Accessibility Plan 2026–2029

Holme Court Hampshire · September 2026

1 Aims

This is the accessibility plan of Holme Court Hampshire (the School). Its aims are to set out the School's plans for:

- increasing the extent to which disabled pupils can participate in the School's curriculum;
- improving the physical environment of the School so that disabled pupils are better able to take advantage of the education, benefits, facilities and services the School provides; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Every pupil at Holme Court has an Education, Health and Care Plan (EHCP) and autism as their primary need. Accessibility planning at the School therefore looks as closely at sensory, communication and emotional regulation barriers as it does at physical access.

2 Scope and application

This plan applies to the whole School. It covers the three-year period from September 2026 to September 2029.

3 Regulatory framework

This plan has been prepared to meet the School's responsibilities under:

- the Equality Act 2010;
- the Education (Independent School Standards) Regulations 2014;
- the Education and Skills Act 2008;
- the Children and Families Act 2014 and the SEND Code of Practice; and
- the Data Protection Act 2018 and UK GDPR.

It has regard to the Equality Act 2010 and schools (DfE, May 2014) and What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).

The following School policies are relevant to this plan: equal opportunities; special educational needs and learning difficulties; health and safety; and admissions.

4 Publication and availability

This plan is available in hard copy on request. It can be made available in large print or another accessible format if required.

5 Definitions

"Working days" means Monday to Friday when the School is open during term time. Term dates are published on the School's website.

6 Responsibility statement and allocation of tasks

The Proprietor has overall responsibility for all matters which are the subject of this plan. To discharge those responsibilities efficiently, the Proprietor has allocated the following tasks:

Task	Allocated to	Review
Keeping the plan up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring implementation of the plan, relevant risk assessments and any action taken, and evaluating effectiveness	Head	As required, and at least annually
Seeking input from interested groups (pupils, staff, parents) on improvements to the plan	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every 3 years

7 Increasing accessibility

Over time the School plans to improve and increase the accessibility of its provision in three areas: the extent to which disabled pupils can participate in the curriculum; the physical environment of the School; and the delivery of information to pupils, staff, parents and visitors with disabilities.

Three action plans follow (Sections 12 to 14). In preparing them, the Proprietor has had regard to the need to allocate adequate resources for their implementation. There will be a full review at the end of the period, when a new plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

- Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place and satisfy the current admissions criteria, the School is committed to providing them.
- Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost of providing the service, unless the service is

provided as a reasonable adjustment under the Equality Act 2010, in which case it may be provided as an auxiliary aid or service.

- To meet the needs of disabled pupils the School requires full information. It will ask all applicants to disclose whether they have received any learning support, have had an educational psychologist's report, or have any disability or other condition of which the School should be aware.
- In assessing a pupil or prospective pupil the School may need to take advice and require assessments as appropriate. It will be sensitive to any issues of confidentiality.

9 Training

The School arranges guidance and training on induction and at regular intervals afterwards, so that staff and volunteers understand what this plan expects of them and have the knowledge and skills to carry out their roles. The level and frequency of training depends on the individual's role. The School keeps written records of all staff training.

10 Record keeping

All records created under this plan are managed in line with the School's policies on retention and destruction of records. They may contain personal data. The privacy notice for parents and pupils is published on the School's website, and staff must follow the School's data protection and information security policies when handling personal data connected with this plan.

11 Version control

Date of adoption of this plan	April 2026
Date of last review	September 2026
Date for next review	September 2029
Plan owner	Head, Holme Court Hampshire

How to read the action plans

Timeframes are **short term** (Autumn 2026 to Summer 2027), **medium term** (2027–28) and **long term** (2028–29). "Always available" and "ongoing" items are in place now and are checked at each annual review.

