



Holway Park School & Autism Centre Accessibility Plan

Reviewed & Updated November 2025

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
- Increase the extent to which pupils with EHCPs can participate in the curriculum
- Increase the extent to which pupils with English as a second language 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
- Improve the availability of accessible information to both parents and pupils who are bi-lingual with English as an additional language.

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.

Holway Park School's commitment to equal opportunities is driven by the Schools's Inclusion statement. The school: sets suitable learning challenges; responds to pupils' diverse needs; overcomes potential barriers to learning and assessment for individuals and groups of pupils. Holway Park School welcomes all children irrespective of race, colour, creed or impairment.

The plan will be made available online on the school website.

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 any available partnerships to develop and implement the plan.
- Autism Team
- Speech and Language Therapists
- Diabetes support Team- Musgrove Hospital
- School Nurse
- Occupational Therapist
- Educational Phycologist
- Incontinence Nursing Team
- Dietitian
- SEN.se

The school ensures that Somerset's Graduated response standards are referred to.

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 adjustments to premises.

Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be Taken | Person Responsible | Date to complete Actions by | Success Criteria |
|--|---|---|---|--|---|--|
| Increase access to the curriculum for pupils with a disability | Specific rooms and provision for pupils with Autism and EHCP- Autism Resource Base | <p>Increase quality provision for pupils with specific resources and spaces for pupils requiring specialist provision.</p> <p>Review sensory apparatus needed</p> | <p>Increase capacity of the ASC Centre to 40. Convert mainstream classroom no longer required due to falling roll</p> <p>Improve and extend outdoor area of ASC Centre. -</p> | <p>Head Teacher</p> <p>LA SEN Commissioning team</p> | <p>September 2025</p> <p>January 2026</p> | <p>LA have resourced new classroom.</p> <p>LA have extended the outdoor space and replaced fencing with 6 foot high secure fencing</p> |
| | Our school offers an adapted curriculum for all pupils. | To enable all pupils even those with EHCP & Physical disabilities and Neuro-diverse pupils to have access to the curriculum most suited to their needs | SENCOs to review evaluate with Speech & Language Therapist and Occupational Therapist and dietitian programmes in place. | Headteacher Overview SENCO Class Teacher | Ongoing | Pupil's care Plans and classroom provisions are adapted and noted in SEN file |
| | All pupils with additional needs have either: EHCP or Individual Support Plan | <p>SENCO meets with Class Teachers to discuss pupil's needs at the beginning of year or when pupil starts school and then Pit Stops each half term</p> <p>SENCO meets with TA & Teachers to discuss requirements on EHCP section F.</p> | Class teachers review profiles/support plans each term and submit to SENCO and parents | SENCO Class Teacher | Ongoing | Profiles reflect pupils needs within the objectives |

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be Taken | Person Responsible | Date to complete Actions by | Success Criteria |
|--|---|---|--|--|--------------------------------|--|
| Increase access to the curriculum for pupils with a disability | We use resources tailored to the needs of pupils who require support to access the curriculum including visual resources for communication, lanyards, boards, timetable & now and next. | Communication boards, symbols, lanyards to be used regularly with all pupils with S&L & Communication delays/disabilities To create consistent communication boards throughout the whole school. | Using Widget consistent communication boards, lanyards and now & next to be created CPD - Communication & Interaction Advice from SALT | Headteacher overview SENCOs Class Teachers | January 2026 | Communication Boards, lanyards & Change Boards are up and in use in ASC Centre, corridors & Classrooms. Consistent communication boards are throughout the school |
| | ELSA, Trauma Informed Key Worker or Pastoral plan | Provision of wellbeing and mental health support | Headteacher- TI SENCO line manage ELSA/Pastoral worker VCG triage and identify ELSA & Pastoral groups | Headteacher overview SENCOs | Ongoing | Increased capacity for TI support |
| | Curriculum progress is monitored for all pupils, including those with a disability | Continue to use Provision Map for mainstream school and Evidence for Learning for ASC Centre. | Review progress & attainment of learners Class SEND profiles identify appropriate targets for pupils. SENCO regularly meets class teachers for Pit Stops. | SENCO Base Class Teachers | Ongoing | Each pupil has a support plan to reflect their needs and parents have a copy and understand it |

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be Taken | Person Responsible | Date to complete Actions by | Success Criteria |
|--|---|--|---|--|--------------------------------|---|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps- There are 2 classrooms and the library that have close access to ramps for pupils to access KS2 playground.</p> <p>Corridor width- All corridors are of a width that supports pupils with wheelchairs.</p> | <p>Corridor and site access for visual impaired pupils Colour differentiation is placed on the edge of furniture along corridors where colour differentiation is not obvious and playground equipment.</p> <p>Wheel Chair and walker Users Corridors are wide enough to pass through unhindered.</p> | <p>Review of corridors and playground equipment Site Manager to repaint edges on external steps and wall edges. Site manager to redo/replace worn highlight strips on furniture- corridors where required, Site manager to complete a health & safety risk assessment on door closure mechanism and replace as necessary.</p> | <p>Site Manager Head Teacher Overview</p> | <p>Ongoing</p> | <p>All furniture in corridors and playgrounds has clear colour differentiation.</p> |
| 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. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Now and Next Plans • Visual timetables • Widget symbols | <p>To further improve information and communication</p> | <p>Create an information leaflet on Sensory Processing disorder and how Holway Park School makes provision for this.</p> | <p>SENCOs Head Teacher Overview</p> | <p>January 2026</p> | <p>A Leaflet is available an accessible on the school website</p> |

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be Taken | Person Responsible | Date to complete Actions by | Success Criteria |
|---|--|---|------------------------------------|------------------------------|--------------------------------|------------------|
| | Disabled parking bays- the school car park has 2 disabled parking bays. | | | | | |
| | Disabled toilets and changing facilities- the school has 3 disabled toilets, 3 with changing facilities. This includes a health suite . | | | | | |
| | Library shelves at wheelchair- accessible height -the vast majority of bookshelves in the library are at wheelchair accessible height. | | | | | |
| Improve the quality of the surface in the Reception play area. | The surface outside in the Reception, play area is uneven- however the recent site condition survey (both LA & DFE) did not highlight this as an area in need. | | Cost will need to come from grants | Premises Governors Committee | ongoing | |

4. Monitoring arrangements

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Special educational needs (SEN) information report
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication