



Francis Holland Schools

Accessibility Plan FHS Sloane Square 2026 - 2029

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Accessibility Plan FHS Sloane Square 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

Admission to Francis Holland Sloane Square School depends upon a prospective pupil meeting the required academic entrance criteria. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers. This is to ensure that there is every chance that the pupil will have a complete, happy, and successful school career and emerge a confident, well-educated, and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school. Where it is practicable to make reasonable adjustments to

enable a prospective pupil to take up a place at Francis Holland and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

The school asks parents/guardians to include in their admissions documentation a note as to the health of the prospective pupil at the time of application and any reasonable adjustments which may be required for the purposes of the entry process or education at the school. Parents are strongly advised to visit the school prior to application.

In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards appropriate. The school will be sensitive to any requests for confidentiality.

4. Management, Coordination and Implementation

The school has set up a Special Educational Needs and Disability Group (SENDA) which consists of the Facilities Director, Deputy Head Operations and Joint Head of Learning Strategies and may co-opt additional members whose expertise in any field would be of assistance.

The Group's terms of reference are:

- (i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils, and staff and prospective staff who are or may become disabled;
- (ii) to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- (iii) to prepare the school's Accessibility Plan
- (iv) to review such plans and policies as necessary and at least every three years.

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

The following areas have been considered in detail by the SENDA Group with the results set out below:

4.1 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.

At 11+, members of the Learning Strategies Department read through submitted educational psychology and external reports to determine the candidate's eligibility for access arrangements and also liaise with SENCOs from the Junior Schools to establish a candidate's normal mode of working.

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.

4.2 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.

4.3 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.

4.4 Pastoral Provision and Pupil Welfare

The SENDA Group has considered the school's comprehensive pastoral care system and the manner 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 the senior First Aiders 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.
- 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 and made available on the school network.
- Staff are reminded of the policy annually.
- Pupils address issues of disability in PSHE
- The annual Health and Safety Audit includes a review of the premises bearing in mind the Equality Act's requirements.

4.5 Physical Layout of the School

- The school layout consists of separate buildings of multiple storeys.
- Accessible platform lifts are available in some buildings.
- 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.

The following problems have been identified.

- The school buildings have been developed over many years on different levels linked by steps.
- Most of the corridors and staircases are not wide enough to permit stair lifts or ramps.

Corresponding arrangements are now in place to address these physical access limitations as follows, and see Appendix 1:

- The installation of platform lifts has now granted access to all parts of Carmel Hall and all floors

of the main school building. The CCE is currently only accessible by stairs to the top floor.

- Moveable ramps are available for use.
- New flooring and stair coverings meet the visibility requirements for the visually impaired.
- An accessible toilet has been installed in the Junior School building.
- 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 Old School House has an accessible toilet and shower and two accessible lifts. These lifts provide access to all areas of the OSH and also provide new access to the first floor of the Grosvenor Building (where science labs, 4, 5 and 6 are located along with the gym and further access to the Performing Arts Studio).
- Accessibility across the campus will form part of a new masterplan exercise launched in September 2025.

4.6 Education

The SENDA Group 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 and to the building of internal lifts. The installation of lifts has been included as far as possible in longer-term development and refurbishment plans, but specialist laboratories (where there are clear health and safety risks) and other specific facilities will remain where they are on grounds of cost.

4.7 Sporting Activities

The SENDA Group has considered the difficulties of access to the sporting activities offered at FHS. 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.

Corresponding arrangements are now in place to address these academic and sporting access limitations, as follows:

- All members of staff are aware of which girls have SEND in the school; they have access to the Learning Needs Register on iSAMs and Educational Psychologists reports as relevant. The Head of Learning Strategies produce summaries of information from Educational Psychologist (EP) reports and provide guidance for teaching staff. Some pupils with significant needs may have a Personalised Learning Plan (PLP).
- Staff receive regular training in equality, disability and special educational needs by attending INSET days.
- All Heads of Departments report on Learning Needs in their handbooks.
- The Learning Needs Register is available on the school computer network.
- At least once a year at a staff meeting the Learning Needs and EAL register is reviewed, and staff are reminded of the school procedures.
- The procedures and the policy for Learning Needs and EAL form part of the induction schedule for new teachers.
- The Joint Head of Learning Strategies supports girls for whom word processors are recommended.
- Arrangements are made by the Joint Head of Learning Strategies 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.
- The school is able to assist with some specialist support for English as an additional language and specific learning differences such as dyslexia.

