



SENDA HAZELWOOD SCHOOL ACCESSIBILITY PLAN

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 (1st April 2015 until 31st 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. The SENDA is also annually reviewed by the Governors' Education Committee

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

	Hazelwood School	Nursery and Early Years
Current Pupils	<p>There are no pupils with a physical 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 siblings, who do not attend the school, who are disabled. Their ability to move around the site is not affected by their disability.</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>
Physical Nature of Site	<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 Baily Building, opened in September 2016 and housing 14 classrooms, a music room, lower school art room and auditorium is fully accessible across all three floors via a lift.</p>	<p>The Nursery and Early Years 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 their daily timetable.</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>The lift in the Baily Building make all the teaching and learning facilities housed within this building accessible to all pupils.</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>Existing accessibility</p>	<p><u>Admissions</u> 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, and at the Head's discretion the child will be offered entry, 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</p>	<p><u>Admissions</u> 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>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>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><u>Facilities</u> The Head's Office, the Office of the Deputy Head (Pastoral/DSL), Head of Upper School and Head of Senior School Transition, 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 & 2) building are fully accessible.</p> <p>The new Baily Building is DDA compliant. It houses Years 3-5, a Lower School Art Room, the school music room, Upper School teaching rooms and a 450 seat auditorium. All is accessible</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><u>Facilities</u> Main Reception, Business 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).</p> <p>Fledglings 1 (the youngest children) 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 and to Skylarks.</p> <p>Fledglings 1 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>Skylarks (3-4 years) is 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</p>
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	<p>via a lift. There are designated refuge areas in case of fire.</p> <p>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 facilities are accessible in the Theatre, Willow, Chestnut and Baily Buildings (on all three floors). There are disabled shower facilities in the Willow Building (ground and lower ground floors)</p> <p>The Chapel does not currently have disabled access. Upper School history, the office of the Deputy Head (Academic) and the Study Support classrooms are inaccessible due to being on the first floor of the Old School Building. The library and a small number of teaching rooms (Maths IV & MFL I and II housed within the Dining Block) are inaccessible.</p> <p>New Field, due to uphill access across difficult terrain is unavailable for disabled use.</p> <p>Similarly, the School's treehouse is housed within</p>	<p>where a small step will need to be overcome).</p> <p>There is an additional disabled toilet facility situated alongside the Skylarks teaching room.</p> <p>The Paterson Hall, the Nursery Manager's Office and the Staff Training Room are currently out of bounds too. The Paterson Hall is 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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	<p>an area which would be difficult to access and to navigate.</p> <p>The School has a portable loop system which is kept in the Baily Building. It can be used across the site where the need arises.</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 (1st April 2015 to 31st 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>	Completed August 2016
Dining Room	Mobile ramp to be purchased to provide improved access to the Dining Hall from main car park area	<p>April 2016</p> <p>Completed April 2016</p>
Theatre	Installation of loop technology	<p>Summer 2017</p> <p>Portable loop available on site from August 2017</p>
Main Building	Conversion of existing toilet facilities into disabled facilities	Easter 2018
	<i>Areas to be considered which currently fall outside of current SENDA timeframe but will be considered if required for pupil/staff member joining the Nursery.</i>	
Swimming Pool	To purchase winch mechanism to allow access to pool for	

	those individuals with physical disability	
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**Hazelwood School Nursery & Early Years Foundation Stage
(1st April 2015 to 31st March 2018)**

Main Reception	Small mobile ramp to be purchased to ease access over lipped threshold of main site front door SHARED FACILITIES	Summer 2017
Patterson Hall III	Installation of loop technology	Easter 2018
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
	<i>Areas to be considered which currently fall outside of current SENDA timeframe but will be considered if required for pupil/staff member joining the Nursery.</i>	
Main playground	Ramp to be constructed down the current flight of steps SERVES ALL	
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.	
Patterson Hall	Lift to be re-commissioned SHARED FACILITY	
Patterson Hall II	Ramp to be built to provide access to lift doors SHARED FACILITY	

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

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

Objective	Action	Priority	Timing
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 anxiety and behavioural issues relating to ADD/ADHD and ASD.	Training from Fintan O'Regan Specialist in ADHD and ASD. INSET from Dr Nicki Daniels from the National Autistic Society on anxiety	1	Feb '16 Feb'17
To improve knowledge and understanding of the pupils' Specific Learning Needs on the SEN register.	Learning Support Staff to carry out informal assessments of pupils.	1	Sept'16 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 '16 ongoing
To increase awareness of SpLDs, predominantly dyslexia and the implementation of strategies.	Staff training/INSET (SESDA membership).	2	Sept '16 onwards
To improve links between the information from internal and external specialist assessments, to the Bookmarks and into classroom practice.	Staff Training and setting up liaison meetings with members of staff.	2	Ongoing
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	Ongoing
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