



Hazelwood School

## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY (SEND)**

*This Policy includes the Nursery and Early Years Foundation Stage*

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**The named SENCo on the Hazelwood School site is Liza Pinder and the named person for Early Years Foundation Stage site is Jane O'Keefe.**

### **ETHOS**

The staff and Governing Body believe that all children regardless of ability are **valued equally** at Hazelwood. SEND children are not viewed as a separate entity but are part of the whole school community and different children's needs are recognised and met through varied and flexible provisions throughout the curriculum.

At Hazelwood School, every teacher is now a teacher of a child with SEN. (SEND Code of Practice 2015.)

### **SEND Definition**

At Hazelwood School we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him and her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

We will make '**reasonable adjustments**' to cater for a child's disability within our setting. (However there may be limitations to the degree of modifications that can be made to the physical environment.)

**Reasonable adjustment** is achieved in many ways, for example:- through targeted support within the classroom; small group and small sets; ensuring access to school facilities & school sports; internal assessment & examination arrangements; access to school clubs, trips & other activities; transition programmes for the next phase of education.

**Additional provisions** examples are Touch Typing and Handwriting clubs, modified timetables, small group work and exam concessions.

Examples of **auxiliary aids** provided for use within the curriculum are: i-pads, writing slopes, coloured overlays, enlarged print, specialist equipment (exampens, wobble cushions etc).

Reasonable adjustments, additional provisions and auxiliary aids are provided for use within the curriculum.

## **CONTEXT**

This policy pays due regard to the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015), 3.65 for Independent Schools and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- The Children and Families Act 2014
- Safeguarding Policy
- Equal Opportunities Policy
- Early Years Foundation Stage Statutory Framework specifically E406 and E407

## **AIMS and OBJECTIVES**

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

### **Aims**

- To identify at the earliest opportunity, any pupil who may have special educational needs
- To provide different levels of intervention to match the pupil's level of needs\*
- To ensure that children with special educational needs and disabilities have access to a relevant broad based curriculum and the ability to join in with all the activities of the school
- To ensure that all SEND pupils will meet or exceed the high expectations set for them based on their age and starting points.
- To encourage and value learners, enabling them to express their views and to be fully involved in decisions which affect their education
- To ensure that all relevant staff are aware of each pupil's needs so that they may be met in all school settings
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of his/her disability

- To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- To work in partnership with parents/carers and outside agencies to achieve best outcomes for pupils; and to ensure that there is effective communication between parents and school
- To enable all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- To ensure that pupil's records include information relating to their individual need and the interventions which have been provided and their outcomes
- To conduct regular reviews of pupil's progress
- To provide support for staff so that children's needs can be met in the mainstream classroom
- To provide regular INSET programmes for all staff as and when required

### **Objectives**

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers
2. To develop effective whole school provision management for support of pupils with special educational needs and disabilities
3. To deliver support and guidance for all staff working with pupils with special educational needs and disabilities.
4. To develop our partnership with parents/carers and ensure effective communication and sharing of good practice.

### **ADMISSION PROCEDURES**

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of effective education for the children
- The efficient use of resources
- Prospective pupils entering the school will normally spend a minimum of half a day in the classroom with their year group. Depending on a pupil's point of entry, the following assessments may be used:
  - If they are coming into Years 3-5, the Head of Lower School may give them a literacy and numeracy assessment.
  - If prospective pupils are coming into Years 6-8, the Director of Studies may arrange for assessment in numeracy and Verbal Reasoning.
- Should any child already have identified SEND, relevant reports should be brought to the admission interview and a copy made available for the SENCo.
- Any child who, at the admission interview, appears to have SEND, may be referred for further assessments with the SENCo so that the school is able to provide the appropriate intervention on arrival.

