



Welcome to
Homerswood



Accessibility Plan 2025-2028

Homerswood Primary and Nursery School

Ratified : July 2025

Review : July 2028

ACCESSIBILITY PLAN

1. Introduction

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. For further information refer to the Equality Policy.

At Homerswood Primary and Nursery School we recognize that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

2. Aims

Homerswood Primary and Nursery school plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

2.1 Increase access to the curriculum for pupils with a disability.

Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as are the able-bodied pupils. If a school fails to do this they are in breach of the DDA (Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

2.2 Improve access to the physical environment of the school.

This covers improvements to the physical environment of the school and physical aids to access education and the addition of specialist facilities as necessary.

2.3 Improve the delivery of written information.

This covers the provision and delivery of written information to pupils, staff, parents and visitors with disabilities, examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The table below outlines specific actions, relating to the key aspects of accessibility described in sections 2. For each objective it details the necessary actions, resources and lead personnel. The success criteria outlines the desired outcome for each objective.

The success of these objectives will be monitored annually and reviewed every 3 years or earlier if deemed necessary by the Headteacher, Senior Leadership Team and/or Governors.

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Homerswood is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Objective	Lead	Actions	Resources	Success Criteria
Effective communications with nurseries and schools to provide a quality transition.	-EYFS Phase -Leader -SENDco -Inclusion Manager -HT/DHT	To identify pupils who may need additional to or different provision for the September and mid-year intake SENDCo to attend Local SEND Hub and build relations with other local SENDCOs HT/DHT to arrange meetings with Leadership Team in provisions where adapted provision is needed	Staff Time	<ul style="list-style-type: none"> Transition for pupils from Nurseries and other schools is smooth Adequate and appropriate resources provide support for individuals
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	-SENDco -Inclusion Manager -HT/DHT	Audit Staff strengths/gaps in knowledge Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils Staff meetings addressing inclusive practice, adaptive teaching and SEND processes SENDCO to do 1:1 sessions with teachers/TA's where necessary	Staff meeting TA training SENDCo/Teachers time External agency training	<ul style="list-style-type: none"> Staff confidence in adapting the curriculum is improved Pupils' participation in the curriculum is broad and balanced
Appropriate use of specialised equipment to benefit individual pupils and staff.	-SENDco -Inclusion Manager -HT/DHT	Ipads/Chrome Books available to support pupils Sloping boards for pupils with physical disabilities Coloured overlays or coloured paper for pupils with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Use of CLICKER to support pupils's access to writing and build independence – consider training needs for new staff Hearing aid radio available for pupils with hearing impairments	Audit of equipment and needs Staff training Cost of resources	<ul style="list-style-type: none"> SEND pupils have appropriate equipment and resources which supports their learning and remove barriers to learning
To ensure that the medical needs of all pupils are met fully within the capability of the school.	-SENDco -Inclusion Manager -HT/DHT	To liaise with appropriate external agencies Make relevant referrals to external agencies To identify training needs for staff – including considerations for school trips and residential trips	Staff meeting TA training	<ul style="list-style-type: none"> All advice acted upon so therefore all pupils' needs are met and they are able to access the curriculum

1. Improving access to and participation within the curriculum continued...

To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Homerswood is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Objective	Lead	Actions	Resources	Success Criteria
All children are visible in the curriculum and resources.	-Subject Leader(s) -SENDco -Inclusion Manager -HT/DHT	Resources will reflect the needs of the pupils Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice Assemblies/theme days and the school calendar will build in opportunities to bring awareness to a range of needs/disabilities	Books Votes of Schools (package)	<ul style="list-style-type: none"> Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources they are exposed to Children will have an understanding and appreciation for everyone's uniqueness
Effective communication and engagement with families.	All Staff	Parent consultations (online and remote meetings offered) in the Autumn and Spring Terms Formal written report at the end of the academic year Additional meetings for pupils part of APDR (Assess, Plan, Do, Review) cycle Additional meetings, including annual reviews with families of pupils with EHCP's Parents can request additional in person meetings with any teaching/leadership member of staff GLAM/FUDGE/Grandparent Morning annual events to support an inclusive school community	Room for meetings Office admin time (Parent Consultations)	<ul style="list-style-type: none"> Increased engagement from families
Appropriate use of interventions that are monitored to demonstrate their success and impact on progress.	-SENDco -Inclusion Manager -HT/DHT	Track intervention success during termly year group review meetings Strategic staff interventions to allow for optimum outcomes for pupils with SEND Conferencing across classes/year groups to allow all pupils opportunities to attend interventions Introduction of Lego Therapy groups - CH Improve gross and fine motor skills interventions (AP?)	Consider training for interventions through external professionals Resources required to deliver interventions	<ul style="list-style-type: none"> Improved progress and attainment for all

