



Francis Holland Schools

Accessibility Plan FHS Regent's Park 2026 - 2029

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Accessibility Plan FHS Regent's Park 2026 – 2029

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Related Policies:

Health and Safety Policy

Equality, Diversity, Inclusion and Belonging Policy

Learning Needs Policy

1. Definition of Disability

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.

This policy addresses the requirements of the Equality Act 2010 and refers to disabled pupils (both current and prospective) in a wide sense, including those with special educational needs and learning difficulties.

The Equality Act 2010 – This refers to disabled pupils in a wide sense, including those with special educational needs. It also includes prospective pupils. The Governing Body has three key duties towards disabled pupils, under Part 6, chapter 1 of the Equality Act:

- not to treat disabled pupils less favourably for a reason related to their disability
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of education and admission
- to plan to increase access to education for disabled pupils

2. General Policy Statement

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following three areas:

1. increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;
2. making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled
3. proposed developments in physical access to education and associated services

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 addressed in the plan.

3. Welcoming and Preparing for Disabled Pupils

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

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have any learning difficulties, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. Parents are strongly advised to visit the school prior to application.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

4. Management, Coordination and Implementation

- The Deputy Head and the Facilities Manager take responsibility for the school's accessibility plan
- The plan will be kept under review during this period and revised as necessary
- The plan will reflect the Special Needs – Learning Enhancement Policy
- The plan will identify necessary resources and funding will be arranged by the COO
- All Heads of Department, and staff, have been fully informed and consulted about parts 1 and 2 of this plan

The school makes this plan available in the following ways:

- This plan is available, in the school office and on the website, for parents to read. On request, they will be able to obtain a copy of it.
- Parents are informed of the existence of this plan in the parents' information booklet
- On request the plan can be made available in different formats

5. Specifics by Area

The following areas have been considered in detail by the School:

5.1 Admissions

Consistent with the school's Equality, Diversity, Inclusion and Belonging Policy, the school is committed to ensuring that girls with special educational needs and/or disabilities (SEND) experience equal opportunities within the school and that they benefit as fully as possible from their education. Any applicant to the school, for whom adjustments in the entrance procedure are needed, is discussed as appropriate with the parent and the pupil's current school. The school will be guided by JCQ guidelines with respect to access arrangements.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. Adjustments are made such as: extra time for those with identified learning needs in line with JCQ regulations, large print papers for the visually impaired, choice of seating and the option of a prompt for pupils with attentional difficulties. Some pupils may also use a laptop in line with the school's Word Processor Policy.

5.2 Learners with SEND – Special Educational Needs and Disabilities

- All members of staff are aware of which girls have SEN in the school; they read summaries of educational psychologists' reports at the beginning of the academic year which are on Staff Sharepoint. They are also aware of the different strategies needed to teach them by attending inset days and following advice in the staff handbook. The Head of Learning Enhancement also meets with NQTs to ensure they know the procedures.
- A list of all learners with SEN, and girls requiring extra time in examinations {III – UVI} is on the SEN Register on iSAMS which all teaching staff have access too. The Head of LED is responsible for applying to examination boards for access arrangements.
- Tests for screening for dyslexia are administered in Year 7.
- Learning Enhancement teachers can offer some individual support in study skills and give advice to subject staff about the needs of individual girls.

- The school is also able to offer some specialist support for English as an additional language and specific learning difficulties such as dyslexia and may be able to offer support to pupils with Education, Health and Care Plans {EHCP} – depending on the severity of the difficulty. Alternatively, parents may prefer to make their own arrangements.
- Arrangements are made by the Head of Learning Enhancement and the Examinations Officer to ensure that pupils taking public examinations receive the special arrangements for which they are eligible, such as extra time, use of a computer, rest breaks, modified papers or a separate room.
- Written information is accessible in a range of different ways for disabled pupils. For example, larger print materials or coloured overlays are made available to pupils with learning difficulties and disabilities to enable them to participate fully in the curriculum. Pupils with specific learning differences benefit from the school now setting all prep on TEAMS. Teachers upload lesson notes and presentations making these resources accessible for those pupils who have processing difficulties.
- Following discussion with parents, the Learning Enhancement teachers will suggest referring girls who require specialist diagnosis to a visiting external assessor.

