Accessibility Plan (2026– 2029)

Holme Court Dorset

June 2026

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1 Aims

1.1 This is the accessibility plan of Holme Court Dorset.

1.2 The aims of this accessibility plan are to set out Holme Court Dorset's plans for:

1.2.1 increasing the extent to which disabled pupils can participate in the curriculum;

1.2.2 improving the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by Holme Court Dorset and

1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2 Scope and application

2.1 This accessibility plan applies to the Holme Court Dorset including access to Resources within Clayesmore's main site.

2.2 This accessibility plan covers the three-year period from September 2026 – September 2029.

3 Regulatory framework

3.1 This accessibility plan has been prepared to meet the Holme Court Dorset's responsibilities under:

3.1.1 Equality Act 2010;

3.1.2 Education (Independent School Standards) Regulations 2014;

3.1.3 Education and Skills Act 2008;

3.1.4 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

3.1.5 Childcare Act 2006.

3.2 This accessibility plan has regard to the following guidance and advice:

3.2.1 The Equality Act 2010 and schools (DfE, May 2014);

3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).

3.3 The following Holme Court Dorset policies, procedures and resource materials are relevant to this accessibility plan:

3.3.1 equal opportunities policy;

3.3.2 policy on special educational needs and learning difficulties;

3.3.3 health and safety policy;

3.3.4 admissions policy;

4 Publication and availability

4.1 This accessibility plan is available from the Holme Court Dorset in hard copy on request. It can also be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the Holme Court Dorset is open during term time. The dates of terms are published on the Holme Court Dorset's website.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.

6.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every three years

7 Increasing accessibility

7.1 Holme Court Dorset plans, over time, to improve and increase the accessibility of provision in the following areas:

7.1.1 the extent to which disabled pupils can participate in the school curriculum;

7.1.2 the physical environment of the whole site to increase access to education by disabled pupils; and

7.1.3 the delivery of information to pupils, staff, parents and visitors with disabilities.

7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.

7.3 There will be a full review of the accessibility plan in the Summer Term 2029 when a new accessibility plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

8.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at Holme Court Dorset and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

8.2 Where Holme Court Dorset agrees to provide additional services, charges may be made at a level that reasonably reflects the cost to Holme Court Dorset of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

8.3 In order to meet the needs of disabled pupils, Holme Court Dorset requires full information. Holme Court Dorset will ask all applicants for admission to Holme Court Dorset whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which Holme Court Dorset should be aware. This information is likely to be shared via the ECHP consultation with the commissioning LA.

8.4 In assessing the pupil or prospective pupil, Holme Court Dorset will take advice and require assessments as appropriate. Holme Court Dorset will be sensitive to any issues of confidentiality.

9 Training

9.1 Holme Court Dorset ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on role of the individual member of staff.

9.3 Holme Court Dorset maintains written records of all staff training.

10 Record keeping

10.1 All records created in accordance with this policy are managed in accordance with Holme Court Dorset's policies that apply to the retention and destruction of records.

10.2 The records created in accordance with this policy may contain personal data. Holme Court Dorset has a number of privacy notices which explain how Holme Court Dorset will use personal data about pupils and parents. The privacy notices are published on the Holme Court Dorset's website. In addition, staff must ensure that they follow the Holme Court Dorset's data protection policies and procedures when handling personal data created in connection with this policy.

11 Version control

Date of adoption of this plan	June 2026
Date of last review of this plan	June 2026
Date for next review of this plan	Summer Term 2029
Plan owner - Holme Court Dorset	Head of Centre

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Time frame	Goals achieved

Ongoing	Continuous improvement of teaching facilities, both in and out of the classroom	As necessary for activity. Appropriate chairs/desks/doors Wifi Access. Use of digital devices (iPads/Chromebooks) and software enabling better access (i.e. Voice to Text programme) Outdoor spaces – appropriate furniture, integrated safety features, entrances/exits for all pupils, provision of ramp where appropriate. Sensory needs to be met with environmental modifications to lighting/noise levels/classroom layout/tactile flooring/clear pathways/provision of sensory	Continuous Review - EHCP requirements for reasonable adjustments to be fulfilled prior to pupil starting	A culture of inclusion and access. Individual pupil access to full curriculum, pastoral and social offer. Equitable opportunities for all pupils.

		activities/resources and a dedicated sensory space.		
Ongoing	Targeted use of Teaching Assistants and Personalised Learning Support	Training given to teachers for personalised learning support, Guidelines produced for teaching staff. Additional support/training given on particular needs prior to pupil onboarding.	Ongoing, weekly reviews of effective deployment, and as necessary or when changes are made.	Bespoke approach to variety of personalised learning, regulation, sensory and/or physical needs, achieving greater engagement from all stakeholders.

Ongoing	Examination Access arrangements - improving physical environment	Head of Centre and Access Arrangements Coordinator to review provision and make recommendations. Have allocated spaces for individuals/small-groups to use for exams, facilitate additional time/space/signage /laptop usage/sound minimisation.	Continuous Review, particularly prior to national examination series (Nov & May-June annually).	Appropriate access for all pupils, as well as appropriate location, furnishings and support; improved successful outcomes for all pupils. Widened capacity to effectively educate a broad range of learners.