		Improve sensory interventions (AP?)		
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2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Lead	Actions	Resources	Success Criteria
Evaluate day and residential trips in light of current cohorts.	-SENDco -Inclusion Manager -HT/DHT	Ensure all pupils are included in risk assessments for trips and appropriate support is put in place so they are able to access the trip to its full extent Pre visits preferable for residential trips Member of the DSL Team present on Residential Trips where possible	Risk Assessments Time for pre visit if required Cover in school for additional staff needed on trips	<ul style="list-style-type: none"> All SEND pupils are able to access appropriate trips during their time at Homerswood
Ensure all children feel safe and involved at playtimes.	-SENDco -Inclusion Manager -HT/DHT	SLT Behaviour Team (monthly) meetings to monitor and track patterns of behaviour and plan effectively for individuals Use of the Reflection Room for restorative consequences and appropriate activities to support learning behaviour	Monthly meetings Playground equipment Staff for Reflection Room	<ul style="list-style-type: none"> Pupils feel safe in school – evidence in survey results from pupil voice
Maintain safe access round the interior and exterior of the school.	-Site Manager	Ensure all areas are safe and cleared to ensure families are safe and walkways and other areas are clear Communication with families through letters/newsletters/website/1:1 school staff One-way system moving around school to support numbers of families on site at any one time	Premises walk SLT presence daily at drop off	<ul style="list-style-type: none"> Pupils are safe on the school grounds Any issues arising are dealt with efficiently
Where new needs arise, ensure the environment is safe and accessible.	-Site Manager	Act upon advice from external professions Regular site walks Site meetings with SLT to discuss needs and ensure the environment is adapted accordingly	Meeting time Regular monitoring	<ul style="list-style-type: none"> There is safe access for all pupils and families here at Homerswood
Ensure access for SEND pupils at after school clubs, ensuring that reasonable adjustments are made to enable participation.	-SENDco -Inclusion Manager -HT/DHT	Audit SEND pupils participation of clubs and extended services Ensure there is a variety of clubs in place to cover a range of pupils interests Individual risk assessments to be in place, where necessary	Additional staff and costs linked	<ul style="list-style-type: none"> Increased access by SEND pupils in after school clubs Pupils with SEND enjoying a range of clubs, with the appropriate level of support needed to access these

3. Improve the access and delivery of information

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Lead	Actions	Resources	Success Criteria
Review documentation on website to check accessibility for parents.	-SENDco -Inclusion Manager -HT/DHT	Ensure documents are accessible to everyone using commonly known vocabulary Where vocabulary is subject specific, ensure there is access to a glossary of terms Office to be aware of parents who may need support in accessing materials and assisting with this	Office Time Policies to be regularly reviewed to ensure they are accessible	All families will be able to be aware of what is happening at school via the website
Ensure written materials are available in alternative formats.	-Office Staff	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms	Google translate Office time	Families are able to access all necessary information
Ensure that visual prompts are being used by all staff for pupils who require them.	-Teaching staff	Staff Meetings to discuss quality first teaching – including regular use of visual prompts Monitoring from SLT/Curriculum leaders to ensure classrooms make good use of visual timetables and prompts to support all learners	Clicker Online programmes like PECs Training opportunities	Pupils will have the necessary resources to promote good behaviour for learning