Please refer to the school's Learning Needs Policy for an outline of the school's full provision to support pupils with SEND.

5.3 Pastoral Provision and Pupil Welfare

The School has a comprehensive pastoral care system in which such issues as bullying, non-integration, systematic discrimination, physical and mental welfare, and health are dealt with.

- Information on appropriate helplines is made widely available.
- Information on pupils with any disability or specific medical need is recorded by School Nurse and staff are made aware as necessary.
- The First Aid Policy has been revised to ensure all pupils are well cared for, including those with any disability.
- Personal Emergency Evacuation Plans (PEEPs) are produced for staff and pupils with disabilities, and also for those with temporary injuries.
- There is also regular INSET for staff on child protection issues, routine First Aid, and learning difficulties. Specific INSET is provided as appropriate and when a need is identified. For example, this could include training on mobility issues, neurodiverse profiles such as AS (Autistic Spectrum), hearing impairment or visual impairment.
- Further training needs are kept in mind in response to specific need.
- The Learning Needs Policy is drawn to the attention of all staff annually, and made available on the school network.
- Pupils address issues of disability in PSHE/Wellbeing
- The annual Health and Safety Audit includes a review of the premises bearing in mind the Equality Act's requirements.

5.4 Staff Recruitment and Training

The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, School employment.

The procedures and the policy for Learning Needs and EAL form part of the induction schedule

for new teachers. All staff receive regular training in equality, disability and special educational needs by attending INSET days.

5.5 Staff Promotion Opportunities

Benefits and facilities of employment will not be unreasonably limited, and every reasonable effort will be made to ensure that disabled staff can participate fully.

5.6 Physical Layout of the School

The school consists of two separate buildings of multiple storeys. Accessible platform lifts are available in some buildings. Most of the corridors and staircases are not wide enough to permit stair lifts or ramps.

The school provides specialist laboratories or classrooms for certain subjects based on the valid ground of having specialist facilities for some subjects in one place. This requires pupils and staff to move from classroom to classroom.

However, corresponding arrangements are now in place to address many physical access limitations, as follows, and please see Appendix 1:

- New flooring and stair coverings meet the visibility requirements for the visually impaired.
- Lighting levels across the school have been approved using LED lighting replacement programme, both in teaching spaces, offices and staff areas. The ongoing LED replacement programme is 90% complete and is ongoing.

The School has considered the problems of physical access caused by the fixed classroom system by which certain rooms are designated as subject specific, including specialist science laboratories. Consideration has been given to the re-siting of specialist rooms but specialist laboratories (where there are clear health and safety risks) and other specific facilities will remain where they are on grounds of cost.

5.7 Sporting Activities

The use of off-site facilities means that accessibility is variable. Certain sporting activities have been identified as being suitable for individual pupils with disabilities and appropriate risk assessments completed, e.g. swimming which is onsite.

6 School Trips

All pupils with special medical needs are listed in the trips emergency information pack. Staff are made aware and make provision accordingly for students with disabilities to participate fully and safely in appropriate activities.

Reasonable adjustments will be made to increase access for the disabled, depending on the nature of the disability and activity and providing that the health and safety of the individual and groups are not compromised. Individual risk assessments will be devised for pupils on SEND register, Medical register and those with safeguarding concerns as per Trip Policy. Trip leaders will liaise with HOY and DSL to provide any pupils with vulnerable risk assessments.

7 Review

Policy author/s

RP: Head of Learning Enhancement
Trust: Director of Estates and Facilities

This review

SLT: Spring 2026

Approved by

Governance & Nominations: Summer 2026

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June 2026Next review

Spring 2027

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.

Registered charity number: 312745

Registered office: Francis Holland Schools Trust, 35 Bourne Street, London SW1W 8JA

