FOXWOOD ACADEMY – ACCESSIBILITY PLAN

2024 - 2027

Committee/Person Responsible for Policy:	**Headteacher/ABM**
Date Approved by SLT/Headteacher	**19th October 2026**
Next Review Due:	**January 2027** **(Policy reviewed and updated annually)** **If new guidelines are introduced the plan will be updated accordingly.**

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled students can participate in the school's curriculum.
b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents / carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
b) Has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The schools is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with heir families, and that barriers to learning are removed.

4.1 Increase the extent to which disabled students can participate in the school's curriculum

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside of the classroom.

Review of current access:

- Keeping staff fully informed of the special educational needs / disability of any student in their charge, including sharing progress reports, medical reports and student / parent feedback.
- Listening to students' and parents'/carers' views and taking them inti account in all aspects of school life.
- Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- Increasingly specialised in-class support or guidance from trained Teaching Assistants.
- Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and / or adapted timetables.
- Specialist advice from other professional (e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Special access arrangements for internal and external exams.
- Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- A structured and dedicated transition programme for vulnerable students.
- Specialist advice and guidance to support transition.

Further development:

TARGET	STRATEGY	TIMESCALE	OUTCOME
Create an inspiring curriculum model which meets the needs of all students	Build on the three-pathway model and Preparation for Adulthood curriculum. Specify the knowledge, skills and experiences to be taught in each subject, with accessible activities and clear learning intentions. (Learning guides)	Proposed: agree priorities by January 2027; refine plans by July 2027; review termly.	Curriculum plans identify sequenced learning and adaptations across pathways. Lesson visits and work samples show activities match intended learning; pupil reviews evidence progress towards individual goals.
Broaden choices to construct personalised pathways	Review each pupil's pathway, interests, aspirations and EHCP outcomes with pupils	Proposed: initial review by January 2027; review termly and through	Each pupil has a documented, appropriate pathway linked to

	and families. Map suitable qualifications, Preparation for Adulthood opportunities and support, reviewing choices as needs develop.	annual reviews during 2026–27.	individual goals and aspirations. Reviews record pupil and family views, participation, progress and any changes needed.
Develop high quality curriculum for lower ability students	Refine provision for pupils working at earlier developmental stages, including Pathway 2 pupils whose needs are closer to Pathway 1. Sequence communication, early reading, mark-making and writing development; adapt resources and assess small steps from individual starting points. Pathway 1 lead	Proposed: agree developmental sequences by April 2027; review implementation and progress by July 2027.	Plans and resources reflect developmental needs while retaining age-respectful experiences and ambition. Work samples and assessment records show progress in communication, early literacy and independence from individual starting points.
Conduct annual curriculum reviews	Complete an annual curriculum review using lesson visits, work scrutiny, assessment, pupil and family feedback, and evaluation of targeted support. Analyse participation and achievement across pathways and relevant pupil groups; record actions and report progress to governors.	Proposed: annual review by July 2027, with termly checks on agreed improvement actions.	A written review identifies strengths, barriers and priorities with supporting evidence. Follow-up checks record the impact of changes on access, participation and learning, rather than only whether actions were completed.
Recognise non-classroom based support staff to ensure effective context for continuing professional development	Identify the accessibility training needs of non-classroom-based support staff. Provide role-specific learning on communication, supporting independence and recognising barriers, with opportunities to practise and share relevant pupil-support information appropriately.	Proposed: identify needs by January 2027; deliver priority training by July 2027; include in induction and refresh annually.	Relevant staff complete agreed training and can explain and demonstrate appropriate support within their roles. Follow-up observations and pupil feedback identify more consistent communication and access

			beyond the classroom.
Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school.	Use the accessibility audit and pupil and family feedback to prioritise barriers in the existing site and new build. Review routes, furniture, sensory conditions and displays; standardise accurate, accessible signs and learning prompts at suitable heights. Link actions to section 4.2 and Appendix 1.	Proposed: review priorities by January 2027; check termly during 2026–27 and before occupation of the new building.	Priority barriers have recorded actions and follow-up checks. Accessibility checks and pupil feedback show that agreed adjustments support access to learning spaces and facilities; displays and signs are accurate, consistent and usable.
Improve access to meaningful work experience and pathways towards paid employment for pupils with disabilities	Work with contractors delivering the new Foxwood Academy building to identify accessible work experience across construction and associated roles. Prepare students and agree individual support and reasonable adjustments. Explore how employer partnerships can continue beyond the build.	Termly monitoring during 2026-27	Success criteria – A contractor partnership and suitable placements are established; participating pupils demonstrate progress in employability skills and workplace confidence; pupil and employer feedback informs future opportunities