Assessments for pupils wishing to join the school will take into account the nature of any difficulty or need as well as our expertise, resources and ability to offer appropriate support within that year group. The type of education offered at Hazelwood will also be a deciding factor. If the school can offer a viable programme of support, then the SENCo and appropriate parties will follow the steps for provision outlined below and

closely monitor progress. At all times, the welfare of the child and those in the class will be of paramount importance. (See SENDA policy.)

## **IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS:**

At Hazelwood School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Types of Need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

A pupil's needs may become apparent through:

- Teachers raising concerns in staff meetings or with the Learning Support Department
- Reading and spelling tests results at the beginning of the Autumn term
- Assessments in Maths and English
- Inconsistencies in assessment and attainments
- Parental concerns
- Further specialist assessments undertaken by the Learning Support Department

When a teacher has raised a concern through informal discussions with the Learning Support Department, the SENCo will ask other members of staff who teach that child to discuss their progress across the curriculum. If there is a need for extra support, parents will be contacted and informed and a programme of provision will be discussed and agreed by both teachers and parents.

It is recognised that not all parents may wish action to be taken. Staff members are to be informed when action is to be undertaken. The Learning Support Department is responsible for drawing up an Individual Education Plan with appropriate targets and this will be sent to the parents.

## **CONSULTATIONS WITH EXTERNAL SPECIALISTS and AGENCIES**

In some cases it may become necessary to recommend to parents that their child be assessed by an educational psychologist or other external agency eg Occupational Therapist or Speech and Language Therapist. Parents may or may not be willing to undertake this (the school cannot exert pressure on them to do so, only recommend it as a course of action) and in any case may wish to keep any ensuing report confidential to themselves, which they are fully entitled to do. However they are encouraged to allow reports to be seen by staff in order that the teacher may be able to give the recommended support to their child.

The SENCo will meet with parents following an assessment to discuss the outcome and will produce a summary of the findings, which she will distribute to the relevant staff members (with the permission of the parents).

## **PROVISION**

Learning support will be provided according to each individual pupil needs. This support will be in accordance with the proposed targets set out in the Individual Education Plan (and this constitutes our 'local offer'). The provision will take place following agreement and discussion with both teachers and parents. The Learning Support Department will provide either:

- In class support
- Small group withdrawal
- Individual support

Some children may have more than one form of support if this is deemed appropriate. Timetabling this support is agreed with parents, teachers and pupil in order that core subjects are not missed and pupils continue to have access to a broadly based curriculum.

IEP targets will be set twice a year: at the beginning of October and at the end of February/beginning of March. A short review will also be sent to parents with the new targets at the end of February/beginning of March. A longer review will be sent home with reports at the end of the summer term.

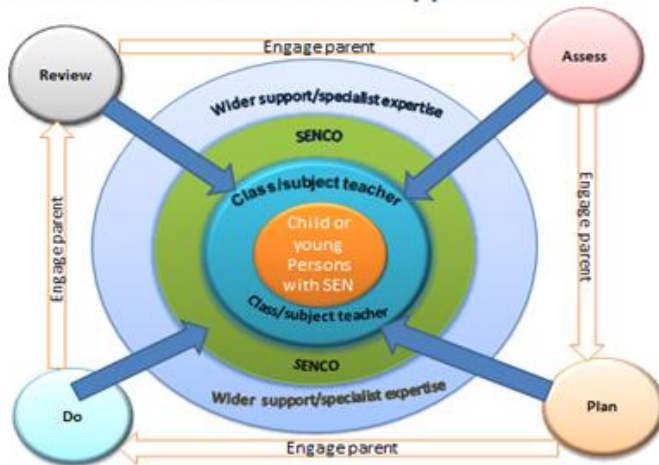
Lower School class teachers are provided with a 'Bookmark' for the pupils, in their respective year groups, highlighting the children's difficulties and recommendations; as well as being emailed a copy of the IEPs for those they teach and have access to information concerning the individual child on the staff drive, to refer to and to make notes on any pupils on the SEN register. Other staff can access this information on the computer. In the Upper School, all staff are provided with a 'bookmark', which includes a bullet point list of an individual's needs and relevant recommended strategies to employ.

