



HOMEBROOK WOODS

ACCESSIBILITY PLAN

2026–2029

Independent Special School

Ages 5–11 | Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)

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Accessibility Action Plan (2026–2029)

"Accessibility is not simply about removing barriers. It is about creating opportunities for every child to participate, communicate, belong and flourish."

1. Purpose of the Accessibility Plan

Homebrook Woods is committed to providing an inclusive, welcoming and ambitious educational environment in which every child is able to participate fully, access learning successfully and achieve positive outcomes.

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and reflects the school's commitment to ensuring that pupils, families, staff and visitors are able to participate fully in all aspects of school life, regardless of disability or additional need.

As a specialist independent school for children aged 5–11 with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated Special Educational Needs and Disabilities (SEND), Homebrook Woods recognises that accessibility extends far beyond the physical environment.

For many of our pupils, successful access to education depends upon communication, sensory regulation, emotional wellbeing, personalised teaching, supportive relationships and carefully planned learning experiences.

This plan therefore sets out how Homebrook Woods will continue to identify and remove barriers to participation while continually improving access to learning, the physical environment and information.

The objectives of this plan are to:

- increase access to the curriculum for all pupils;
- improve and maintain the accessibility of the physical environment;
- improve access to information for pupils, families, professionals and visitors;
- promote equality of opportunity and participation;
- ensure reasonable adjustments are identified and implemented promptly;
- embed accessibility throughout school improvement planning.

Accessibility is viewed as a continuous process of reflection, collaboration and improvement rather than a single initiative or compliance exercise.

2. Homebrook Woods Vision for Accessibility

"Every child deserves an environment where they are understood, valued and enabled to succeed."

Accessibility lies at the heart of the Homebrook Woods ethos.

We believe every child has the right to participate meaningfully in learning, develop positive relationships, communicate effectively and experience success within a safe, nurturing and inclusive environment.

As a specialist SEND school, we recognise that genuine accessibility requires much more than compliance with legislation. It requires a deep understanding of each child's individual strengths, barriers and aspirations, together with a commitment to adapting our curriculum, communication, environments and practice accordingly.

Accessibility is therefore embedded throughout every aspect of school life rather than viewed as a separate responsibility.

Our vision is underpinned by six key principles.

Child-Centred Practice

Every child is unique.

Provision is personalised through careful consideration of each pupil's Education, Health and Care Plan (EHCP), communication profile, developmental stage, strengths, interests and aspirations.

Decisions are always made in the best interests of the individual child.

Neurodiversity-Affirming Practice

Homebrook Woods celebrates neurodiversity.

Rather than expecting children to adapt to predetermined approaches, we adapt environments, teaching strategies and communication to enable every child to participate successfully.

Individual differences are respected, valued and recognised as strengths.

Communication First

Communication underpins learning, safeguarding, wellbeing and relationships.

Children are supported to communicate using the methods that are most effective for them, including spoken language, Augmentative and Alternative Communication (AAC), visual supports, symbols, signing and other personalised communication systems.

Every attempt to communicate is recognised, valued and responded to respectfully.

Removing Barriers

We seek to identify barriers before they restrict learning or participation.

Reasonable adjustments are implemented proactively and may include adaptations to teaching, resources, communication, sensory environments or routines.

Accessibility is everyone's responsibility.

Partnership Working

Parents, carers and professionals play an essential role in understanding and supporting each child's needs.

We value collaborative working and believe that the best outcomes are achieved through open communication, shared decision-making and strong partnerships.

Preparation for Adulthood

Although Homebrook Woods provides primary education, we recognise that accessibility also involves developing communication, confidence, resilience and independence that will support pupils throughout later life.

Our curriculum therefore lays strong foundations for future participation within education, communities and society.

3. Legal and Regulatory Framework

This Accessibility Plan has been developed in accordance with the statutory duties placed upon schools to promote equality, remove barriers to participation and ensure that disabled pupils are able to access education on an equal basis with their peers.

It should be read alongside the Equality, Diversity and Inclusion Policy and reflects the wider commitment of Homebrook Woods to inclusive practice.

Equality Act 2010

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils and to plan strategically for improving accessibility over time.

The Act identifies three key areas:

- increasing access to the curriculum;
- improving the physical environment;
- improving the accessibility of information.

Homebrook Woods is committed to meeting these duties proactively by identifying and removing barriers before they disadvantage pupils.

Children and Families Act 2014

The Children and Families Act introduced Education, Health and Care Plans (EHCPs) and strengthened the rights of children and families.

