Hollymount School
Accessibility Plan 2026–2029

- Headteacher: Darren Davies
- SENDCO: Laura Montgomery and Sarah Williams
- School Type: Primary School
- Review Cycle: Annual review; full renewal every 3 years
- Plan period: September 2026 to August 2029

Introduction

This Accessibility Plan demonstrates how Hollymount School will meet it's duties under the Equality Act 2010 by increasing access to the curriculum, improving the physical environment and improving access to information for disabled pupils, staff, parents and visitors.

School Context

Hollymount School occupies a single-storey site (although areas are raised and accessible via steps). Existing strengths include accessible entrance doors, designated disabled parking spaces, two accessible toilets and ground-level emergency exits. Plans have been agreed with the Local Authority to increase accessibility around the school site with the erection of ramps (see action plan). The school is committed to inclusive practice and high aspirations for pupils with SEND.

Vision and Values

We aim to remove barriers to learning, participation and achievement. Accessibility is viewed as the responsibility of all staff and governors and forms part of school improvement planning.

Legislative Framework

This plan is informed by the Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, Public Sector Equality Duty, DfE SEND governance guidance and safeguarding requirements.

Roles and Responsibilities

Governors monitor implementation (Sophie Gething SEND governor). Darren Davies (Headteacher) has strategic responsibility. The SENDCOs (Laura Montgomery/Sarah Williams) lead operational implementation, provision mapping, staff guidance and review of reasonable adjustments. All staff are responsible for inclusive teaching and maintaining accessibility.

Current Accessibility Strengths

Accessible community parking, level access, accessible WC, wide corridors, ramp access, clear emergency escape routes, adaptive teaching, SEND intervention systems and partnership working with families and external agencies.

Sensory-Friendly Design

Hollymount School recognises the importance of creating a learning environment that meets the needs of pupils with sensory differences. Classrooms benefit from good natural and artificial lighting, and predominantly hessian-backed display boards are used to provide a calming visual environment and reduce overstimulation. The school continually considers the sensory impact of classroom and learning environments, ensuring that spaces remain supportive, accessible and conducive to learning for all pupils.

Inclusion Base and Nurture Provision

The school provides a range of nurturing and supportive spaces for pupils who may require additional emotional, sensory or learning support throughout the school day (including the 'Roots' hub). These areas offer flexible provision to help pupils access learning successfully and act as positive, inclusive environments that support participation in mainstream education. The use of these spaces is individualised and designed to meet identified needs, promoting regulation, wellbeing and engagement in learning.

Quiet and Calm Retreat Zones

Hollymount School provides quiet and low-stimulus spaces for pupils who require opportunities for sensory regulation or emotional recovery. The school has a dedicated co-regulation room featuring natural light and soft furnishings to support relaxation and self-regulation. In addition, the library is a designated safe space that can be adapted to meet individual pupil needs, allowing children to access a calm environment when required. These provisions help pupils regulate their sensory needs and remain engaged in school life and learning.

Aim	Recommendations	Actions to be taken	Person responsible	Date completed	Success criteria
Improving physical access					
Ensure all pupils, staff and visitors can enter and exit the building safely and independently.	Improve access via ramps through fire exit external doors so all pupils can exit the building safely and quickly.	• Ramps should be installed at all identified external fire-exit doors, including those in Reception, AS, Year 1 hall, KD and the dinner hall, to ensure that pupils with mobility difficulties can evacuate safely and independently during an emergency. • A full audit of the school environment will determine precise placement and compliance with accessibility standards.	COO, HT, SENCo, Site Manager	Ramps installed by March 2027 Audit of school environment 23/4/26 by WCC (Bosko Medakovic, Operational Manager Accommodation)	All fire exits are fully accessible, and evacuation drills demonstrate that pupils with mobility needs can exit the building quickly and safely using appropriate ramped routes.
Ensure all pupils can access and enjoy outdoor learning and play.	All children, adults and parents should be able to access the top playground independently and safely.	• The steps leading to the top playground will be removed and replaced with a graded, wheelchair-accessible ramp with handrails and non-slip surfacing. • The access route will be reviewed to ensure it is safe for all users and compliant with accessibility guidance.	COO, HT, Site Manager	September 2026	The top playground becomes fully accessible to all pupils, parents and staff, with feedback confirming improved access and no remaining physical barriers.
Provide inclusive and dignified bathroom access for all pupils.	A BME (Behaviour/Medical/Emotional regulation) room is to be built in the Quad, accessible from the corridor opposite the main hall.	• A designated BME room will be constructed with full accessibility in mind, ensuring that door widths, internal layout, lighting and acoustic properties meet the needs of pupils requiring medical support, emotional regulation or quiet withdrawal. The room	COO, HT, Site Manager, Contractors SENCo	BME in use from March 2027 Intimate Care plans updated and reviewed termly.	A fully accessible and functional BME room is available for pupil use, with staff trained in its purpose. Pupils requiring medical or emotional regulation support can use the space safely and effectively.