The Learning Support team offers two touch typing clubs after school.

## **Graduated Approach to SEN Support**

- Quality First teaching and the progress made by pupils, is a core part of Hazelwood School's philosophy
- Class teacher/subject specialist teachers provide differentiated expectations for all pupils and high quality personalised teaching. This is the first step in responding to pupils who may have SEND
- All teachers are responsible and accountable for the progress and development of the pupils in their class
- Progress and outcomes for all pupils are monitored regularly e.g. pupil tracking system and Assess, Plan, Do, Review cycles (please see diagram below)
- Inset and training opportunities enable teachers to develop their knowledge and understanding of the most frequently encountered special educational needs and related supportive strategies, in order that they can respond effectively to the needs of individual pupils

## The new vision: A whole school approach



### Special Educational Provision

The progress of all children is carefully monitored. If, over time, difficulties are observed by teachers and/or parents, the School will take the following steps to address the pupil's problems, following the SEND 2015 Code of Practice guidelines.

#### **Classroom Concern/Additional Needs. A low level of need, mainly supported within the classroom**

- An initial statement of concern is made by a teacher, parent or other involved person. In the EYFS the concerns can be raised by room leaders, who inform Jane O'Keefe; if concerns are raised by staff working with pupils in Oak through to Year 8, they will inform Liza Pinder.
- General discussion will take place between class/subject teacher and parents to identify area of concern. The SENCO will be informed.
- Needs will be met within the normal timetable through Quality First Teaching following an Assess, Plan, Do, Review model. In the EYFS this is being implemented by Jane O'Keefe.
- Appropriate targets will be set in consultation with parents, teachers and SENCO
- The pupil's progress will be monitored to ascertain if the gap is narrowing or greater intervention is needed. In the EYFS, tracking sheets are used in addition to other forms of formal assessment.
- With this level of need the pupil will not be deemed to have met the criteria for having SEND.

#### **Special Educational Needs (and Disabilities). A mild/moderate level of need and support.**

- At this stage the pupil will have met the criteria for having SEND. The child's name will be added to a Special Needs Register of names, for monitoring purposes. The SEN Register is updated as and when required.
- Pupils' needs will be met within the normal timetable through Quality First Teaching following an Assess, Plan, Do, Review model. More support will be co-ordinated by the SENCO and this may include group work, individual lessons with a Learning Support Teacher or with a specialist tutor, booster groups, advice from specialists. An Individual Education Plan (IEP) will be developed by the Learning Support Teacher and SENCO in consultation with parents. All parents have been made aware of when and where an ISP (Individual Support Plan for Early Years) or IEP is in place, and parents have been invited in to meet to discuss these.

- c) The pupil's progress will be carefully monitored to ascertain if the gap is narrowing or widening
- d) If necessary, in consultation with the SENCo, staff or parents may suggest an assessment by a recommended Educational Psychologist (EP), SALT or other professional, to highlight problem areas and advise on remediation.
- e) We welcome the advice and recommendations from external agencies and work in partnership with them in the interests of individual pupils. In the EYFS, when staff need external guidance they use the Surrey early years advisor, who will point them in the right direction or for S&L children, they are referred using NHS referral forms.
- f) In highly exceptional circumstances, it may become necessary to request additional funding from the local authority by requesting an assessment for an Education and Health Plan (EHCP), formerly known as a statement. The EHCPs are granted at the discretion of the local authority and there is no guarantee a specific child will be awarded one.

As a School, we cater for pupils with mild (occasionally moderate to severe) additional &/or special needs. We do not have the expertise or resources to support pupils with **significant and/or complex** needs or where the support of a multi-professional team is likely to be needed over a protracted period of time.