12 Action plan: access to the curriculum and learning

Target	Strategy	Timeframe	Lead	Success criteria
Short term				

Target	Strategy	Timeframe	Lead	Success criteria
Curriculum meets the needs of all pupils	Review curriculum and planning against the SCERTS approach	End of each term	Head, SENDCo, Teachers, HLTAs	Equal access for all; every pupil makes at least good progress
Access for identified SEN needs	Review IEPs every six weeks and hold cohort monitoring meetings each term. Use differentiated planning, teacher and HLTA support, intervention groups, workstations, visuals, equipment, small classes, 1:2 staff:pupil ratios and a low-arousal environment	IEPs every 6 weeks; cohort meetings termly	Head, SENDCo, Teachers, HLTAs	Support in place for each pupil's identified needs; IEP reviews on schedule
Suitable resources	Audit the resources needed, then review termly	Autumn 2026, then termly	Head, SENDCo, Teachers, HLTAs	All pupils can access suitable equipment, differentiation and task scaffolding
Staff confidence with SEMH and trauma-informed practice	Head to identify and book training; whole-staff trauma-informed training; keep training records	Autumn 2026, then as required	Head	All staff trained and recorded; staff report greater confidence; fewer incidents of dysregulation
Language development	Weekly input from a Highly Specialist Speech and Language Therapist (SALT); daily vocabulary intervention (e.g. Box Clever: nouns, then adjectives, then verbs, then use in play and everyday interaction); Teacher or HLTA attends SALT sessions and practises strategies daily	SALT appointment Autumn 2026 (cost to be confirmed); daily provision	Head, SENDCo, Teachers, HLTAs, SALT	Staff understand and deliver vocabulary intervention; recommended strategies used with each child daily
Social communication	Timetabled social groups and in-house Lego Therapy	Timetabled	Head, SENDCo,	Staff deliver the intervention; pupils practise

Target	Strategy	Timeframe	Lead	Success criteria
			Teachers, HLTAs	speaking to a peer, listening and turn-taking
Regulation through movement	Order sensory circuit and movement resources (cost to be confirmed); refresher staff training; provision daily or as required	Autumn 2026	Head, SENDCo, Teachers, HLTAs	Staff understand the need for movement breaks and circuits; fewer incidents of dysregulation across the day and before learning
Attention and listening	Timetabled Bucket Time sessions led by the SENDCo and supported by an HLTA for pupils who would benefit; staff training	Training Autumn 2026 (Autumn 1 and 2)	Head, SENDCo, Teachers, HLTAs	Pupils identified for the intervention show developing attention and listening skills
Occupational therapy	OT on site one day a week (day to be confirmed); Teacher or HLTA attends and practises recommended activities daily; in-house support as required	Weekly	Head, SENDCo, Teachers, HLTAs, OT	Specialist OT in place; each child receives OT-informed support daily
Medium term				
Life skills and adapted RSE	Develop and embed a life skills curriculum and relationships and sex education adapted for autistic learners	2027–28	Head, Teachers	Pupils access both in formats matched to their communication and sensory needs
Outdoor learning	Once the outdoor space and forest school leader are in place, plan sessions with sensory and risk adjustments so every pupil can take part	2027–28	Head, Forest School leader	All pupils access outdoor learning; adjustments recorded
Impact of interventions	Use progress data (baseline from the first full term) to evaluate each intervention	Annually from Summer 2027	Head, SENDCo	Written evaluation of each intervention; changes made

Target	Strategy	Timeframe	Lead	Success criteria
	and adapt or stop what is not working			where impact is weak
Long term				
Next accessibility plan	Evaluate this plan; consult pupils, parents, staff and the local authority; write the 2029–2032 plan	Spring to Summer 2029	Head, Proprietor	New plan adopted by September 2029

13 Action plan: the physical environment

Target	Strategy	Timeframe	Lead	Success criteria
Short term				
Know where the barriers are	Carry out an access and sensory audit covering entrances, routes, doors, toilets, parking, lighting, acoustics, décor and evacuation; take advice from the local authority and the School's OT	Autumn 2026 to Spring 2027	Head, Proprietor	Written audit with prioritised, costed actions
Sensory resources	Sensory resources and fidget toys available in every class and in the sensory or intervention room	Always available; order Autumn 2026	Head, SENDCo, Teachers, HLTAs	Pupils supported in emotional regulation; attention at carpet sessions grows over time, according to the child
Calm spaces	Designated calm corners in classrooms and a sensory room	Always available	SENDCo, Teachers, HLTAs	Calm corners and sensory room stocked with regulation resources
Space for interventions	Use the hall, outside area and library area for 1:1 work, workstation activities and sensory circuits	Always available	Head, SENDCo, Teachers, HLTAs	Spaces in regular use; pupils regulated for learning

