

Fox Wood School



Accessibility Plan

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school].

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Maintain access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	As a newly refurbished school. The provision has good accessibility. It is important that this is maintained and improved if an eventuality occurs which has not been foreseen so far.	Regular checks	LB/LP LB/LP LB/LP	Termly ½ termly Termly	No pupil or visitor will be prevented accessing the school full as a result of a disability.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	As above	Visual checks and amendments	LB/LP	Termly	As above

environment	This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hoists • VI Approved entrances and exits					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Colored overlays • Pictorial or symbolic representations • Specific techniques as recommended in EHCPs • Objects of Reference	This is the responsibility of every teacher and TA team working with the individual pupils. Guidance will be given on entry before admission Speech and Language assess new starters	Classroom preparation tasks and planning prior to any session	LB/LP	½ termly	Curricular access will not prevent progress

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None	LD/GH	Visual checks daily
Corridor access	Wide	Maintain access at all times	LD/GH	Visual checks daily
Lifts	None	None	LD/GH	Visual checks daily
Parking bays	1	Ensure access is available	LD/GH	Visual checks daily
Entrances	1 plus additional fire exits	Ensure fire escape routes are clear and appropriate	LD/GH	Visual checks daily
Ramps	None	None	LD/GH	Visual checks daily
Toilets	At front of school – full access	Maintain these as fully functioning	LD/GH	Visual checks

				daily
Reception area	Wide and includes toilets	Maintain clear route and Displays	LD/GH	Visual checks daily
Internal signage	Clear	statutory	LD/GH	Visual checks daily
Emergency escape routes	lit	Statutory and clear	LD/GH	Visual checks daily