



Sherwood Foundation School
Sherwood Park Campus
Sherwood Hill Campus
Sherwood Manor Campus

ACCESSIBILITY PLAN

(WHOLE SCHOOL)

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SHERWOOD FOUNDATION SCHOOL

Accessibility Plan

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The Aims of this Plan

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 of 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.

Overview of the Plan

Sherwood Foundation School is a Foundation Special School for students aged 3-19 years. The School operates out of three sites within the London Borough of Sutton:

- *Sherwood Park Campus:* This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.
- *Sherwood Hill Campus:* This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.
- *Sherwood Manor Campus:* This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

We have children and young people (CYP) on all campuses that have a range of disabilities including physical disabilities, motor difficulties and sensory impairments/differences. All of our pupils have complex regulation, communication and learning difficulties.

Last academic year as part of our school development plan we have been working on:

- Redefining our campus descriptions and pathways for learning to ensure that all pupils have access to a broad and balanced curriculum alongside peers with matched learning needs (see our updated pathway documents)
- Enhancing our assessment and curriculum offer to ensure that it stretches and challenges our learners on all pathways (see our updated assessment and curriculum documents)

Sherwood Park Campus

The needs of learners with a primary educational need of severe, multiple and complex learning difficulties and/or disabilities, including learners who have highly complex access needs resulting from their physical and/or health conditions are met on our Sherwood Park Campus as they require a sensory rich, highly accessible environment. This is a purpose built school to cater for the specialised learning needs of children and young people with complex physical and learning difficulties although there are factors related to the age of the building that means that accessibility for some of our learners with severe physical disabilities continues to need improvement.

The accessibility of the school has improved with the building works that have been undertaken in recent years. The environment is wheelchair accessible. Overhead ceiling tracking is fitted and being regularly updated in all of the classrooms, specialist rooms, school hall and most changing, hygiene and toileting areas. The accessibility of our dark room was much improved over the summer of 2025 with ceiling tracking installed. We have access to mobile hoists, which can also be used on residential trips, education visits and in the playground. There is a purpose built sensory room, dark room, and soft room all now with overhead hoist access. The sensory room and dark room facilities were refurbished this summer to improve their accessibility for the appropriate cohorts and to improve the options available to teachers for sensory driven learning. A purpose built ColorScape room was opened in 2021 which has been successful for our Maple & Pine cohort and those with sensory impairments. Our therapy gym now has access to suspended equipment. There is also a jacuzzi and fully accessible swimming pool. The life skills room requires updating in relation to height adjustable surfaces and accessibility of equipment and funding has been secured to support this project but is currently being considered within our wider accessibility plans.

Outdoor areas include early years play grounds, wheelchair accessible swings, trampolines and roundabout, a multi-purpose games area, sensory garden and a discovery forest. Additional funding has been secured to build a larger bike shed to house our specialist bikes and trikes and to make changes in our discovery forest to make it more accessible all year round and safer for individual learners.

There is a focus on equipment and resources that are adapted for children and young people with sensory and motor difficulties, including switch adapted toys and adaptive ICT equipment, sensory-motor equipment, rebound trampoline and highly specialist communication systems. All classes have now been fitted with sound-field systems to improve access to the curriculum for our pupils with hearing impairments. There has been a significant focus in the last few years on the availability and use of equipment and resources to support communication and regulation. We have expanded our options for the use of eye gaze in all appropriate classes and this term all teachers, therapists and wellbeing practitioners will have access to iPads with communication apps on them so that they can model communication during lessons/sessions to the child on the same system that they are using. We have also invested in trial AAC devices for our learners so that our students have the opportunity to learn to use the software on a daily basis to determine what system will be the right system for them, supporting our ability to secure individual systems for

those learners who need one as their high tech system. This term we have secured funding for and are in the process of replacing our old height adjustable interactive whiteboards with height adjustable plasma screens providing clearer visual imagery for all pupils and improved accessibility for wheelchair users. This also includes Magic Room Software and Magic Carpet Software to improve accessibility and the learning experience for all learners. We have reviewed the sensory seating needs and table height options for all of our students and secured funding to enable a wider range of individualised equipment options to be used within each class. We have also expanded our physical equipment to provide a wider range of options for our physically impaired learners to access PE and play and leisure activities, this includes accessible gym equipment for our students with complex physical impairments. The equipment for some of the above is on order awaiting delivery.

