Accessibility Plan

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Committee approved by	Foxford Local Governing Body
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Date	Notes

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Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Foxford School is committed to providing premises that are suitable for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

Foxford School will actively seek to improve access to services in ways set out below which will be reviewed every two years, or sooner if required and updated to take account of improvements made, future resource availability and changing needs in the target areas.

Foxford School will:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN and disabled students, including pictorial and oral formats and also to ensure that the learning environment is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Ensure that arrangements for the movement of students with SEN or restricted mobility are not hampered by the physical environment of the school with adjustments being made where appropriate.
- Have clear measures in place to ensure the safe and respectful evacuation of students with SEN/restricted mobility from the school buildings in the event of an emergency.
- Establish a culture of mutual trust and respect between all members of the school community.
- Build a community that respects the celebration of achievement at all levels.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The primary objective is to reduce, and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for students, and prospective students with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognizes its duty under the Equality Act to:

- Not discriminate against disabled students in their admissions and exclusions, and provides of education and associated services
- Not to treat disabled students less favorably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school supports any available partnerships to develop and implement the plan, specifically as part of Castle Phoenix Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The Foxford Accessibility Plan was compiled using information from the Accessibility User Survey.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice, and practice under development	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Foxford's Inclusive Classroom strategy ensures a high quality learning experience for all students.	Big 3 Learning walks 6Ps Say Yes to Learning Annual learning and teaching staff CPD plan	When the adult changes, everything changes training for all staff. Boxall profiles training completed for key staff and used to inform SEMH of high tariff students.	SHA/KCO RNO	Across all 3 terms, completed term 3. End of Autumn term.	All staff are able to de-escalate pupil behaviour confidently and effectively. All staff are able to provide a supportive and welcoming environment for all students. Boxall profiles inform pupil passports of students with SEMH needs.

Aim	Current good practice Include established practice, and practice under development	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ongoing cycle of CPD to ensure that all staff are able to use strategies to support pupils with a range of needs.	Big 3 Learning walk feedback Faculty sharing briefings. Calendared staff CPD across the year.	Increase intensity of support staff training across all 4 broad areas of need. Ensure SEND is high profile in staff CPD calendar. NASEN membership shared with staff to support ownership of personalised CPD.	RNO RNO RNO	Ongoing Autumn-Summer term. Ongoing Autumn-Summer term. Spring term.	Staff report that they are well supported and informed to support a wide range of SEND. Staff are able to demonstrate their learning from SEND based CPD in classroom learning walks and students' results.
Ensure that the planned new building is accessible for students with physical disabilities.	Plans account for accessibility.	Ensure that accessibility remains a high priority feature as the new building progresses.	AGA	Autumn 2027	Students with physical disabilities are able to fully access the new school building.
Ensure clear communication between SEND parents and the school.	Parental input to pupil passport and targets. Opportunities given to attend IEP reviews and parent and information evenings. EHCP annual reviews are attended by parents. Parents invited to KS3 and KS4 SEND coffee mornings.	Give increased advance notice to parents to review pupil passports and targets. Communicate coffee morning agendas in advance. Target attendance.	RNO/LMI/ NEM RNO/LMI/ NEM RNO/LMI/ NEM	Ongoing Autumn-Summer Spring Terms	Parents of SEND report high levels of satisfaction across all areas of the school.

Aim	Current good practice Include established practice, and practice under development	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Establish a new KS4 pathway for pupils with significant SEND.	KS3 Routes provision Forest school Foxford sensory garden. CAP	Identify courses suitable for students up to M4 high needs funding. Establish how to integrate alongside the wider curriculum.	RNO/CCZ RNO/CCZ	Spring term 2026	All pupils with high needs funding and/or significant SEND have an appropriately challenging pathway that allows them to succeed.
Establish an effective transition protocol between Routes and mainstream provision.	Clear criteria identified for access to Routes provision.	Mainstream transition integration plan written.	RNO/LMI/ NEM/CRO	Spring term 2026	All students transitioning from Routes to mainstream are prepared and successful.
Ensure that SEND students can access and participation is encouraged in extracurricular clubs and visits.	Extra-curricular is advertised to all students.	Target SEND and monitor SEND attendance.	ARO	Summer term 2026	SEND students are highly engaged and represented across school clubs and visits.

Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys Three Story Two Story/Admin Single story/ PE / Post 16	 3 2 1	No action	RNO/PW	N/A
Corridor access		No action	RNO/PW	N/A
Lifts	1 lift in the 2 story	No action	RNO/PW	N/A
Parking bays	4 allocated disability bays	No action	RNO/PW	N/A
Entrances	All accessible as double doors	No action	RNO/PW	N/A
Ramps	Into every building	No action	RNO/PW	N/A
Toilets	Disability toilet in every block except 3 story	No action	RNO/PW	N/A
Reception area	Accessible entrance	No action	RNO/PW	N/A
Internal signage	Appropriate signage on disability toilet doors	No action	RNO/PW	N/A
Emergency escape routes	In appropriately located positions	No action	RNO/PW	N/A