		will be fitted with appropriate equipment and sensory-friendly features. • Intimate care plans are written and kept up to date for children who require support for intimate care. • Ensure corridors and disabled toilets (BME, Reception and Trust) remain clear of any obstructions and fully accessible.			
Reduce sensory overwhelm and improve access for pupils with sensory differences.	A whole-school sensory audit will be carried out to identify areas requiring environmental modification.	• Provide quiet spaces/sensory rooms for regulation. • Reduce visual noise by having consistent display expectations. • Adjustments may include improving classroom lighting, reducing visual clutter, creating sensory-friendly breakout areas, and providing sensory resources in classrooms. • Staff will receive training on supporting sensory needs.	SENCo, Class Teachers	January 2026	The school environment is calmer, more predictable and accessible for pupils with sensory needs. Evidence includes reduction in sensory-related incidents, positive pupil voice, and consistency of sensory-friendly practice across classrooms.
External Stairs	Repaint edges of step	• Use white/ yellow paint to ensure steps are visually impactive	Site Manager	Easter (Annually)	Paint will ensure support for visually impaired
Create unobstructed, accessible routes inside the building.	Clear obstructions	• Remove clutter from corridors and widen narrow sections where possible. • Ensure pupils hang coats, jumpers on pegs and place PE kits on shelving provided	All staff	Ongoing	Corridors clear of any obstructions

Ensure school are aware of any access needs	Annual reminder	• Send a reminder to parents/carers through the newsletter to let us know if they have any problems with access to areas of the school. • Make provision during performances in hall and other school events	Office manager All staff	Annually – September Ongoing	Reminder sent out to parents annually and changes made accordingly	
Ensure all disabled people can be safely evacuated	Produce personal emergency evacuation plans (PEEPs) for all disabled stakeholders	Write and keep updated personal emergency evacuation plan for any stakeholders with a disability. Ensure all staff and parents are aware of the plan and agree evacuation procedures.	SENCo HT	Ongoing PEEPs to be updated annually (reviewed if there is a change in circumstances)	PEEPs completed for all stakeholders with physical disabilities and/or SEND.	
Improving curricular access						
Adaptation in teaching	SLT to monitor quality of adaptation and provision for SEND/vulnerable learners Track pupils with SEND	Development Cycles termly include the scrutiny of pupils with SEND and their achievements Targets set are appropriate for individuals' needs Support from outside agencies to be sought and recommendations to be implemented and embedded within the classroom environment. APDR cycles are used to support SEND pupils and reviewed on a regular basis through monitoring of IPMs.	HT/Inclusion Team	Termly	Pupils with SEND set appropriate targets, tracked and scrutinized to ensure progression and attainment.	

Focused teaching through intervention programmes	Inclusion team to audit provision and impact	Provision mapping to support audit. Development cycle to focus on systematic use and impact of provision.	Inclusion	Ongoing but formally termly	Pupils with SEND make good progress against targets set.	
Classrooms are organised to promote the participation and independence of all pupils	Termly audit to be carried out	Phase reviews to be completed to ensure that lessons are planned to meet the needs of all pupils in class That resources are available for children who require them	SLT Subject leaders	Ongoing	All planned lessons are adapted to ensure accessibility so pupils are engaged and achieve. CSTEP (communication, space, task, equipment, people) considered in all unit plans.	
Staff training in the writing and implementation of IPMs and monitoring systems	Inclusion team to lead training either as whole staff or as part of induction of new staff.	Train staff on writing IPMs Monitor IPMs and impact	Inclusion team	Annually or as new staff start	Training programme implemented and followed Monitoring completed to ensure IPM's written in accordance with pupils needs Track the impact of IPMs	
Staff training in supporting pupils with SEND	Training to focus on key areas identified as a school	Staff training on: ASD SP/Lag Dyslexia Dyspraxia Hearing/visual impairment	Inclusion team	Ongoing	Training programme implemented and followed Outside agencies invited to train staff	