We continuously look to improve our facilities to support the complex needs of the cohort on this campus. Due to the issues with ongoing accessibility issues with the building and the need to replace temporary buildings at the back of the school a full accessibility audit was commissioned and completed by an external organisation. The report on this was delayed but outlines a significant number of low, medium and high priorities we will need to address over time. This plan is currently being reviewed and a full updated accessibility plan, in collaboration with the local authority will be created during this term.

Sherwood Hill Campus

Sherwood Hill Campus is a purpose built specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners on this campus may also have severe learning difficulties and /or struggle to maintain a regulated state for learning. The school has been designed to be a low arousal environment. The school has undergone some improvements to enable us to support our primary learners as the school was originally built to be a secondary school. This has involved adapting the toilets for early years, purchase of primary tables and chairs and providing appropriate facilities for the EYFS cohort. This has involved adaptation to the primary play areas on the ground floor, including the purchase of climbing equipment and hammocks and laying astroturf over these areas to improve safety.

The 12 (13 with a bulge class) classes have access to quiet rooms for learning and regulation. In summer 2023 all of the 9 quiet rooms across the school were fully refurbished and turned into interactive sensory environments to support wellbeing, regulation and engagement. . Work was completed in the summer of 2022 to turn our upstairs PPA space into an additional classroom to accommodate a need for additional secondary places in the borough. We have purchased a range of sensory seating solutions for our pupils to try to support their attention during table top tasks. These have been highly successful for many of our learners. Over the summer of 2024 all of the classrooms, hall and stairwells were fitted with acoustic paneling in order to reduce the impact of noise within the buildings and to provide a more regulating place for learning.

There is a purpose built sensory room, soft play room, and sensory gym with access to suspended equipment. The facilities in our sensory gym were enhanced in 2022 to include a cash pit and additional sensory equipment. An additional regulation room with suspended equipment was added in 2021 to provide additional regulation opportunities for our secondary pupils, reducing the risk to our primary students in times of crisis. We have completed an overhaul of our suspension equipment and matting in our regulation room and sensory gym to ensure it can be used with more learners. Our sensory room was updated in summer 2025 to offer a wider variety of sensory, regulation, play and learning opportunities. There is also a music room and life skills room. The music room is currently

being used as an individual classroom for one learner and in the longer term is being adapted into a hammock room and for quiet working when needing to be used by individual learners at times when they are unable to cope in class. There is a plan in place (see below) so we can continue to support our most complex students in purpose built classrooms. A temporary library was installed in 2021 with quiet reading areas as one was not included in the original building. This has expanded the learning options for literacy across the campus. Children who need it now also have access to the swimming pool and discovery forest on the Sherwood Park Campus. In 2022 we have expanded our PE facilities in our hall, greatly increasing our equipment for sensory circuits and games lessons. This has included purchasing gym equipment for the use of our secondary & post 16 learners, installation of a large climbing frame and the purchase of a rebound trampoline with the aim of improving our options for regulation, wellbeing, play & leisure and the development of physical skills.

Significant improvements have been made to our playground including adding additional inset trampolines and covered birds nest swings. In the summer of 2023 we created an outdoor learning sensory area with sand, mud and water play facilities. In the summer of 2025 the multi-use games area was removed and the playground redesigned to offer much needed physical, sensory and climbing equipment, a covered seating area, a play stage and a sensory walkway through the banked area. This has much improved the physical and sensory well-being of our learners as well as offering more opportunities to develop play skills. We are waiting on delivery of a wider range of ICT resources following a successful ICT bid.