Homebrook Woods places EHCP outcomes at the centre of curriculum planning, accessibility arrangements and personalised provision.

SEND Code of Practice (2015)

The SEND Code of Practice promotes early identification, person-centred planning, partnership with families and preparation for adulthood.

These principles underpin every aspect of accessibility planning at Homebrook Woods.

Independent School Standards

This plan contributes towards compliance with the Independent School Standards relating to:

- Quality of Education
- Welfare, Health and Safety
- Premises
- Leadership and Management
- Provision of Information

Safeguarding

Accessibility and safeguarding are closely linked.

Children who cannot communicate effectively or who experience barriers to participation may be at increased risk of vulnerability.

By promoting communication, participation and emotional wellbeing, Homebrook Woods strengthens pupils' ability to understand risk, seek support and participate safely in school life.

4. Understanding Accessibility at Homebrook Woods

Accessibility is often associated solely with physical access to buildings.

Whilst physical accessibility remains important, Homebrook Woods recognises that, within a specialist SEND setting, many barriers to participation arise from communication differences, sensory processing, emotional regulation, executive functioning or the presentation of information.

Accessibility is therefore understood through six interconnected areas.

Curriculum Accessibility

Every pupil is entitled to access a broad, balanced and ambitious curriculum that is appropriately adapted to meet their individual needs.

Accessibility is promoted through:

- personalised curriculum planning;
 - differentiated teaching;
 - practical and experiential learning;
 - Forest School;
 - community learning;
 - visual supports;
 - adapted assessment;
 - therapeutic approaches informed by individual need.
-

Communication Accessibility

Communication is fundamental to learning, safeguarding and relationships.

Children may communicate through:

- spoken language;
- AAC;
- PECS;
- Makaton or other signing systems;
- Widgit symbols;
- photographs;
- objects of reference;
- gesture and body language.

Adults adapt communication to ensure every child has an effective means of expressing themselves and participating fully in school life.

Sensory Accessibility

Many pupils experience sensory processing differences that influence learning, behaviour and wellbeing.

The learning environment therefore incorporates:

- calm, low-arousal classrooms;
- predictable routines;
- sensory regulation opportunities;
- quiet spaces;
- flexible seating;
- carefully considered lighting and acoustics;
- movement breaks and personalised sensory strategies.

Physical Accessibility

The physical environment is reviewed regularly to ensure that it remains safe, welcoming and accessible for pupils, families, staff and visitors.

This includes consideration of:

- entrances and exits;
- classroom layouts;
- accessible toilet facilities;
- signage;
- emergency evacuation arrangements;
- Personal Emergency Evacuation Plans (PEEPs) where required.

Information Accessibility

Information is presented in ways that enable pupils, families and professionals to understand and engage fully with school life.

This may include:

- visual timetables;
- Widgit symbols;
- simplified language;
- photographs;
- easy-read documents;
- large print;
- electronic formats;
- translated information where appropriate;
- accessible website content.

Participation and Belonging

Accessibility extends beyond physical access and curriculum adaptations.

It is equally about ensuring that every child:

- feels safe;
- experiences belonging;
- develops positive relationships;
- communicates confidently;
- participates in school life;
- develops independence;
- experiences success.

Accessibility is therefore embedded throughout the culture of Homebrook Woods and underpins our commitment to enabling every child to flourish.

5. Accessibility in a Specialist SEND School

"Accessibility is not simply about removing barriers. It is about creating opportunities for every child to participate, communicate, belong and flourish."

At Homebrook Woods, accessibility is viewed as the foundation upon which every aspect of school life is built.

As a specialist school for children with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated SEND, we recognise that accessibility extends far beyond physical access to buildings.

For many of our pupils, the greatest barriers to participation arise not from physical disability, but from differences in communication, sensory processing, emotional regulation, executive functioning, social understanding and anxiety. These differences influence how children experience learning, relationships, the environment and the wider community.

Accessibility therefore begins with understanding each child as an individual.

Rather than asking,

"Can this child access our school?"

Homebrook Woods asks,

"How can we adapt our school so that this child can participate successfully?"

This philosophy shapes every aspect of our provision.

Communication-First Practice

Communication is central to accessibility.

Children who cannot express themselves effectively are less able to:

- access learning;
- build relationships;
- understand expectations;
- communicate worries;
- make choices;
- develop independence.

Communication support is therefore embedded throughout the school day rather than delivered solely within specific interventions.

Adults adapt their communication before expecting pupils to adapt theirs.

Neurodiversity-Affirming Practice

Homebrook Woods recognises autism and neurodiversity as natural differences rather than deficits.

