



Hazelwood School

## **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 2018 until 31<sup>st</sup> March 2021) 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 and 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 the Hazelwood Nursery and Early Years site (HNEY) 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 Senior Leadership Team will consult it when inputting into the School's Three Year Development Plan.

In addition the School holds an annual meeting of the Head, Bursar, Special Educational Needs Coordinator and Estates Manager, to monitor the 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 Three Year Development Plan will monitor progress against stated objectives and time frames. The Accessibility Plan 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 HNEY site
- The School's existing provision

	<b>Hazelwood School site</b>	<b>Hazelwood Nursery and Early Years site</b>
<b>Current Pupils</b>	<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>
<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 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 lifts.</p> <p>For staff members, those areas which are currently inaccessible, will be avoided when assigning roles and</p>	<p>The HNEY 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</p>

	<p>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 lifts in the Baily Building make all the teaching and learning facilities housed within this building accessible to all pupils.</p>	<p>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><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, 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 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</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 child.</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</p>

	<p>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>None of the admissions information appears in Braille or in recorded form.</p> <p><b><u>Facilities</u></b> The Head's Office, the Offices of the Deputy Head (Pastoral), Heads of Lower and 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 &amp; 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 via two lifts. There are</p>	<p>literature which is mailed out to interested families on request.</p> <p>None of the admissions information appears in Braille or in recorded form.</p> <p><b><u>Facilities</u></b> Main Reception, Early Years 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 2 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>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, Main Building, 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 &amp; 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 an area which would be</p>	<p>where a small step will need to be overcome).</p> <p>There is a 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 where the majority of all the theatrical productions and musical events take place.</p> <p>No rooms are equipped with loop technology.</p>
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	<p>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>	
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### **Action Plan for improving accessibility**

#### ***Hazelwood Main School (1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2021)***

Theatre	Installation of loop technology	Summer 2018  (Portable loop available on site from August 2016)
Swimming Pool	To purchase winch mechanism to allow access to pool for those individuals with physical disability	Summer 2019
The Chapel	To create accessibility to the theatre via the rear staircase	Summer 2020

#### ***Hazelwood School Nursery & Early Years Foundation Stage (1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2021)***

Patterson Hall	Installation of loop technology	Easter 2019
Access to Skylarks	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 2018
Patterson Hall	Lift to be re-commissioned SHARED FACILITY	Summer 2019
Patterson Hall 2	Ramp to be built to provide access to lift doors SHARED FACILITY	Summer 2019
Main playground	Ramp to be constructed down the current flight of steps SERVES ALL	Summer 2020
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 2020

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

**(1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2021)**

<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 improve knowledge and understanding of the pupils' Specific Learning Needs on the SEN register.	Learning Support Staff to carry out informal assessments of pupils. Learning Support and Staff to gain qualifications in Educational Testing and to assess for additional time (CPT3A).	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**