

# **Fox Wood School**



# **Accessibility Plan**

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# Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	4
5. Links with other policies .....	
Appendix 1: Accessibility audit .....	

## 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.

As a multi-site special school for pupils aged 4–19 with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), and Autism, we are committed to ensuring that all pupils, regardless of need or location, have equitable access to learning, facilities, and information.

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 – in particular – the specific needs of those with a PMLD, SLD and ASD (Neurodiverse) diagnosis.

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	<p>Our school offers a differentiated curriculum for all pupils including those with PMLD, SLD, and Autism, across all three sites.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources reflect diversity and include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability, using appropriate assessment frameworks.</p> <p>Targets are set effectively and are appropriate for pupils with complex needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>As a relatively recently refurbished school and college (September 2014) the provision has good accessibility.</p> <p>Our Fox Cubs provision was created for September 2024, taking into account the needs of our pupil cohort, and was designed to ensure good accessibility.</p> <p>It is important that this is maintained and improved if an eventuality occurs which has not been foreseen. We are heavily involved in planning/design of our new College site (due to open Sept 2026) to ensure this also has good accessibility.</p>	Regular checks	<p>LB/LM/LP</p> <p>LB/LM/LP</p> <p>LB/LM/LP</p>	<p>Termly</p> <p>½ termly</p> <p>Termly</p>	No pupil or visitor will be prevented accessing the school fully as a result of a disability.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Hoists</li> <li>• Specialist environments and equipment</li> <li>• Safe and accessible outdoor spaces</li> <li>• VI Approved entrances and exits</li> </ul>	As above	Visual checks and amendments	LB/LM/LP	Termly	As above
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Coloured overlays</li> <li>• Pictorial or symbolic representations</li> <li>• Specific techniques as recommended in EHCPs</li> <li>• Objects of Reference</li> <li>• AAC</li> </ul>	<p>This is the responsibility of every teacher and TA team working with the individual pupils.</p> <p>Guidance will be given on entry before admission</p> <p>Speech and Language assess new starters</p>	Classroom preparation tasks and planning prior to any session	LBLM//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 (all current sites are single-storey)	None – however our new college is being designed to ensure lift access that can safely support transportation of Post 16 students	LD/GH	Visual checks daily
Corridor access	Wide	Maintain access at all times	LD/GH	Visual checks daily
Lifts	None	None (see above for lift at new College site)	LD/GH	Visual checks daily
Parking bays	1	Ensure access is available at all sites	LD/GH	Visual checks daily
Entrances	1 plus additional fire exits at each site	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 Accessible toilets and changing facilities for pupils at all sites.	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, pictorial and accessible	Statutory – regular reviews are undertaken	LD/GH	Visual checks daily
Emergency escape routes	Well-lit, clear and accessible	Statutory and clear	LD/GH	Visual checks daily