We seek to understand behaviour within the context of communication, sensory processing, emotional wellbeing and individual experience.

Accessibility therefore involves adapting environments and teaching approaches rather than expecting children to conform to standardised educational models.

Accessibility Through Relationships

Positive relationships are fundamental to participation.

Children learn most successfully when they feel:

- safe;
- understood;
- respected;
- emotionally regulated;
- valued.

Every member of staff contributes to creating predictable, trusting and nurturing relationships that enable children to engage confidently in learning and school life.

Accessibility Through the Curriculum

Accessibility is embedded throughout the Homebrook Woods curriculum.

Rather than being taught as a separate concept, it is reflected through:

- personalised learning experiences;
- practical activities;
- communication opportunities;
- Forest School;
- community learning;
- emotional regulation;
- independence;
- preparation for adulthood.

The curriculum is designed to remove barriers before they prevent meaningful participation.

Accessibility as Continuous Improvement

Accessibility is not viewed as a completed task.

As pupils grow and develop, their needs change.

The school therefore continually reviews:

- learning environments;
- curriculum delivery;
- communication systems;
- specialist resources;
- staff training;
- feedback from families;
- professional advice.

This culture of continual reflection ensures accessibility remains responsive to individual need.

6. Current Accessibility Arrangements

Homebrook Woods has established a range of arrangements to promote accessibility across every aspect of school life.

These arrangements are reviewed regularly and adapted as the school develops and individual pupil needs change.

6.1 Curriculum Accessibility

The curriculum has been designed to provide meaningful learning opportunities for all pupils, regardless of their developmental stage or communication profile.

Accessibility is promoted through:

- personalised planning informed by EHCP outcomes;
- flexible teaching approaches;
- differentiated learning activities;
- practical, experiential and outdoor learning;
- Forest School;
- community-based learning;
- visual supports;
- structured routines;
- therapeutic approaches where appropriate;
- ongoing assessment to inform planning.

Learning is adapted without reducing ambition, ensuring that every pupil experiences challenge, success and progress.

6.2 Communication Accessibility

Communication is embedded across the curriculum and daily routines.

Staff ensure that communication remains accessible through:

- personalised communication profiles;
- visual timetables;
- Widgit symbols;
- PECS;
- AAC;
- signing where appropriate;
- simplified language;
- additional processing time;
- modelling language;
- recognising and responding to all communication attempts.

Consistency between adults helps pupils develop confidence and understanding.

6.3 Physical Environment

The physical environment has been designed to promote safety, accessibility and emotional wellbeing.

Provision includes:

- calm, low-arousal classrooms;
- uncluttered learning spaces;
- accessible entrances and circulation routes;
- sensory regulation spaces;
- appropriate lighting and acoustics;
- accessible toilet facilities;
- clear visual signage;
- risk assessments for individual pupils;
- Personal Emergency Evacuation Plans (PEEPs) where required.

Accessibility audits are undertaken regularly to identify opportunities for further improvement.

6.4 Sensory Environment

Many pupils require carefully considered sensory support to participate successfully.

Homebrook Woods promotes sensory accessibility through:

- predictable routines;
- sensory regulation resources;
- movement opportunities;
- flexible seating;
- quiet spaces;
- visual organisation;
- individual sensory strategies;
- graduated transitions between activities.

These approaches support emotional regulation, engagement and readiness to learn.

6.5 Access to Information

Information is provided in ways that are appropriate to the needs of pupils, families and professionals.

This may include:

- visual supports;
- symbols;
- photographs;
- easy-read documents;
- simplified written information;
- large print where required;
- electronic formats;
- accessible website information;
- alternative communication methods for parents and carers where appropriate.

Accessibility of information is reviewed regularly to ensure effective communication with the wider school community.

6.6 Partnership with Families and Professionals

Accessibility is strengthened through collaborative working.

Homebrook Woods values the expertise of parents, carers and professionals in understanding individual needs and identifying effective adjustments.

Regular partnership working includes:

- EHCP reviews;
- transition meetings;
- consultation with families;
- liaison with therapists;
- collaboration with Local Authorities;
- professional advice informing provision;
- shared review of accessibility arrangements.

This partnership approach ensures accessibility remains responsive, personalised and effective.

7. Accessibility Improvement Plan (2026–2029)

Accessibility is an ongoing process of continuous improvement.

Homebrook Woods will review progress annually and update priorities in response to changing pupil needs, feedback from stakeholders and developments in legislation or best practice.