Appendix 1: Action Plan – Francis Holland Regent’s Park

Part One	Increasing the extent to which disabled pupils {including those with learning difficulties} can participate in the whole curriculum. The following methods/approaches may be used, if deemed appropriate by the specialist staff.	Timescale
Mental Impairment	Continue to increase the use of Microsoft Teams and Sharepoint, as lesson resources and material (visual and/or audio) can be uploaded and accessed by student via any internet connection Girls seated discretely at the front of the class Laptops with audio speech programmes including on Class Notebook for audio feedback Awareness of learning styles Audio books, DVDs. Photocopying of teachers’ notes and/or access to PowerPoints on Microsoft Teams. Spider diagrams, pictures and mindmaps, lists and charts Access arrangements including but not only: Extra time in examinations, Supervised Rest breaks, Prompts. All Access arrangements are bespoke and depend on individual and are based on evidence. Learning enhancement from specialist teachers	<i>As required</i>
Mobility Impairment	Portable laptops for pupils with writing difficulties. More individual attention, especially in PE – including adapting activities so all pupils can participate. Ensuring extra space to access desk and equipment areas. Access by lift to most areas of the school. Ensure teaching rooms have vision panels. Purchase and install workbenches, at an appropriate height, in the science labs. Availability of sockets for charging electrical equipment e.g. laptops and other assisted technology.	<i>As required</i>

Visual or Hearing Impairment	Improved presentation with the increased use of ICT. Reading texts available in the form of CDs, DVDs, large print. Use of headsets, in ICT, for visual impairments. Use of visual instructions, on IWB/Powerpoint, for hearing impairments. Reading texts available in Braille format. Consult outside organisations e.g. RNIB & RNID for advice. Providing an amanuensis for exam questions, if appropriate as per JCQ regulations. Girls seated discretely at the front of the class to allow for lipreading and easy access to visuals on display. Extra time or help (buddy system if required) to move around classrooms, between classes and throughout school. Teachers to ensure classrooms are obstacle free, allowing pupils to easily move to set desk without trip hazards.	<i>As required</i>
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Part Two	Making written information accessible in a range of different ways** for disabled pupils , where it is provided in writing for pupils who are not disabled. The following methods/approaches may be used, if deemed appropriate by the specialist staff.	Timescale
Mental Impairment	Greater use of ICT and Microsoft Teams and Sharepoint Audio books, DVDs. Laptops with audio speech programmes Visual resources - Spider diagrams, pictures, mindmaps and charts Overlays/print on cream or chosen coloured paper which reduces visual stress /font size 14 Instructions on the IWB/powerpoint for pupils with hearing impairments	<i>As required</i>
Mobility Impairment	Portable laptops for pupils with writing difficulties.	<i>As required</i>
Visual or Hearing Impairment	Increased use ICT Reading texts available in the form of CDs, DVDs, large print. Use of headsets, in ICT, for visual impairments Reading texts available in Braille format Consult outside organisations e.g. RNIB and RNID for advice The school website to be in large scale print	<i>As required</i>

****Identifying the appropriate format must take account of pupils' impairment and the preferences expressed by the pupils and their parents.**

Part Three	Proposed Developments in Physical Access and Associated Services Including a Disability Access Audit		
1. Visitor/Staff Approach, Entrance and Parking			
	Comment	Action	Planning
a. Approach	Ivor Place: Dropped kerb from road to entrance. Linhope – No dropped kerb, nearest dropped kerb on either end of Linhope Street.	IP: Accessible side gate to be installed with access control for Summer 2026. Due to resident parking directly outside Linhope there is no designated area to supply a portable ramp.	x
b. Parking	By arrangement with the office.	The nearest parking is adjacent to local business The Flower Station, approx. 5 mins walk.	x
c. Entrance – outside	Ivor Place - A flight of stairs leads to the main door, which is particularly difficult to negotiate for people with disabilities. A handrail was installed in 2010. Alternative access is available through the Gloucester Wing via intercom. Linhope – 2 steep steps lead to the only entrance to the building.	IP: None Linhope House: Due to the position of the steps, size of the pavement, size of the steps and parking there is no safe way for a portable ramp to be used.	x
e. Entrance – inside	Ivor Place - A flight of stairs leads to the ground floor, which makes wheelchair access difficult. Wheelchair access is available from the Gloucester Wing via a lift. Ivor Place - The school office door has a vision panel and the width allows wheelchair access. Linhope – Currently, steep steps outside the entrance prevent wheelchair users access.	None	x
		No planned action.	September 2024