4.8 School Trips

All pupils with special medical needs are listed in each trip's 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 & Safety of the individual and groups are not compromised.

5. Review

Policy author/s	SSq: Deputy Head Operations and Co-Curricular; Joint Head of Learning Strategies; Trust: Director of Estates and Facilities
This review	SLT: Spring 2026
Approved by	Governance & Nominations: Summer 2026
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Next 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 Sloane Square

Target: To create an effective learning environment for all

Action	Responsibility	Outcome	Timescale
Ensure classroom and resources are organised in accordance with pupil needs, making reference to information on the Learning Needs Register or Personalised Learning Plans (PLPs) as required. Recognise the strategies that support pupils with dyslexia, working memory and attentional or processing difficulties.	All teaching staff in liaison with LS	Learning activities are accessible for those with hearing or visual impairment, medical conditions, mobility difficulties, attentional difficulties or Specific Learning Differences (SpLD); Work is suitably differentiated, and support staff are used effectively to ensure pupils reach their potential.	Ongoing
Maintain an ongoing programme of staff training in SEND to reflect the needs of pupils within the school and deliver training to teaching staff on a needs basis. Include SEND training as part of the induction schedule for new staff.	LS	Teachers use a range of multi-sensory strategies to support their teaching Teaching and Teaching Assistants feel more confident in their ability to use a range of strategies to support pupils with SEND <i>CPD delivered in:</i> <i>'Dyslexia friendly' classrooms;</i> <i>Neurodiversity;</i> <i>Additional training in Autistic Spectrum and SpLD.</i>	Ongoing
Provide Learning Strategies to groups or individuals as appropriate to ensure those with SEND fulfil their potential.	LS Specialist subject teachers	Pupils with SEND feel well supported and achieve. Staff have an understanding of the individual needs of pupils and are able to support them effectively.	Ongoing
Organise transition meetings between Year 6 and Year 7 staff at Francis Holland to share information regarding SEND pupils. Liaise with feeder schools and parents/guardians regarding new Year 7 pupils and occasional place pupils.	LS Director of Transitions. SLT		Ongoing

Target: To ensure access to wider curriculum activities and trips

Staff to identify potential barriers to extra-curricular activities and trips and if necessary to make alternative arrangements to facilitate access.	All teaching staff and LS in conjunction with trips co-ordinator	All pupils are able to participate in extra-curricular activities and school trips.	Ongoing
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Target: To make written information accessible in a range of different ways for pupils with SEND

Action	Responsibility	Outcome	Status
Provide large print, modified materials and audio formats as required for the individual needs of pupils. Ensure availability of resources such as reading rulers, different coloured paper and the use of appropriate fonts in line with pupils' individual needs.	Teachers and Teaching Assistants (TA) in conjunction with Learning Strategies	Pupils will be able to access information successfully	Ongoing
Maintain an ongoing programme of staff training in SEND to reflect the needs of pupils within the school and deliver training to teachers and TA staff on a needs basis. Include SEND training as part of the induction schedule for new staff.	Learning Strategies	Staff will feel confident in their use of a range of strategies to ensure written information is accessible for SEND pupils	Ongoing
Continue the development of 'pupil friendly' and 'GROW' targets and reviews for pupils with IEPs and/or Education Health Care Plans, using pupil's preferred method of communication.	All staff Learning Strategies in conjunction with individual pupils	Pupils will be able to fully understand their targets and express their opinions about their progress	Ongoing
Continue to develop the use of visual materials and social stories to support communication and learning; increase visual support materials available on school network.	Teaching staff and Learning Strategies	SEND Pupils will feel supported in their communication and learning	Ongoing
Develop and promote increased usage of the Virtual Learning Environment (VLE) through all departments	All teaching staff, Learning	All pupils will be able to access the VLE to ascertain prep tasks and subject resources	Ongoing