Priority Area	Objective	Actions	Lead	Review
Curriculum	Maintain an ambitious, accessible curriculum for all pupils.	Review curriculum planning, resources and differentiation annually.	Headteacher / SENDCo	Annual
Communication	Continue to strengthen communication accessibility across the school.	Audit communication systems, update communication profiles and maintain AAC and visual supports.	SENDCo	Ongoing

Sensory Environment	Further develop calm, low-arousal learning environments.	Review sensory resources, classroom environments and regulation spaces.	Headteacher	Annual
Physical Environment	Maintain safe and accessible premises.	Complete annual accessibility audit and implement reasonable adjustments where required.	Headteacher	Annual
Information	Improve accessibility of information for pupils, families and professionals.	Review documentation, website and communication methods.	Headteacher / Administration	Annual
Staff Development	Maintain high levels of staff confidence in inclusive practice.	Deliver annual CPD on accessibility, SEND, communication and reasonable adjustments.	Headteacher	Annual
Family Partnership	Strengthen opportunities for family participation in accessibility planning.	Gather feedback through questionnaires, meetings and reviews.	Headteacher / SENDCo	Annual
Community Participation	Ensure educational visits and community learning remain fully accessible.	Complete individual risk assessments and implement reasonable adjustments.	Headteacher	Ongoing
Resources	Maintain appropriate specialist resources and assistive technology.	Audit resources annually and purchase equipment where required.	Headteacher / SENDCo	Annual
Continuous Improvement	Monitor implementation of this plan.	Review accessibility priorities through school improvement planning.	Proprietor	Annual

Accessibility Priorities for 2026–2029

Over the lifetime of this plan, Homebrook Woods will continue to focus on:

- maintaining an inclusive curriculum that meets the needs of all pupils;
- developing communication-first practice across all aspects of school life;
- ensuring learning environments remain calm, accessible and responsive to sensory needs;
- strengthening partnerships with families and professionals;
- embedding accessibility within strategic planning and school self-evaluation;
- promoting continuous professional development to ensure staff remain confident in inclusive practice.

Accessibility is recognised as an evolving aspect of school improvement and will continue to develop alongside the growth of Homebrook Woods.

8. Roles and Responsibilities

Creating and maintaining an accessible school is a whole-school responsibility. Every member of the Homebrook Woods community has a role in ensuring that barriers to participation are identified, reduced and, wherever possible, removed.

Accessibility is considered within strategic planning, curriculum design, teaching, safeguarding, communication, the physical environment and relationships.

8.1 Proprietor

The Proprietor has overall responsibility for ensuring that Homebrook Woods fulfils its statutory duties under the Equality Act 2010 and related legislation.

Responsibilities include:

- approving and reviewing the Accessibility Plan;
- ensuring adequate resources are available to implement accessibility improvements;
- monitoring compliance with statutory requirements;
- considering accessibility as part of strategic school development;

- ensuring accessibility remains embedded within the ethos and vision of the school.
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8.2 Headteacher

The Headteacher is responsible for leading the implementation of this Accessibility Plan.

Responsibilities include:

- promoting an inclusive school culture;
 - overseeing curriculum accessibility;
 - ensuring reasonable adjustments are implemented appropriately;
 - monitoring accessibility across the school environment;
 - coordinating annual reviews of the Accessibility Plan;
 - ensuring staff receive appropriate professional development;
 - working collaboratively with families and external professionals.
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8.3 SENDCo

The SENDCo plays a key role in coordinating accessible provision for individual pupils.

Responsibilities include:

- supporting personalised curriculum planning;
 - advising staff regarding reasonable adjustments;
 - maintaining communication profiles where appropriate;
 - liaising with external agencies;
 - contributing to EHCP reviews;
 - monitoring the effectiveness of accessibility arrangements for individual pupils.
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8.4 Teachers and Support Staff

All teaching and support staff are responsible for embedding accessibility within their everyday practice.

This includes:

- adapting teaching appropriately;
- using agreed communication approaches consistently;
- recognising barriers to participation;
- promoting emotional wellbeing;
- supporting independence;
- maintaining accessible learning environments;
- working positively with families and professionals.

Accessibility is considered part of high-quality teaching rather than an additional responsibility.

8.5 Professional Advisory Board

The Professional Advisory Board provides strategic advice and professional challenge to support the continued development of accessible practice across Homebrook Woods.

Board members may contribute specialist expertise relating to:

- SEND;
 - educational psychology;
 - school leadership;
 - curriculum;
 - safeguarding;
 - inclusion.
-

8.6 External Professionals

Homebrook Woods values the contribution of external professionals in supporting accessibility planning.

Where appropriate, advice may be sought from:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- Health professionals;

- Social Care;
- Local Authority professionals.