#### **PROVISION FOR PUPILS WITH AN EDUCATIONAL HEALTH CARE PLAN (EHCP)**

If the School or the parents consider that the child's needs are severe and meet the LEA criteria for **formal assessment**, the school will follow the Pathway Plan, as laid out by Surrey County Council, and is committed to providing the appropriate support and resources in order to meet the recommendations made for a child with an EHCP.

#### **ROLES AND RESPONSIBILITIES:**

The Head, Lindie Louw, and the SENCo are responsible for the overall policy for Special Needs provision at Hazelwood School. The Special Educational Needs and Disability Co-ordinator (SENCo) for the school is Liza Pinder. In the EYFS, the SENCo, Jane O'Keefe and Ruth Darvill (Head of EYFS) are responsible for the provision of SEN.

It is the role of the SENCo to co-ordinate the SEN Register, liaise with the school staff, specialists and external agencies, parents and the governing body to ensure that the Special Needs and Additional Needs pupils receive support, differentiation where necessary and access to the curriculum. The learning support teachers work under the guidance of the SENCo.

Hazelwood School employs two Learning Support Teachers - Chris Addison and Liz Price; as well as provide a Specialist Dyslexia Tutor, Ann Freeman to work in Years 1 and 2. Any group support is co-ordinated by the SENCo and implemented by specialist tutors, teachers and teachers' assistants.

\*Learning Support Teachers and Specialist tutors provide individual support, where necessary, on the school premises and in school hours on a withdrawal basis. Partaking in one to one lessons within school is not mandatory. Parents pay for this tuition (which is added to the school bill each term). The charge for this support is reviewed regularly by the School.

### **SENCo's Responsibilities:**

- Oversee the day-to-day operation of the school's SEND Policy
- Co-ordinate provision for children with special educational needs
- Liaise with and advise fellow teachers
- Co-ordinate the work of all the Learning Support team
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA, educational psychologists, occupational therapists, speech and language therapists and health and social services (including CAMHS).
- Provide some specialist teaching to small groups or individuals in response to needs identified throughout the school – devise Class IEPs and Group IEPs to track provision (targets arrived at cooperatively with class teachers).
- Keep all IEPs under review and evaluate with teachers twice a year
- Carry out informal testing of individuals in response to needs identified by members of staff
- Liaise with staff according to pupil need
- Inform all staff on a regular basis of any concerns or relevant information at staff meetings

### **Teaching Staff Responsibilities:**

- All staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation
- All staff are expected to be aware of the Learning Support needs of all the pupils they teach and to ensure that the needs of each pupil are addressed during classes and in the prep set
- In the classroom, differentiated tasks should, where possible, be given by way of supporting those children.

### **RECORDS**

All records of pupils receiving learning support are kept in the SENCo's office. Copies of IEPs are distributed to all relevant members of staff as described in the 'Provision' section above and can be found on computer in the Learning Support folder in the staff shared area.

Individual learning support teachers make a termly plan and use their planners or files to plan and record their lessons.

### **EXAM PROCEDURES**

It is the school's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. Extra time is allowed when an Educational Psychologist or Specialist Assessor has recommended this and sufficient summative assessment evidence has been collated, by the SENCo, to support this recommendation. Arrangements are made for Year 7 and Year 8 children sitting mock and Common Entrance exams to be supervised in a separate area. Access to a computer/ word processor is provided, if the individual's touch typing skills are up to speed and the use of such a device has been advised by an Educational Psychologist.

### **EXTERNAL AGENCIES**

The school maintains a list of Educational Psychologists to whom the parents may take their children for assessment. Locally based psychologists will visit the school and offer help and advice. Good relationships have been established with a range of professionals and external agencies.



## **COMPLAINTS**

Should anyone have any concerns or complaints about SEND Provision, they should follow the School's complaints procedure.

## **INSET**

Staff at Hazelwood attend conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. Special Needs are included in this general programme.