2. Pupil Approach and Entrance

	Comment	Action	Planning
a. Approach	Ivor Place – There is no dropped kerb from the road to the side entrance. Linhope – No dropped kerb, nearest dropped kerb on either end of Linhope Street.	Opening up an old gate and servicing and adding access control as a first step in improving accessibility. Further work needs to be considered on accessing the building Currently, due to resident parking directly outside Linhope there is no designated area to supply a portable ramp.	x
b. Entrance	There is a small step and a flight of stairs to gain access to the ground floor. Wheelchair access is available via the Gloucester Wing and use of lift from the entrance. Linhope – Currently, steep steps outside the entrance prevent wheelchair users access.	IP – No planned action beyond the adding of two additional gates (one accessible) No planned action	x

3. Emergency Evacuation Arrangements

	Comment	Action	Planning
a. Evacuation	Ivor Place - There are 7 exits from the school, used by all in an emergency evacuation. Linhope – There are 2 exits from this building, all used in an emergency evacuation.	Wheelchair exit timed at 4 minutes. Evac chairs available on 2 staircases. More training required for all staff. A PEEP (Personal Emergency Evacuation Plan) would need to be completed for individuals as required; outlining what action is to be taken in the event of an alarm sounding. Currently, wheelchair users are unable to use this building. Any pupils with a mobility impairment with the ability to use stairs would be issued with a PEEP.	2026

b. Signage	All fire exits are well signed and strobe lighting provided as visual component for hearing impaired people.	On-going review as required.	2026
c. Physical impairment	The school runs a buddy system for any students with minor/major physical issues ie: broken ankle.	On-going review as required	2026

4. Corridors and Staircases

	Comment	Action	Planning
a. Staircases	Staircases are wide and always kept clean and clear ensuring no obstacles. Staircases are well lit and have handrails. Wheelchair access is possible to most areas of the school. A keep left on stairs system was introduced in Spring 2025.	None	
b. Corridors	Ivor Place - Wheelchair access, on the ground floor, is restricted by heavy closed doors. Linhope – Corridors are wide and clear of any obstacles.	IP - Door guard and free door have been installed to some doors. Ongoing replacement programme for the rest. New “Keep Left” system deployed corridors and stairwells. No planned action.	2026

5. WCs

	Comment	Action	Planning
a. WCs	Ivor Place -There is wheelchair access to the WC on the ground floor next to G10. Linhope – There is an accessible WC on the ground floor.	None	x

	Ivor Place - Ensure facilities for washing are appropriate for pupils with disabilities. Consider changing taps in main cloakroom.		x x
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6. Staff Accommodation

	Comment	Action	Planning
a. Staff room/Staff work room	Ivor Place - Access to these areas is possible from the Gloucester Wing. Ivor Place - Disabled access is appropriate in all areas of these rooms. A vision panel would be necessary in the doors. Linhope – If access arrangements are fulfilled access will be available to ground floor only.	None Install vision panel if needed. Linhope – no planned action .	x <i>As required</i>

7. Pupil Accommodation

	Comment	Action	Planning
a. Classrooms	Ivor Place - Access to these is possible from the GW and the platform lift by G10. Linhope – If access arrangements are fulfilled access will be available to ground floor only.	For these rooms consider installing vision panels to doors if needed.	As required
b. Classrooms	Linhope House and Ivor Place: To minimise the noise level for the hearing impaired, all rooms have carpet, acoustic ceiling tiles and double-paned windows. To minimise glare for the visually impaired all rooms should have blinds.	Linhope – acoustic improvements made to lobby and stairwell and doors adjusted regularly to soft closing. None - all rooms have blinds	2026 x
c. Classrooms	Ivor Place: For wheelchair access, all rooms are completely level.	None	x

	Music area and small art rooms have small thresholds. Small ramps have been considered but current layout makes this impossible. Linhope – If access arrangements are fulfilled access will be available to ground floor only.		
d. Classrooms	Linhope House and Ivor Place: Door width allows easy access.	None	x
e. Lighting Levels	Linhope House and Ivor Place: Lighting levels could put the visually and hearing impaired at a disadvantage. Lighting levels have been checked and appropriate lighting is installed throughout. [Good lighting levels are essential for lip reading and to support students with Sensory Processing Disorders].	Further works to improve lighting levels will form part of a new 2025-26 classroom renovation.	2026
f. Medical Room	We have moved the medical room in order to provide easy access for the emergency services should they require it. This new development also includes 'The Space' which provides a quiet room for pupils to use should they need it.		