4.2 improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school

Review of current provision:

The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- Specialist small, quiet and calm learning spaces
- Disabled toilets
- Features that improve acoustics
- Customised furniture and / or equipment
- Specialist resources, including digital technologies

- Guiding in emergency evacuations
- Ramps
- Lifts
- Automatic doors

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development:

TARGET	STRATEGY	TIMESCALE	OUTCOME
The school is committed to ensuring full accessibility in the new build	Working with MS , Gleeds and Novium	Ongoing	On target
The school carries out an accessibility audit every 3 years in advance of reviewing this policy	Will continue	Ongoing	On target

4.3 Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

Review of current provision:

Teachers and Teaching Assistants consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Coloured overlays for text.
- Tactile resources.
- Readers and / or scribes in exams, where appropriate.

Further development:

TARGET	STRATEGY	TIMESCALE	OUTCOME
Explore opportunities provided by digital technologies.	Working with Nexus Trust and Nexus technology to benchmark provision	During build	New technology

Regular clear and relevant information to parents in home language if required	Increased contact through SWAY and letters home.	From Sep 27	Better communication
Reduce communication barriers and improve pupils' sense of inclusion through consistent use of Makaton across school	Identify 50 useful everyday Makaton signs. Teach and reinforce them with all staff through training , practice and reminders. Promote signing in assemblies, classrooms and communal areas, alongside each pupil's existing communication approach, including AAC.	Termly monitoring during 2026-27	All staff are introduced to the 50 signs and can demonstrate use of core signs: observations show more consistent use in everyday interactions; accessible pupil feedback and staff observations indicate improved communication and participation.

5. Responsibilities

All staff are responsible for removing barriers to learning for disabled pupils.

All leaders are responsible for improving accessibility within their area of responsibility.

The Governing Body is responsible for the approval of this plan.

The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

The Senior Leadership Team are responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled student's needs.

6. Review

The Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

Appendix 1: Accessibility Audit – Action Plan – October 2024 – October 2027

7.1 Access to Information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
10.1.3	Website and Social Media	Display the "Equality" and "Supporting Pupils with Medical Conditions" on the website	Short term	None	ASAP	SBM / IT Team	Jan 2025

7.2 Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
10.2.1	Access via Public Transport	Display a map with a directions link to a route planning site on the website to enable visitors to easily find the location of the school by simply clicking on it	Short term	None	ASAP	SBM / IT Team	Feb 2025
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign 	Short term	Low / Intermediate	2025	SBM	Nov 2024
10.2.5	Reception Facilities	Install a drop-down counter or consider if current counter can be	Short term	Low	2025	n/a	Already in place

		adapted for wheelchair users. For example: 					
10.2.5	Reception Facilities	Add instructional signage to the intercom at the main entrance. For example: 	Short term	Low	2025	SBM / Site Team	Already in place
10.2.10	Accessible Toilets	All accessible toilets to have mirrors, hand washing / drying facilities and coat hooks fitted at an accessible height	Short term	Low	2025	SBM / Site Team	June 2025
10.2.10	Accessible Toilets	Check all accessible toilets have horizontal grab bars on the back of the door and a vertical one on either side of the sink. The correct configuration for grab bars is as below: 	Short term	Low	2025	SBM / Site Team	June 2025

10.2.10	Accessible Toilets	All accessible toilets to be clear of unnecessary items to ensure adequate space for a wheelchair user and also for hygiene reasons	Short term	Low	ASAP	Class Teams	Jan 2025
10.2.10	Accessible Toilets	Paint either the walls or the fittings in accessible toilets where there is poor contrast	Short term	Low	2025	Site Team	Aug 2025
10.2.10	Accessible Toilets	Ensure emergency alarm cords are not tied up and reach all the way to the ground	High / Immediate	None	ASAP	Class Teams	Jan 2025
10.2.18	Doors	Handles which do not contrast in colour to the door should either be changed, have contrasting tape applied or be painted to a different colour. For Example: 	Short term	Low	2025	Site Team	July 2025
10.2.18	Doors	Adjust any noisy door closures	Short term	Low	2025	Site Team	Jan 2025
10.2.20	Staff Facilities	Provide a chair with a high back and arms in staffrooms. For Example: 	Short term	Low	2025	SBM	Jan 2025

7.3 Access to Education

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed