



Holmleigh Park High School

Accessibility Plan

Holmleigh Park High School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Holmleigh Park Accessibility Plan

January 2026

This Accessibility Plan applies to Holmleigh Park and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Director of SEND

This plan was approved by the Governing Body on: 29th January 2026

This plan is due for review by: January 2027

Holmleigh Park Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Holmleigh Park High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Holmleigh Park High School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Holmleigh Park High School

Holmleigh Park High School is an 11-18 mixed comprehensive school comprising several separate buildings (‘blocks’) where teaching takes place. They are a combination of single and two-storey buildings. The school is set into a steady incline, but there is ground-level access to all buildings which can be used instead of internal staircases. The newly-built Maths block and Reception area contain lift access to upper floors. The school has disabled toilet facilities across the site and there is a restroom to facilitate the needs of students with physical disabilities.

Holmleigh Park High School’s vision for disabled pupils:

Holmleigh Park is committed to providing a fully accessible environment that values and includes all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual,

emotional, or cultural needs. We are committed to taking positive action, challenging negative attitudes about disability and accessibility, and fostering a culture of awareness, tolerance, and inclusion. We aim, as far as possible, to remove barriers so that all pupils can take part in the day-to-day life of the school and benefit fully from the learning experiences we provide.

The Holmleigh Park Accessibility Plan demonstrates how we will improve access for disabled pupils, staff, and visitors within a set timeframe, anticipating and implementing reasonable adjustments to meet their needs wherever practicable.

We believe that all pupils have limitless potential, and this includes our disabled pupils. Through embracing our three principles of Work Hard, Be Kind, Take Responsibility, we ensure that disabled students leave Holmleigh Park as ambitious, confident, and successful young adults with the highest standards of integrity.

Our approach for disabled pupils is guided by our three key drivers:

Outcomes – Ensuring that disabled pupils achieve the best possible results, so they can access ambitious post-16 pathways and step into adulthood with confidence and choice.

Opportunities – Enabling disabled pupils to take part in enriching experiences, extracurricular activities, and school life that build confidence, create lasting memories, and allow them to contribute to the school community.

Disruption-Free Learning – Maintaining high expectations for behaviour and learning, so that disabled pupils can thrive in a calm, focused environment where every lesson is inclusive and supportive.

Holmleigh Park Academy is committed to ensuring that disabled pupils are fully included in all aspects of school life and have equal opportunities to succeed, participate, and leave a positive legacy.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

| Plan | Impact | Resp | Y1 review [January 2027] | Y2 review [January 2028] | Final review |
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| Ensure timetabling considers the accessibility needs of all students, including those with long-term or permanent conditions. Provide appropriate support such as hearing loops to enable full access to lessons and learning. | Timetabling and classroom support will ensure all students can access lessons fully, improving participation and learning outcomes. | DHT Curriculum and Directors of Faculty | | | |
| Timetables will be adjusted throughout the year to accommodate students' changing accessibility needs, ensuring all pupils can access lessons effectively. | By adapting timetables to meet dynamic needs, all students will be able to participate fully in lessons, supporting engagement, progress, and equitable access to learning. | DHT Curriculum and Directors of Faculty | | | |
| Students' sensory needs, such as visual or hearing impairments, are identified and addressed through engagement with Provision Map. | By addressing sensory needs, students will access learning fully, participate confidently, and benefit from a more inclusive environment. | Teaching Staff | | | |
| Staff are aware of students' requirements for coloured or enlarged paper and ensure these are provided when needed. | By providing materials in the required formats, students with visual or reading difficulties can access learning more easily, improving engagement and outcomes. | All Staff | | | |
| Staff will take into account the needs of the most vulnerable students | By considering vulnerable students' needs, all pupils | All Staff | | | |

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| when planning trips to ensure full participation. | can engage safely and meaningfully in trips, promoting inclusion and equal access to enrichment opportunities. | | | | |
| Disabled students receive options and course advice from a familiar member of staff, ensuring they can make informed choices and fully engage in Key Stage 4 and 5 pathways | By providing personalised guidance, disabled students can select suitable courses, engage confidently, and achieve their potential in both Key Stage 4 and 5. | Director of SEND | | | |
| Disabled students are supported in making enrichment choices to ensure they can participate in activities that suit their needs and interests. | By supporting enrichment choices, all students can engage fully in extracurricular activities, promoting inclusion, confidence, and a sense of belonging. | AHT Student Experience | | | |
| Practical subjects take into account students' needs as identified in Provision Map to ensure appropriate support is provided. | By aligning practical lessons with the provision map, students with additional needs can participate safely and successfully, improving engagement and skill development. | Subject Leaders and Teaching Staff | | | |

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

| Plan | Impact | Resp | Y1 review [January 2027] | Y2 review [January 2028] | Final review |
|--|--|--------------|--------------------------|--------------------------|--------------|
| Classrooms and school areas will be visually branded using colours and clear signage, supported by a visual map, to help students navigate the school more easily. | By enhancing visual cues and providing a map, students, especially those with additional or sensory needs, can move around the school independently, feel more | Site Manager | | | |

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| | confident and engage fully in lessons and activities. | | | | |
| Signposting and labelling will be clear and visual, such as classroom names, with teachers responsible for identifying areas that require additional signs. | By improving visual signs and labels, students can navigate the school independently, reducing confusion and supporting confidence and engagement in learning. | Site Manage | | | |
| Accessibility recommendations identified through site surveys will be reviewed and implemented to improve access around the school. | By acting on accessibility recommendations, students with disabilities can move safely and independently around the school, enhancing inclusion and participation in all areas. | Site Manage | | | |
| Notice boards will be updated or removed as needed, with clear guidance on content and responsibilities for staff. | By ensuring notice boards are clear and well managed, students can access information easily, reducing confusion and supporting engagement and independence. | Site Manage | | | |
| Fire access points will be maintained and reviewed, with Personal Emergency Evacuation Plans (PEEPs) in place for students who need additional support. | By ensuring PEEPs are in place, all students can evacuate safely in an emergency, promoting safety, confidence, and inclusion. | AHT Inclusion | | | |
| Seating arrangements in classrooms will take into account information from the provision map to meet students' individual needs. | By arranging seating according to students' needs, all pupils can access lessons more effectively, remain engaged, and participate fully in classroom activities. | Teaching Staff | | | |

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

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|--|--|-------------|--------------------------|--------------------------|--------------|
| Technology will be used to support parents and students for whom English is a barrier, ensuring they can access information and communicate effectively with the school. | By using technology to overcome language barriers, parents and students can engage fully with learning and school life, improving communication, understanding, and inclusion. | All Staff | | | |
| The school website, policy summaries, and documents will be written at an appropriate reading level, made child-friendly, and include pictures to support understanding. | By providing accessible and child-friendly information, all students and families can understand school policies and information, improving engagement, inclusion, and independent use of resources. | Headteacher | | | |