Target	Strategy	Timeframe	Lead	Success criteria
Emergency evacuation	Review alarm and evacuation arrangements, including visual as well as auditory alerts and sensory impact; prepare pupils for drills with visuals; write personal emergency evacuation plans for pupils who need them	Autumn 2026, then after each drill	Head	Plans in place; drills recorded; pupils evacuate safely and calmly
Step-free access to the ground floor	Where the audit shows a need, obtain consents for modifications and build at least one ramp and handrail	By Summer 2027	Head, Proprietor	At least one accessible entrance; improved access to the ground floor
Disabled parking	Designate at least one parking space for disabled people and signpost it clearly	By Spring 2027	Head	Parking provided; improved access to the site
Medium term				
Accessible toilet	Identify a suitable existing facility and improve it	2027–28	Head, Proprietor	At least one accessible toilet for pupils and visitors
Outdoor space	Set up a safe, accessible outdoor area including climbing and play equipment, with risk assessments that take account of pupils' needs	2027–28	Head, Proprietor	All pupils can use the outdoor space
Sensory environment	Act on the audit: reduce noise and visual clutter, improve lighting and acoustics, keep décor low-arousal	2027–28	Head, SENDCo	Audit actions completed; fewer sensory triggers reported by pupils and staff
Long term				
Upper-storey access	If pupils need to use upper-storey rooms, research and cost a lift or stair-lift	2028–29	Head, Proprietor	Pupils can reach all areas used for teaching, or a documented reasonable alternative is in place

Target	Strategy	Timeframe	Lead	Success criteria
Growing roll	Update the audit and individual arrangements as each new cohort joins	Annually	Head	Needs of each new cohort assessed before they start

14 Action plan: accessible information

Target	Strategy	Timeframe	Lead	Success criteria
Short term				
Alternative formats	Research sources and costs for large print, easy-read, symbol-supported and audio formats	Autumn 2026 to Spring 2027	Head	Written information can be provided in alternative formats on request
Visual supports	Widgit subscription: class visual timetables, individual Now/Next boards	Ordered Autumn 2026, then ongoing	Head, SENDCo, Teachers, HLTAs	Every class has a visual timetable; individual boards for pupils who need them
Internal signage	Pictorial, symbol and home-language signage in classrooms and around the School, using Widgit	Ongoing	Head, SENDCo, Teachers, HLTAs	Signage supports pupils' understanding and communication
Access to assessment	Introduce assessment systems with additional time, shorter sessions to suit attention span, and extra processing time	Introduce Autumn 2026, then termly	SENDCo, Teachers, HLTAs	Adjustments recorded for each assessed pupil
Educational aids	Writing wedges, wobble cushions, fidget toys and similar aids available as needed	Ongoing	SENDCo	Aids support learning and emotional regulation
Seating	Review seating area and position individually	Ongoing	SENDCo, Teachers, HLTAs	Seating addressed for each pupil on an individual basis
Information for parents and visitors	Ask families about communication preferences at admission; use plain language and accessible	Autumn 2026 onwards	Head, School administrator	Families receive information in the

Target	Strategy	Timeframe	Lead	Success criteria
	formats for key communications			way that works for them
Medium term				
Pupil-friendly information	Symbol-supported or easy-read versions of key information such as school expectations and how to ask for help	2027–28	Head, SENDCo	Versions available and used with pupils
Long term				
Keeping pace with practice	Review formats, technology and staff familiarity, and update as new practice emerges	2028–29	Head	Review completed and findings feed the next plan

15 Review record

Plan	Review	Reviewed by	Date reviewed
Curriculum, environment and information	Annual review 1 (Summer 2027)	Natalie Whitworth	October 2026