## **MONITORING AND EVALUATING THE SCHOOL POLICY FOR SEN PROVISION**

Both the SENCo and the Head Teacher will monitor the administration and development of special needs provision within the school. The SENCo meets with other staff from the Learning Support Department on a weekly basis; as well as liaising regularly with the Head Teacher to discuss SEN issues.



## **SENDA HAZELWOOD SCHOOL ACCESSIBILITY PLAN**

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### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and by the Equality Act Schedule 10 (2010) – Accessibility for disabled pupils.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities".

### **Key Objective**

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

Compliance with the DDA is consistent with the School's aims and Equal Opportunities Policy; the School recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (2001) and Equality Act (2010), Schedule 10). The School must prepare an Accessibility Plan which, over a prescribed three year period:

- increases the extent to which disabled pupils can participate in the school's curriculum;
- improves the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school
- improves the delivery of information to disabled pupils which is readily accessible to those pupils who are not disabled.

In preparing an Accessibility Plan, the School must

- publish it in writing and keep it under review during the period (1<sup>st</sup> April 2015 until 31<sup>st</sup> March 2018) to which it relates and, if necessary, revise it
- implement the plan

- ensure that realistic timeframes are established for the delivery of the plan and are reflective of the pupils' needs or their parents' preferences
- set aside sufficient resources (financial and time) for its implementation
- have it available for inspection.

### **Linked Policies & Documents**

This Plan will contribute to the review and revision of related school policies and documents to include, e.g.

- School development plan
- Staff development plan
- Building and site development plan
- Equal Opportunities Policy

It should be read in conjunction with the School's SEND Policy.

### **Hazelwood School Accessibility Plan**

This Plan sets out the proposals of Hazelwood School (including its Nursery and Early Years Foundation Stage which operates from a different site) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Improving access to the curriculum
2. Improving access to services and facilities
3. Improving access to information

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The Bursar and Estates Manager will consult it when annual work schedules are being established. The Governors' Property Committee include it within the agenda of their termly meetings. The Head and School Leadership Team will consult it when inputting into the School's Five Year Development Plan.

In addition the school holds an annual meeting of the Head, Bursar, SENCO and Estates Manager, to monitor accuracy of the Accessibility Plan and review provision for the following year's intake of pupils, their parents and also for new staff members joining the team. The ongoing review of the Five Year Development Plan will monitor progress against stated objectives and time frames.

### **Review of current needs**

A key starting point for the School's Plan is the assessments of:

- Current pupil information
- The physical nature of the school and of the nursery
- The school's existing provision

	<b>Hazelwood School</b>	<b>Nursery and Early Years</b>
<b>Current Pupils</b>	<p>There are no pupils with a disability. One staff member is registered as disabled. Due consideration, is given to this individual in respect of their physical limitations.</p> <p>One parent of a pupil is wheel-chair bound. Three pupils have a sibling, who do not attend the school, who are disabled.</p>	<p>There are no pupils or staff with a disability.</p> <p>There is one pupil who is under observation for a loss of hearing.</p>
<b>Physical Nature of Site</b>	<p>The School is built on a hill. It is housed within a mix of buildings including an old Victorian building at its heart. Without considerable expenditure, the hill and some of the corridors, door widths and stairs make it difficult for all areas of the school to be accessible to those individuals with physical disabilities.</p> <p>More recent buildings do offer accessibility and the 2016 new build will be constructed to current standards of access. A lift will serve all three floors of this teaching facility.</p> <p>For staff members, those areas which are currently inaccessible, will be avoided when assigning roles and responsibilities within the organisation.</p> <p>For children, there is flexibility to assign only those teaching rooms which are accessible for the majority, if not all, of their daily timetable.</p>	<p>The site is an old Prep School for girls aged 5-11 years. It is made up of a series of disconnected buildings, some of which are accessed via stairs. The navigation of the site was intended more for the older pupil and not for the 6 month to five year olds who now inhabit the site.</p> <p>For many of these children however, it is considered likely that access around the site will be in the most part, accompanied with an adult helper being on hand to give assistance.</p> <p>For staff members, those areas which are currently inaccessible, will be avoided when assigning roles and responsibilities within the organisation.</p> <p>For children, there is flexibility to assign only those teaching rooms which are accessible for the majority, if not all, of</p>

