



Accessibility Plan (2026–2029)

SEMH Specialist Secondary Provision (Approx. 100 Students)

1. Vision and Values (Intent)

At Furrowfield School, our vision underpins all aspects of accessibility, inclusion and provision.

We aim to improve life chances by:

- Being imaginative in our thinking
- Working collaboratively, sharing our ideas and learning
- Being inquisitive, asking questions and finding answers
- Being resilient, never giving up even when we face challenges
- Being reflective, thinking about how we can use what we have learned

This approach is embedded across our curriculum and wider provision and supports:

- Academic achievement
- Personal development
- Social, emotional and mental health and wellbeing

Through this, we enable our students to become:

- Empowered
- Thoughtful
- Kind
- Successful citizens in the future

Our accessibility strategy is driven by this vision, ensuring that all students can fully access education and thrive in all aspects of school life.

2. Context

Furrowfield School is a specialist secondary provision for approximately 100 students (117 September 2026) whose primary need is Social, Emotional and Mental Health (SEMH).

Students may also present with a range of additional needs, including:

- ADHD, ASD and PDA
- Speech, Language and Communication Needs (SLCN)
- Foetal Alcohol Spectrum Disorder (FASD)
- Chromosomal conditions (deletion and duplication)
- Multi-sensory impairment
- Hearing impairment

The school recognises that these overlapping needs require a highly adaptive, relational and therapeutic approach which is supported by our recently opened Therapeutic Assessment and Support Centre (TASC)

3. Aims of the Accessibility Plan

In line with statutory expectations, the school will:

1. Increase access to the curriculum by further developing a variety of academic, vocational, nurture and therapeutic pathways
2. Improve the physical environment to support those with sensory needs
3. Improve the delivery of teaching and learning in the classroom using the curriculum using the research of Costa and Habits of Mind focusing on the skills of imagination, collaboration, reflection, resilience and inquisitiveness

4. Current Practice (Implementation)

4.1 Curriculum Access

- A broad, balanced and ambitious curriculum tailored to SEMH and neurodiversity focusing on different curriculum pathways bespoke to each student's needs
- Strong focus on emotional regulation and readiness to learn including supporting nurture development and Trauma Informed Practice
- Integration of therapeutic provision through, music, sport, art, brick by brick, counselling, nature cooking and forest school
- Use of:
 - Visual supports in classrooms and around school
 - Structured routines at each transition throughout the day
 - Adaptive teaching strategies within lessons
- Explicit teaching of:
 - Communication
 - Self-regulation
 - Executive functioning
- Flexible pathways including academic, vocational, therapeutic and enrichment

4.2 Physical Environment

- Low arousal environments to support regulation
- Access to safe and calm spaces
- Consideration of sensory needs (lighting, noise, space)
- Small group teaching spaces to reduce overwhelming feelings expressed by some students

4.3 Information Access

- Clear, simplified communication
- Use of visual supports and repetition
- Accessible communication for parents/carers
- Strong multi-agency working

5. Key Priorities (Implementation to Impact)

5.1 Curriculum Accessibility

- Further embed adaptive teaching
- Strengthen communication strategies for SLCN
- Develop use of assistive approaches and resources
- Enhance preparation for adulthood pathways

5.2 Physical Accessibility

- Improve sensory environments across the school
- Review provision for hearing and multi-sensory impairment
- Enhance access to all areas of the site where possible
- Develop visual signage and wayfinding

5.3 Communication Accessibility

- Standardise accessible communication approaches
- Improve engagement with parents/carers
- Strengthen multi-agency communication systems

6. Monitoring and Evaluation (Impact)

The impact of this plan will be evaluated through:

- Student voice
- Staff voice
- Parent/carer feedback
- Engagement and attendance data
- Behaviour and regulation trends
- Progress and outcomes
- Post-16 destinations

Success will be evidenced by:

- Increased engagement and participation from all students
- Improved self-regulation and independence
- Reduced barriers to learning resulting in increased attendance and improved examination results
- Positive future pathways post 16

7. Accountability

- Headteacher – Strategic leadership and accountability
- Senior Leadership Team including SENCO Team – Implementation and monitoring
- Governing Body – Oversight and challenge

8. Review

This plan will be reviewed annually to ensure it remains responsive to the evolving needs of students and aligned with best practice.

To Governors 2.6.26 for annual update.