On this campus there is a focus on equipment and resources that are supportive for Autistic children and young people, including regulation equipment (specialist swings, trampettes, gym balls, weighted & deep pressure equipment, sensory toys & quickshift music etc), transactional supports (visuals, now-next-then boards etc) and highly specialist communication systems (low tech & high tech).

We continuously look to improve our facilities to support the complex needs of the cohort on this campus. We are currently embarking on a large-scale building project on the Sherwood Hill Campus to be completed in 2025-26 to improve our kitchen facilities to enable school meals to be cooked on site. This building work will also include a relocated library, a new hydro pool, a purpose built gym for our secondary & post 16 learners and to ensure we have some independent learning rooms to accommodate for the needs of learners who need time learning outside of the classroom. There will also be an office block at the front of the school to accommodate our admin staff and to provide additional meeting and working areas for teachers and therapists when working out of class.

Sherwood Manor Campus

In 2024-25 we embarked on a project to open our Sherwood Manor Campus. This is planned to be a specialist school primarily for secondary Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils on this campus can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment or coping around their peers so may need a highly individualised learning offer to meet their academic potential. The site is a grade 1 & 11 listed building which needs a full update of facilities and refurbishment. This has been made more challenging by the speed at which the first phase needed to be completed and the need to gain planning permission through Heritage England for potential changes to the building. This work is planned to be completed over the next few years as the intake increases. This site now has a purpose built sensory gym with suspended equipment and two multi-sensory rooms to support

regulation and learning. There is a sports hall complete with sensory facilities and rebound trampoline, dining hall and group room. Over this year there are plans to further refurbish more classrooms and regulation spaces as well as fully refurbish the art room, science room, food tech room and library. There are also plans to develop our outdoor learning areas to include a climbing area, covered swings and inset trampolines, outdoor gym equipment and a horticulture area next to the existing forest school.

On this campus there is also a focus on equipment and resources that are supportive for Autistic children and young people, including regulation equipment (specialist swings, trampettes, gym balls, weighted & deep pressure equipment, sensory toys & quickshift music etc), transactional supports (visuals, now-next-then boards etc) and highly specialist communication systems (low tech & high tech).

All Sites

There has been a significant focus in the last few years on the availability and use of equipment and resources to support communication and regulation. Symbols and pictures are now used throughout the school environment to support the understanding of our CYP and to support their ability to transition. Large core vocabulary, Proloquo-2-go and LAMP words for Life boards have been put up in the playgrounds to further promote communication. All CYP now have an appropriately individualised low tech communication system and high tech devices are trialled and resourced for students where appropriate. Staff are now encouraged to wear visuals and communication systems at all times to effectively model communication in the moment. Equipment has been put in place to support regulation including chewies, compression vests, weighted blankets & vests and access to suspended equipment on all sites for movement. These are available for all learners as required. We have also worked with the LA, local charities and companies to ensure that all classes have access to iPhones and iPads for learners to access Therapeutic Listening, video modelling and to trial new high tech communication options.

Summary

We will ensure appropriate equipment and resources are available to allow access to any pupil regardless of disability. The school is continuing to look into other actions that it can take to ensure that we are able to address accessibility equality in a proactive way. Please see the details of our plans for each campus attached.

Legal Duties 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.

Other relevant legislation includes:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Monitoring Arrangements

The accessibility plan must be published and circulated to parents and staff at least once a year. This document should be seen in the context of a wider approach regarding our school local offer as well as our ethos and values and SEN policy.

Links with Other Policies & Documents

As a special school, the SEN policy impinges on every aspect of school life, but the following documents may provide a particularly useful cross reference:

- Admissions Policy
- Curriculum Document
- Communication & Literacy Policy
- Vision, Values, Ethos Document
- Framework and Pathways for Learning Document
- Interventions & Whole School Approach Document
- Health & Safety Policy
- Play & Leisure Policy
- Safeguarding Policy
- SEN Information Report
- SEN Policy
- Supporting Students with Medical Needs and Administration of Medication Policy
- Well-being (behaviour) Policy
- Well-being - Positive Handling Policy