	<p>A working lift gives access to the Upper floors of the Willow Building where a good number of specialist classrooms eg Art, DT and ICT are located.</p>	<p>their daily timetable.</p>
<p><b>Existing accessibility</b></p>	<p><b><u>Admissions</u></b>  The Admissions Policy is founded upon equality. Beyond the school requiring its pupils to display a level of ability and understanding to allow him/her to thrive at the school, it is non selective. Places are awarded on a first come, first served basis with siblings of existing pupils securing priority over pupils joining from outside the school community. Pupils in Year 3 and above are assessed on entry. All pupils undertake the same, age appropriate test.</p> <p>Special dispensation eg extra time to do the assessment, will be given to those pupils who are known to have a special learning need at the time of the assessment where appropriate. Please note that for VR and NVR assessments additional time is not permissible. All pupils are required to submit a report from their current school. The observations and recommendations of the Head or class teacher are given due weight and consideration.</p> <p>Places are not awarded on the grounds of physical, academic, financial or any other advantage.</p>	<p><b><u>Admissions</u></b>  Places at the Nursery and Early Years Foundation Stage are awarded entirely on the basis of chronological application (with siblings taking priority) and desired sessions (by day and time of day) being available. Prompt return of forms, and payment of deposits, secure the place. Failure to follow the due administration process could result in the place being rescinded and offered to another party.</p> <p>Places are not awarded on the grounds of physical, academic, financial or any other advantage.</p> <p>Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request.</p>

	<p>Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request.</p> <p><b><u>Facilities</u></b> The Head's Office, Deputy Head's Office, Reception and main areas of the School open to the public are accessible.</p> <p>The Willow Building (housing Sports Hall, ICT suite, art room, DT workshop, maths, English, changing rooms and science labs), Theatre and Chestnut (Years 1 &amp; 2) building are fully accessible. Year 3 and 4 classrooms (temporary units 2015-16) are able to offer disabled access. The staff room and The Old School Hall are ground floor facilities all of which can be accessed.</p> <p>The swimming pool has disabled access but no other facilities eg harness and winch. The Pavilion Field and hard courts can be accessed albeit down a relatively steep slope. The Dining Hall can be accessed with minimal support.</p> <p>Disabled toilet and shower facilities are accessible in the Theatre, Willow and Chestnut Buildings.</p> <p>The Chapel does not currently have disabled access. The Year 5 classrooms and the Study Support classrooms are inaccessible due to being on</p>	<p><b><u>Facilities</u></b> Main Reception, Nursery Manager's and Assistant Head's (Nursery and Early Years Foundation Stage) offices are all accessible. So too are the Oak Reception classrooms and the small library (up a small lipped threshold). The baby room (Wrens) and Robins' rooms (2-3 year olds) are all accessible. So too is the on-site gymnasium. The Dining Room and sports field can be accessed.</p> <p>Disabled toilet facilities are available and accessible adjacent to the dining room.</p> <p>The toddler room (Wagtails) is accessible but only by entering via the Upper Robins room. Its own front door access is currently not navigable by pupils or staff with some form of disability.</p> <p>Wagtails and Skylarks (3-4 years) are currently inaccessible. So too is the main hard standing playground area (although there is outside play areas accessible from all rooms with the exception of Skylarks where a small step will need to be overcome).</p>
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	<p>the first floor of the Old School Building. The library and a small number of teaching rooms (Latin &amp; MFL) are inaccessible.</p> <p>New Field, due to uphill access across difficult terrain is unavailable for disabled use. Similarly the School's treehouse is housed within an area which would be difficult to access and to navigate.</p> <p>No rooms are equipped with loop technology.</p> <p>None of the admissions information appears in Braille or in recorded form.</p>	<p>There is an additional disabled toilet facility situated alongside the Skylarks teaching room.</p> <p>The Paterson Hall is currently out of bounds too. This is where the majority of all the theatrical productions and musical events take place.</p> <p>No rooms are equipped with loop technology.</p> <p>None of the admissions information appears in Braille or in recorded form.</p>
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### **Action Plan for improving accessibility**

