</p> <p>Purchase a simple hearing loop system</p> <p>Careful thought given to seating arrangements</p>	<p>Headteacher</p>	<p>Jan 2026</p>	<p>Pupils with deafness as a disability can fully access the curriculum and their progress is evident.</p>

			within classrooms			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required and within funding limits.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Re-decoration of classrooms and displays/colour schemes suitable for visually impaired or sensitivity</li> </ul>	To ensure further accessibility for all to building and grounds within funding limits	<p>All future building work must be disability-proofed.</p> <p>Access to resources should be suitable height</p> <p>New building work to be assessed for accessibility</p> <p>Decoration schemes and displays well-considered for pupils with sensitivity/visual impairment</p>	Headteacher	Ongoing	Improvements are monitored and seen when doing accessibility audits
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> <li>• Larger print</li> </ul>	To ensure communication is accessed by all parents and pupils	<p>When additional signs are placed, ensure they are at a suitable height</p> <p>Ensure communication is sent electronically, enabling font size to be changed</p> <p>Inform parents/carers that documentation sent out in paper form is available in larger print on request.</p> <p>Inform parents/carers</p>	Headteacher	Jan 2026	Communication is updated with actions via office

			<p>that other forms of communication can be made available eg. Widget, Otter, Hearing Helper, on request.</p> <p>Pupils' work can be shared in a number of ways including Seesaw</p>			
<p>Improve the sporting and social activity inclusion for pupils with a disability</p>	<p>Our school offers links to sporting and other social activities that are accessible to pupils with a disability</p> <p>Children have recently been involved in activities including BSL Sing and Sign</p> <p>Link has been made with Square Peg</p>	<p>To maintain links with active charities such as Square Peg and communicate with Pennine Sports Partnership to ensure inclusion to activities</p>	<p>To re-contact Pennine Sports Partnership school link and SPIN (Newsome High School), as well as Square Peg to book in dates for future activities</p>	<p>Headteacher</p>	<p>Jan 2026</p>	<p>Activities organised and celebrated</p>

### 3. Action plan

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

There may be instances where individual risk assessments might be required for individual children in line with their needs.

## **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 Holme School Governing Body and the Headteacher.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Medical Needs policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys		Headteacher and SEND governor	
Corridor access	Accessible to wheelchairs – single or double opening doors		Headteacher and SEND governor	
Lifts	none		Headteacher and SEND governor	
Parking bays	None. Parking available opposite school and level approach into school grounds.		Headteacher and SEND governor	
Entrances	Two, each with level approach into school grounds		Headteacher and SEND governor	
Ramps	One to main entrance, slight gradient down to class one entrance		Headteacher and SEND governor	

Toilets	Four, one of which has disabled facilities		Headteacher and SEND governor	
Reception area	One, accessible via ramp		Headteacher and SEND governor	
Internal signage	provided		Headteacher and SEND governor	
Emergency escape routes	Two – via stairs near Class One and stairs near Class Two		Headteacher and SEND governor	