Ongoing	Annual curriculum review to identify improvements.	Head of Centre, SLT /Staff team to review curriculum policy, maps & content to ensure all are accessible to the range of disabilities we have amongst our cohort and staff team, and plan improvements to increase capacity for inclusivity.	Annual Review	Pupils to have a clear understanding of disability issues

Ongoing	Develop a range of learning resources that are accessible for pupils with different abilities.	Heads of Centre to review resources in their curriculum journey. Provide universally accessible resources (large print/choice of font/plain language, digital access. Also specialised resources based on the needs of the learner cohort at any given time (audio, high-contrast, visual, tactiles, assistive technology, screen readers, hearing loops, communication devices, speech to text software etc).	Ongoing, reviewed termly and/or when new learners or learner needs develop/change.	Pupils with disabilities to have increased access to appropriate curriculum materials for their needs enabling greater engagement & improved outcomes.

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Time frame	Goals achieved

Ongoing	Continue to ensure all fire procedures take account of the needs of anybody with disabilities.	Risk Assessments to ensure the needs of the disabled have been identified. Create Personal Emergency Evacuation Plans (PEEPs) for pupils with additional physical or sensory needs that put them in a higher risk category and share with relevant staff. Ensure clear evacuation plans are tailored for individual and cohort of pupils. Appropriate and sufficient signage, preparation and training opportunities for staff and pupils (drills) to reduce risk of dysregulation.	Annually together with Fire Risk Assessment reviews in Michaelmas Term. When pupils are onboarded, as part of individual risk assessment.	A recognised set of procedures for anybody on campus with any disability that support fire safety and evacuation as appropriate, shared with all staff, pupils, parents & partners/visitors.

Ongoing	Ensure where possible and reasonable that the physically disabled can best access school life.	Improve their general experience. i.e location of whiteboards; door handles; safety signs; colour schemes; acoustics, lighting; signage etc. Ground floor accommodation & adequate staff supervision.	Ongoing and dependent on pupil, parent/carer, partner/visitor requirements.	All individuals on our campus are included.
Ongoing	Ensure there are adequate toilet and changing room facilities suitable for disabled people.	Remain aware of this requirement with changing pupil needs. Handrails/anti-slip mats, accessible/low sink access & shower-seat to be added to increase accessibility.	Ongoing. Continue to ensure that new facilities support those with disabilities & existing ones are working towards.	Holme Court Dorset provide appropriate facilities for the needs of disabled pupils/parents/visitors, increasing access to a wider range of people in our community.

Ongoing	Increased provision of ramps and wide doors.	Provision made to all new development and refurbishments; to be responsive to need of staff/pupils/visitors	Ongoing	Increased access to Holme Court Dorset facilities
Ongoing	Holme Court Dorset site, especially school entry points, corridors and teaching areas.	During any campus developments, ensure that all aspects which could impact on a disabled person are appropriately acted upon. Wide staircases, handrail provision.	Ongoing.	All New Developments have better access designed in.

Improving the delivery of information to disabled pupils

	Targets	**Strategies**	**Time frame**	**Goals achieved**
Ongoing	Make information more accessible to those with disabilities	Head of Centre to advise the most Appropriate method of delivering information particular to pupils with additional needs Provide large-print, plain-language, high contrast, pictorial, Braille, audio, easy-read or multi-lingual versions of all communications, responsive to the needs of the audience (parents/carers/partners etc).	Ongoing and in response to any specific needs	Pupils, staff or parents with disabilities have greater access to information. Holme Court Dorset can respond quickly to requests for information in alternative formats. Enabling our whole community to access information about the school, safeguarding and opportunities.

Ongoing	Make information available to parents of pupils with a disability or parents with a disability themselves.	Holme Court Dorset to discuss with parents their preferred method of receiving information about their children. Ensure access to BSL and language-other-than English interpreters, provide preferred formats and methods which meet the needs of the parent whilst maintaining the safeguarding of the school/information (i.e. Business Whatsapp, email, text, ISAMS).	Ongoing and in response to specific requests.	Parents have greater access to information about their children in a format they understand and can access – thus increasing the safety and wellbeing of the pupils and the efficiency of the school processes.

Ongoing	Include pupil voice throughout the accessibility process.	Head/SLT/Staff to update this plan based on pupil needs, feedback and legislative changes. Include pupils in discussions about accessibility improvements.	At review dates or when amendments are made.	Establishing an accessibility plan which reflects the needs of the pupils and takes in to account pupil voice.
Ongoing	Ensure effective monitoring and data tracking	Monitor participation, attainment and wellbeing to assess impact and identify any further barriers. Utilise Smart-Log to record improvements required/barriers identified.	Ongoing and/or when barriers are identified.	A dynamic, constantly developing accessibility plan and continually improving accessible environment.