#### ***Hazelwood Main School (1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018)***

Swimming Pool	Erection of hand steadying rail down the steps to swimming pool to increase accessibility	January 2016 completed
Years 3-5, Upper School Humanities, Music, Lower School Art and whole school auditorium	<p>New Building earmarked for completion. 14 teaching rooms all accessible via lift with toilet facilities on each floor.</p> <p>Loop technology will be provided within the new 450 seat auditorium.</p>	Due for completion August 2016
Dining Room	Mobile ramp to be purchased to provide improved access to the Dining Hall from main car park area	April 2016
Main Building	Conversion of existing toilet facilities into disabled facilities	Summer 2017
Swimming Pool	To purchase winch mechanism to allow access to pool for those individuals with physical disability	Summer 2017
Theatre	Installation of loop technology	Summer 2017

**Hazelwood School Nursery & Early Years Foundation Stage  
(1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018)**

Main playground	Ramp to be constructed down the current flight of steps SERVES ALL	Summer 2016
Main Reception	Small mobile ramp to be purchased to ease access over lipped threshold of main site front door SHARED FACILITIES	Summer 2016
Patterson Hall	Lift to be re-commissioned SHARED FACILITY	Summer 2017
Patterson Hall II	Ramp to be built to provide access to lift doors SHARED FACILITY	Summer 2017
Patterson Hall III	Installation of loop technology	Summer 2017
Access to Skylarks*	Widen path down the side of the building to rear doors. Provide ramp down to path from end of main site access ramp.	Summer 2017
Access to Skylarks II	Provide mobile ramp to be used to gain access through rear doors and to offer access to outside play areas through main classroom french windows.	Summer 2017

\*action plan interchangeable subject to requirement for children (if any) joining or transitioning through the Nursery.



**Action plan for improving educational accessibility:  
(1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2018)**

<b>Objective</b>	<b>Action</b>	<b>Priority</b>	<b>Timing</b>
To improve the knowledge experience of SENCO and SEND team, to further enrich teaching and learning.	Learning Support Staff to attend SEN CPD courses and to SHARE / FEEDBACK to colleagues.	1	Ongoing
To seek support and guidance regarding behavioural issues relating to ADD/ADHD and ASD.	Training from Fintan O'Regan Specialist in ADHD and ASD	1	Feb '16
To improve knowledge and understanding of the pupils' Specific Learning Needs on the SEN register.	Learning Support Staff to carry out informal assessments of all pupils.	1	Sept '15 Ongoing
To review current structure of the SEND department and to ensure mathematics support is more readily available.	Review the roles and responsibilities of staff (focus on more involvement of TAs).	2	Sept '15
To increase awareness of SpLDs, predominantly dyslexia and the implementation of strategies.	Staff training/INSET (SESDA membership).	2	Sept '15
To improve links between IEPs (and information on Bookmarks) and classroom practice.	Staff Training	2	Sept '15
To increase and improve the use of ICT in Individual and group Learning Support lessons.	iPad project with Years 1&2 (Busythings & Reading Eggs), SEN Apps, Mastering Memory, Word Shark & Number Shark in Individual Lessons.	2	Sept '15
To improve the provision to disabled pupils, of information which is already in writing for pupils who are not disabled.	To review all departmental policies and procedures to ensure provision is made to provide resources and information accessible to all.	3	Ongoing

**NICK TAPPIN**  
**Bursar**

