



Holmer Green Junior School
We inspire, we enable, we achieve. Together.

HOLMER GREEN JUNIOR SCHOOL

ACCESSIBILITY PLAN 2026 - 2027

Written	Adopted by Governors	Review date	Responsibility
September 2026	September 2026	September 2027	Inclusion Lead – Shona Timms

We inspire, we enable, we achieve. Together.

Introduction

School is required to have Accessibility Plans showing how we are planning strategically to increase access over time. Duties previously existed under the DDA have been replicated in the Equality Act 2010 – accessibility for disabled pupils.

Principles

In performing their duties, governors and staff will have regard to these three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

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

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

Definition of Disability:

The Equality Act 2010 defines disability as the following:

‘A person has a disability 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 carry out normal day to day activities.’

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupil’s everyday lives. This includes children with ASD (Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health).

Aims and Objectives

Holmer Green Junior School aims to be an inclusive school which is committed to enabling everyone to participate fully in the life of the school community providing a rich and inclusive environment to enable everyone to participate fully in the school community by identifying and eliminating barriers that could prevent this.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

- Adapt the curriculum to meets needs of all pupils that overcome barriers to learning
- Ensure appropriate challenge is embedded within the curriculum

- Provide opportunities for parents to engage in classroom learning, gaining an understanding of how to support their child/children with their learning
- Ensure support staff receive regular training that links to the school development plan

Monitoring & Review

The Governing Body monitor our accessibility policy in line with the policy schedule. Governors require the head teacher to keep a written record.

The action plan ensures that:

- SEN/Accessibility Plan 2026/2027 is relevant to the current children within school;
- The school draws on the expertise of external agencies to provide specialist advice and support;
- The Inclusion Lead has an overview of the needs of disabled pupils;
- There are high expectations for all;
- There is appropriate deployment and training of staff;
- Successful practice is shared within the school;
- The school works with partner schools;
- Disabled pupils have access to all areas of the curriculum as well as extra-curricular activities.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

- **CURRICULUM** - Increase the extent to which disabled pupils can participate in the curriculum
- **PHYSICAL ENVIRONMENT** - Improving the physical environment to enable those with disabilities to take better advantage of the education, benefits, facilities and services provided; and
- **INFORMATION** - Improving & making reasonable adjustments to the delivery of accessible information to those with disabilities.

ACTION PLAN 2026/ 2027

CURRICULUM - Increase the extent to which disabled pupils can participate in the curriculum					
PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
Ensure that appropriate challenge is delivered to all groups of pupils with a specific focus on the Academically More Able within core lessons.	a. NACE membership to be bought and INCO to identify resources and training that can be used from it b. INCO to attend training to get best practise to then identify next steps for the school c. Liaise with HGSS staff to identify how they successfully challenge pupils d. INCO to identify areas of weakness across core subjects alongside subject leads and SLT, using test data and observations e. Observe current challenge levels within class f. Pupil survey to identify how they feel challenged g. Create targeted interventions using PIXL data for specific pupils h. Training on challenge to be delivered to staff i. Work with HGSS to organise challenge days and events for specific pupils	a. NACE membership b. NACE training and resources c. HGSS d. INCO time to observe and analyse data e. INCO time to observe and analyse data f. Pupil survey g. PIXL h. INSET time i. HGSS	a. By September 2026 b. Autumn 2026 c. Spring 2027 d. Spring 2027 e. Autumn 2026 f. Summer 2027 g. Termly h. Spring 2027	NACE membership to be purchased Autumn 2026 Observations to show that pupils on the AMA register are regularly challenged within Guided Reading sessions Observations to show that pupils on the AMA register are regularly challenged within Maths sessions Pupil survey results to show that pupils feel more challenged after training delivered to staff and interventions completed Data scrutiny to show that any interventions have a positive impact on academic progress with small-step progress also being evaluated At least one challenge event to have happened in conjunction with HGSS Staff survey to show teaching staff feel more confident challenging pupils	Monitoring to be completed by Inclusion Lead and SLT

Making sure lessons are consistently adapted to ensure progress including challenge and support.	a. Retrain staff on positive adaptations b. Train support staff on supporting while building independence of pupils c. Observe lessons regularly to identify where further support is needed d. Regularly meet support staff to discuss what adaptations they are receiving on plans and ensure they are also being used to challenge a range of pupils e. Gain pupil voice f. Observations that show a lack of adaptation result in targeted intervention under performance management	a. INSET time b. INSET c. INCO time d. Support staff meetings e. Pupil survey f. INCO time to observe and analyse	a. Autumn 2026 b. Throughout the year c. Regularly d. Regularly e. Summer 2027 f. As needed	All teaching staff have accessed training on how to adapt lessons for both support and challenge All support staff are aware of expectations regarding support and challenge within the classroom Learning walks to show that the majority of lessons are providing challenge for a range of different pupils Learning walks and planning scrutiny to show that the majority of lessons have been adapted to ensure that pupils can complete tasks independently Pupil survey to show that the majority of pupils feel they are supported by an adult regularly	Monitoring to be completed by Inclusion Lead and SLT
--	--	--	--	--	--

To ensure support staff receive regular training that links to the school development plan	a. SDP to be finalised and approved by governors b. Training focus to be identified c. LSA appraisals to be completed termly, including an observation d. INCO to complete weekly training e. Survey impact	a. SLT meetings b. SLT time c. Appraisal meetings and observations d. Support staff training e. Staff survey	a. September 2026 b. September 2026 c. Termly d. Weekly e. Summer 2027	All support staff to engage in training All appraisal documentation to be completed The majority of support staff to report that the training has had a positive impact Learning walks to show that support staff are effective in the majority of lessons	Monitoring to be completed by Inclusion Lead, SLT and SENDCO
--	---	--	--	--	--

PHYSICAL ENVIRONMENT - Improving the physical environment to enable those with disabilities to take better advantage of the education, benefits, facilities and services provided

PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
Ensure safe procedures are in place for a pupil with diabetes, including a safe environment	a. Relevant staff to attend training b. Medication to be stored appropriately c. The medical environment to be adapted so that the	a. Medical team b. Time to adapt medical room	a. September 2027 b. Autumn 2026 c. Autumn 2026	All relevant staff to be trained At least one trained member of staff will be onsite daily The pupil can report that they feel comfortable	Monitoring to be included by Headteacher and medical lead

	child can safely be given insulin	c. Medical adaptations		administering insulin within the school environment	
--	-----------------------------------	------------------------	--	---	--

INFORMATION - Improving & making reasonable adjustments to the delivery of accessible information to those with disabilities.					
PRIORITY	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: WHO? HOW?
Parental sessions to be in place for them to engage in the classroom learning.	a. Humanities team to arrange open day reading events for individual year groups b. Open afternoons to be scheduled into calendar c. Parent surveys to be available at Autumn and Spring parent's evenings d. SEND coffee mornings to be scheduled into calendar e. Half termly update on 'what we've been up to' on the newsletter and on to website	a. Open days b. SLT calendar update c. Governor parent surveys d. Inclusion team coffee mornings e. Inclusion team updates on websites	a. At least twice b. September 2026 c. Autumn and spring d. Termly e. termly	Open events are attended and parental feedback is positive SEND coffee mornings are attended and parental feedback is positive Positive improvement from parental surveys Feedback from half-termly updates reflected in Spring parents evening survey Homework has policy and expectations has been redesigned taking into account other school's actions and research from the E.E.F	Monitoring to be completed by Inclusion Lead and SLT