					Learning walks identify that staff are using strategies provided to support SEND pupils	
Planning	Identify any accessibility difficulties/potential barriers to learning and seek support form PD outreach or other professionals, where required.	Ensure children are able to access all aspects of the curriculum (CSTEP)	Inclusion lead SLT	Ongoing	PD outreach assessed accessibility at the swimming pool to ensure appropriate support, where required, is available.	
Curriculum	Teachers will identify and implement a range of strategies to support memory and retention	Staff training on a range of strategies that include: • Communication in print • Dual coding • Explicit teaching of vocabulary (word aware/concept cat/pedagogy of language)	SLT	Ongoing	Teachers will support children using a variety of techniques such as dual coding in order to support memory and retention	

Improving delivery of information to pupils with additional needs and their parents/ carers					
Availability of written material in alternative formats when specifically requested	Different formats available if required	Ensure school is aware of services available for converting written information into alternative formats	Admin staff	Ongoing	School can provide written material in alternative languages/spoken or in braille (outside agency)
Review documentation on website to check accessibility for parents with English as an additional language	Ensure accessibility for parents with EAL – provide translation	Parents to be provided with different formats when requested.	Admin staff	Ongoing	Documentation on website can be changed to an alternative language or be verbally relayed

Use of Immersive Reader on Word, where required	Ensure accessibility for parents/ stakeholders	Parents to be provided with assistive technology where requested	Admin/ IT staff	Ongoing	Documents can be copied into Immersive Reader

Detailed Physical Accessibility Audit

- Single-storey accommodation
- Disabled parking bays
- Accessible entrance with suitable access for wheelchair users.
- Accessible toilets available.
- Wide corridors requiring ongoing monitoring to remain obstruction free.
- Ground-level emergency exits and escape routes.
- Adapted furniture/equipment purchased when required.

Curriculum Accessibility Commitments

- High-quality adaptive teaching.
- Reasonable adjustments recorded and reviewed.
- Use of provision maps and targeted interventions.
- Access arrangements for assessments where appropriate.
- Inclusive PE, educational visits and extracurricular activities.
- External agency advice implemented and monitored.

Information Accessibility

Parents may request information in alternative formats including large print, translated versions, electronic formats, or verbally explained content. School communications and website content will be reviewed regularly to improve accessibility. This Accessibility Plan is published on the school website and paper copies are available free of charge upon request.

Music and Arts Accessibility

Hollymount School is committed to ensuring all pupils can access music and arts opportunities. Music is delivered through partnerships with Severn Arts, which provides instrumental tuition, and Rocksteady Music School, which offers band-based music lessons. Art is taught weekly throughout the year as part of the school's foundation curriculum. Reasonable adjustments, adaptive teaching strategies and additional support will be provided where required to ensure pupils with SEND or disabilities can fully participate in music, art, performances and

creative enrichment activities. Participation will be monitored to ensure equal access and inclusion for all pupils.

Accessibility Evaluation and Continuous Improvement

To ensure that accessibility arrangements remain effective and responsive to pupil needs, Hollymount School will undertake periodic walkthroughs. These may involve the SENDCO, school leaders or governors observing and reviewing the experiences of pupils with physical disabilities, sensory needs or SEND throughout a typical school day. The process will consider access to learning environments, transitions between lessons, breaktimes, lunchtime arrangements, extracurricular activities and emergency procedures. Any barriers identified will be recorded and used to inform future accessibility improvements and school development planning.

Hollymount School values the views and lived experiences of pupils and families when developing accessibility provision. Parents, carers and pupils will be encouraged to contribute to the review and development of accessibility targets through meetings, annual reviews, surveys, pupil voice activities and consultation opportunities. Feedback gathered will help shape curriculum adaptations, environmental improvements and reasonable adjustments, ensuring that accessibility planning reflects the needs of the school community and promotes inclusive practice for all.

Monitoring and Governance

Progress will be reported to governors annually. Accessibility will form part of school improvement evaluation and SEND self-evaluation. The plan will be updated when significant changes to the pupil population, site or legislation occur.

Approved by Governing Body: _____

Chair of Governors: _____

Signature: _____

Next review: August 2029

Linked Policies

- SEND Information Report
- Equality Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Educational Visits Policy