Professional recommendations are considered alongside parental views and the individual needs of each pupil.

9. Monitoring, Evaluation and Review

Accessibility is viewed as a continuous process of evaluation and improvement.

The effectiveness of this plan will be monitored through:

- annual accessibility audits;
- curriculum reviews;
- learning environment reviews;
- EHCP reviews;
- pupil progress meetings;
- safeguarding monitoring;
- staff supervision and professional dialogue;
- parent and carer feedback;
- pupil voice, using communication methods appropriate to individual need;
- advice from external professionals;
- school self-evaluation and improvement planning.

The Headteacher will review progress annually and report to the Proprietor on the effectiveness of accessibility arrangements and any priorities for further development.

This Accessibility Plan will be:

- reviewed annually;
- updated following significant changes to legislation or school provision;
- fully revised every three years.

The views of pupils, families, staff and professionals will continue to inform future accessibility priorities and support the school's commitment to continual improvement.

10. Linked Policies

This Accessibility Plan should be read alongside the following Homebrook Woods policies and documents:

Governance

- Equality, Diversity and Inclusion Policy
- Admissions and Placement Suitability Policy
- Complaints Policy
- Privacy Notice
- Whistleblowing Policy

Safeguarding and Welfare

- Safeguarding and Child Protection Policy
- Behaviour and Relational Support Policy
- Health and Safety Policy
- First Aid and Supporting Pupils with Medical Needs Policy
- Personal Care and Intimate Care Policy
- Online Safety Policy
- Attendance Policy

Curriculum

- Curriculum Policy
- Relationships, Sex and Health Education (RSHE) Policy
- RSHE Curriculum Mapping, Progression and Implementation Framework
- British Values Mapping Framework
- Long-Term Curriculum Overview
- Subject Schemes of Work

Together, these documents demonstrate Homebrook Woods' commitment to providing a safe, inclusive and accessible learning environment in which every child is supported to communicate, participate, achieve and flourish.

Appendix A

Accessibility Action Plan (2026–2029)

Area of Accessibility	Current Position	Development Priority	Actions	Lead Responsibility	Success Criteria
Curriculum	Personalised curriculum informed by EHCPs and developmental needs.	Continue to review accessibility across all curriculum areas.	Annual curriculum review and adaptation of resources.	Headteacher / SENDCo	All pupils access an ambitious curriculum appropriate to their needs.
Communication	Communication-first approach embedded throughout school.	Maintain consistency of communication strategies.	Annual audit of communication systems and staff practice.	SENDCo	Pupils communicate effectively using their preferred communication methods.
Sensory Environment	Calm, low-arousal learning environments established.	Continue to refine sensory provision.	Annual review of sensory resources and regulation spaces.	SENDCo	Learning environments promote engagement and emotional regulation.
Physical Environment	Accessible and safe learning environment.	Maintain accessibility of premises.	Annual accessibility audit and implementation of reasonable adjustments.	Headteacher	Physical barriers are identified and addressed promptly.
Information	Information available in a range of accessible formats.	Improve accessibility of school documentation and website.	Review publications annually and provide alternative formats where required.	Administration	Families and professionals can access information easily.
Staff Development	Staff receive ongoing SEND and inclusion training.	Continue professional development relating to accessibility.	Annual CPD programme focusing on communication, sensory needs and inclusive practice.	Headteacher	Staff demonstrate confidence in implementing accessible practice.
Family Partnership	Positive relationships with parents and carers.	Increase opportunities for feedback regarding accessibility.	Annual questionnaire and consultation opportunities.	Headteacher	Parent feedback informs future accessibility planning.
Community Learning	Inclusive educational visits and community experiences.	Maintain accessibility within community learning.	Individual risk assessments and reasonable adjustments for visits.	Headteacher	All pupils participate safely within community learning opportunities.
Resources	Appropriate specialist resources available.	Continue reviewing specialist equipment and assistive technology.	Annual resource audit linked to pupil needs and EHCP outcomes.	SENDCo	Resources remain appropriate to changing needs.
Continuous Improvement	Accessibility embedded within school improvement planning.	Maintain a culture of continual reflection and improvement.	Annual review of this plan alongside school self-evaluation.	Proprietor / Headteacher	Accessibility continues to improve year-on-year.

Approval and Review

This Accessibility Plan has been approved by the Proprietor of Homebrook Woods and will be reviewed annually to ensure that it continues to reflect current legislation, best practice and the evolving needs of the school community.

Approved by	Proprietor
Signature	
Date	04.07.26
Next Review	September 2027