Enhance digital signage to promote pupil work and display additional activities	Strategies	All staff will be able to access the Learning Strategies pages on the VLE for advice and training purposes.	
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Proposed Developments in Physical Access & Associated Services

1. Visitor/Staff Approach, Entrance and Parking

	Comment	Action	Date/ Review
Parking	Pavement from Grosvenor Gate flat and even.	None. Management procedures have been put in place.	Ongoing
Entrance	There are steps between the pavements and the front hall. A ramp is available, or a wheelchair can be guided over the steps.	None. A permanent ramp is not possible due to the width of the local pavements.	Ongoing
Entrance	A new user-friendly intercom system has been installed.	To review any feedback annually.	Ongoing
Access across the campus	The school are due to embark on a masterplan exercise and one key deliverable of this will be a review of all access/egress points to the site.	The masterplan will review and seek to improve access to the physical environment of the school, adding specialist facilities as necessary.	Ongoing and Masterplan launched Jan 2026

2. Pupil Approach and Entrance

	Comment	Action	Date/ Review
a. Approach	The local council has installed a dropped kerb on the corner of the road.	No further action required.	n/a

b. Entrance	There are steps preventing access to the pupil cloakroom and the main school areas. Alternative route via Carmel Hall available. There is a level entrance into the school via The Old School House which provides access to The Old School House and The Grosvenor Building	Considered Platform Lifts to allow access to the cloak room and playground but would impede on access/egress routes.	n/a

3. Emergency Evacuation Arrangements

	Comment	Action	Date/ Review
a. Evacuation	There are 8 exits to the school, used by all in an emergency evacuation.	None. Refuge points for wheelchair users considered but school layout does not allow this, however the OSH development does provide refuge points within the design of the building. Personal Emergency Evacuations Plans (PEEP) for individual pupils are put in place when applicable. Will be considered in new campus masterplan	In campus masterplan

4. WCs

	Comment	Action	Date/ Review
	Ensure facilities for washing are appropriate for pupils with disabilities. Consider changing one tap to a lever tap in the main cloakroom.	Accessible welfare facilities are available in Carmel Hall. Additional accessible toilets are now available in The Old School House	Ongoing

4. Staff Accommodation/

5. Staff Accommodation

	Comment	Action	Date/ Review
Staff room/Staff work room	Wheelchair access to these areas is not possible.	Provide alternative space which is accessible. Plan for lift installation in the future to form part of the school's accommodation master plan.	When required
Staff quiet space	Quiet space available for staff when required throughout the day.	CCE1 is set aside at lunchtime as a quiet space.	

6. Pupil Accommodation

	Comment	Action	Date/ Review
Classrooms	Wheelchair access possible to all rooms apart from those on the top floor of the CCE and some in the main school building	Provision of more lifts to form part of the school's accommodation master plan.	Ongoing
Lighting Levels	Lighting levels could put the visually impaired at a disadvantage.	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.	Ongoing
Quiet spaces	Pupils with sensory or social needs require access to calmer spaces during free time	Create supervised quieter spaces throughout day. - The library is available, and a quiet space is available. - Year group bases have been established at lunchtimes.	Ongoing

7. Access to Specialist Teaching Facilities

	Comment	Action	Date/ Review
a. Gym	Access is now available via a lift.	No further action required.	
b. ICT	Access is now available via a lift.	No further action required.	
c. Science	Access is now available via a lift.	No further action required.	
d. Library	Access is now available via a lift.	No further action required.	
e. Art	Access is now available via a lift.	No further action required.	
g. 1A 1B	Wheelchair access is not possible at present	Lift to form part of the school's accommodation master plan. A temporary ramp is a possibility.	Ongoing

8. Furniture & Equipment

	Comment	Action	Date/ Review
Furniture & Equipment	In classrooms and specialist classrooms including the science labs, adjustments made as required for pupils and staff with disabilities.	The FM should be advised of any specialist furniture or equipment requirements. These will be purchased as required and located in the appropriate areas.	Ongoing

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.