8. Catering Facilities

	Comment	Action	Planning
a. Dining Room	Ivor Place: Access to this area would only be obtainable with two ramps either side of this corridor which has two steps leading up and two steps leading down. We have created a one-way system to provide better access to the Dining Hall. We have also created a quiet dining area for those who would benefit from eating their	Ramps to be installed when required. Packed lunch can be provided. Space is one of the key projects the Head would like to review and designs are in process.	x

	lunch in a calmer/less stimulating environment. Linhope – If access arrangements are fulfilled access will be available to ground floor and there would be access to the dining room facilities.		
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9. Access to Specialist Teaching Facilities – Ivor Place

	Comment	Action	Planning
a. Gym	Access is restricted to the gym via stairs. A stair lift to the Gym has been considered but not currently possible due to building layout – would cause too much congestion.	None	x
b. ICT	Yes	None	x
c. Science	Yes	None	x
d. Library	Yes.	None	x
e. Art	Yes	None	x
f. Music	No. Ramp considered but not currently possible due to building layout.	None	x
g. Drama Studio	Yes	None	x
h. Hall	We have added banisters to the stairs either side of the stage in the Hall to improve access.	None	x

10. Playground

	Comment	Action	Planning
a. Playground	The playground has an all-weather surface, although drains may cause a problem. Access is restricted. A new drainage system is being reviewed.	Survey completed by Bauder in 2025, awaiting report.	x

11. Acoustics

	Comment	Action	Planning
a. Acoustics	Linhope House and Ivor Place: Generally, the acoustics were good in most areas. However, induction loops could be provided in the Hall and Drama Studio.	Review need and if required procure a portable induction loop. To be reviewed when hall refurbishment is undertaken.	<i>As required</i>

12. Furniture and equipment

	Comment	Action	Planning
a. Furniture & Equipment	Linhope House and Ivor Place: It was thought that, in the classrooms, these could be adjusted and located appropriately for pupils with disabilities.	Identify areas	<i>As required</i>
	Science labs - the workbenches are too high for wheelchair users. G14 has new height adjustable table and sink.	Purchase and install workbenches with appropriate height for wheelchair users. As required in other areas.	<i>As required</i>

Appendix 2: Personal Emergency Evacuation Plan Guidance and Procedure

Statement of Intent

Francis Holland School positively promotes inclusion and will take all reasonable steps to ensure that pupils, staff, parents or visitors with injuries or disabilities are not discriminated against or treated less favourably than others.

A PEEP may be required for anyone who has any form of disability (including sensory impairment) or for those whose mobility may be impaired for a temporary period of time.

The aim of a PEEP is to provide any members of the community who are injured or who have a disability with the necessary information and assistance to be able to manage their escape to a place of safety.

The school will:

- Identify persons who may need additional help evacuating from the school site in the event of an emergency and ensure they are offered suitable practical assistance. The aim should be to facilitate independent escape wherever possible.
- Keep a record of all pupils with permanent PEEPs and ensure they are reviewed regularly.
- Ensure that all members of school staff who encounter pupils or staff with permanent PEEPs know what to do in the event of an emergency evacuation.
- Produce temporary PEEPs for pupils or staff who are injured and ensure that all members of school staff are informed.

Procedure for permanent PEEPs

The medical team and the Joint Heads of Learning Strategy will work with the Facilities Manager and Deputy Head Operations to support pupils or colleagues requiring a permanent PEEP. External agencies such as physiotherapists may also be involved.

Procedure for temporary PEEPs

1. Office / Medical / Pastoral staff to inform the **Facilities Manager, Deputy Head Operations, Head of Year and Form Tutor** of any pupil or staff member requiring a temporary PEEP.
2. Head of Year and Form Tutor to arrange an induction session regarding use of the lift (if required) with the pupil and the Facilities Manager. Injured pupils should use the lift alone unless the medical team confirm that they require assistance. If they require assistance, they may choose one other pupil to go with them in the lift.
3. Head of Year or Form Tutor to meet with the pupil to explain the PEEP procedure and to discuss the pupil's needs and to communicate this to the Deputy Head Operations
4. Deputy Head Operations to complete the PEEP and distribute it all relevant parties.
5. Temporary PEEPs will be reviewed after two weeks by the medical team, DHO and the Heads of Year.