



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

The Equality Act 2010 defines a person to have a disability as the following:

‘A person has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities.’

Definitions of ‘substantial and long’ term disability within The Equality Act 2010:

- ‘substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- ‘long-term’ means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

With regards to ‘normal day to day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47-51 of the stator guidance relating to the Equality Act 2010.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is the person’s native language, for example, based on a mental impairment, a learning difficulty or a sensory or multi-sensory impairment.
- Persistent distractibility or difficulty concentrating.
- Difficulty understanding or following simple verbal instructions.
- Physical impairment – for example, difficulty operating because of physical restrictions in using a keyboard.

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 Equalities Act (2010) is consistent with the School's aims and Equal Opportunities Policy; the School recognises its duty under the Disability Discrimination Act (1995) (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 April 2020 until 31 March 2023) 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 Special Educational Needs (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/staff information
- The physical nature of the School and of the HNEY site
- The School's existing provision

The Hazelwood School site

Our Community

One staff member is registered as disabled. Due consideration is given to this individual in respect of their physical limitations.

There are no pupils registered as disabled. A small number of pupils have hearing or visual impairments. Appropriate adaptations are made for these pupils under the guidance of the SENCo.

One parent of a pupil is wheel-chair bound. A number of 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.

Physical Nature of the site

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.

More recent buildings do offer accessibility. The Baily Building is fully accessible across all three floors via lifts.

For staff members, those areas which are currently inaccessible, will be avoided when assigning roles and responsibilities within the organisation. For children, there is flexibility to assign only those teaching rooms which are accessible for the majority, if not all, of their daily timetable.

A working lift gives access to the Upper floors of the Willow Building where a good number of specialist classrooms and ICT are located. The lifts in the Baily Building make all the teaching and learning facilities housed within this building accessible to all pupils.

Existing Accessibility

Admissions

The Admissions Policy is founded upon equality. Beyond the School requiring its pupils to display a level of ability and understanding to allow them to thrive, at the Head's discretion, the child will be offered entry. 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.

Access arrangements (where appropriate) e.g. 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.

Places are not awarded on the grounds of physical, academic, financial or any other advantage.

Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request. None of the admissions information appears in Braille or in recorded form.

Facilities

The Head's Office, Deputy Head's Office, the School Meeting Room, Reception and main areas of the School open to the public are accessible.

The Willow Building (housing Sports Hall, ICT suite, maths, English, changing rooms and science labs), Theatre and Chestnut (Years 1 & 2) Building are fully accessible.

The Baily Building meets the criteria for those considered disabled under the Equality Act (2010). All areas are accessible via two lifts. There are designated refuge areas in case of fire.

The staff room and The Old School Hall are ground floor facilities, all of which can be accessed.

The swimming pool has disabled access but no other facilities e.g. 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.

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).

The Chapel does not currently have disabled access. Upper School history, 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 housed within the Dining Block are inaccessible.

New Field, due to uphill access across difficult terrain is unavailable for disabled use unless accessed via the road in a suitable vehicle. Similarly, the School's treehouse is housed within an area which would be difficult to access and to navigate.

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.

Communications

The School operates a multi-pronged approach to communication to ensure parents have easy access to everything they need to know about day-to-day life at Hazelwood.

At the heart is the Parent Information Portal (Pip) on which all financial information and year group/whole school messages are hosted. Reminders are sent out weekly informing parents to look on Pip for this week's messages.

In addition, there is a Parents' Section on the website and a weekly newsletter, the Nutshell, which is hosted on www.hazelwoodschool.co.uk. This publication contains a colourful review of the past week across both sites. There is also a Sports link from the website giving details of fixtures and team selections. From 2020, the School termly calendar moved on line.

The School operates an Instagram, Twitter (one for generic school news and the other for sports news) and Facebook accounts.

Currently there are no parents or pupils who are unable to access school information through the presented means. If there were, then special measures would be taken to make these services available to them.

Hazelwood Nursery and Early Years site

Our Community

There is one pupil who has special requirements due to a disability and one pupil who is under observation for a loss of hearing.

Physical Nature of the site

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. 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.

For staff members, those areas which are currently inaccessible, will be avoided when assigning roles and responsibilities within the organisation.

For the child that needs access assistance, the following measures have been put into place: the parents have provided a walker and a buggy to assist the child accessing the site. Wooden steps and a ramp have been made to provide further support.

Existing Accessibility

Admissions

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.

Places are not awarded on the grounds of physical, academic, financial or any other advantage.

Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request.

None of the admissions information appears in Braille or in recorded form.

Facilities

Main Reception, Early Years Manager/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).

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.

Disabled toilet facilities are available and accessible adjacent to the Dining Room and to Skylarks.

Fledglings 2 is accessible but only by entering via the Upper Robins room. Its own front door access is currently only navigable by pupils or staff with some form of disability by use of a ramp.

Skylarks (3-4 years) is currently inaccessible. So too is the main hard standing playground area (although there are outside play areas accessible from all rooms with the exception of Skylarks where a small step will need to be overcome).

The Paterson Hall and the Staff Training Room are currently out of bounds. The Paterson Hall is where the majority of all the theatrical productions and musical events take place.

No rooms are equipped with loop technology.

Communications

The School operates a multi- pronged approach to communication to ensure that parents have easy access to everything they need to know about day-to- day life at Hazelwood.

At the heart is the Parent Portal (Pip) on which all financial information and year group/whole school messages are hosted. Reminders are sent out weekly informing parents to look on Pip for this week's messages.

In addition there is a Parents' Section on the website and a weekly newsletter, the Nutshell, which contains a colourful review of the past week across both sites. It is hosted on www.hazelwoodschool.co.uk

All parents have access to their child's Learning Journey which is completed on a weekly basis by their child's Key Worker. This gives updates on their child's progress as well as a summary of what activities have been completed in the week and what is planned for the following week.

Currently there are no parents or pupils who are unable to access school information through the presented means. If there were, then special measures would be taken to make these services available to them.

Action Plan for improving accessibility

Hazelwood Main School (1 April 2020 to 31 March 2023)

Objective	Action	Timing
The Chapel	To create accessibility to the chapel via the rear staircase	Easter 2022
Theatre	Installation of loop technology	Easter 2023 Portable loop available
Swimming Pool	To purchase winch mechanism to allow access to pool for those individuals with physical disability	Easter 2023

Hazelwood School Nursery & Early Years Foundation Stage (1 April 2020 to 31 March 2024)

Objective	Action	Timing
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.	Completed
Patterson Hall	Lift to be re-commissioned SHARED FACILITY	Easter 2022
Patterson Hall 2	Ramp to be built to provide access to lift doors SHARED FACILITY	Easter 2022
Patterson Hall	Installation of loop technology	Easter 2022
Main playground	Ramp to be constructed down the current flight of steps SERVES ALL	Summer 2022
Access to Skylarks* <i>*action plan interchangeable subject to requirement for children (if any) joining or transitioning through the Nursery.</i>	Widen path down the side of the building to rear doors. Provide ramp down to path from end of main site access ramp.	Summer 2022

Action plan for improving educational accessibility - (1 April 2020 to 31 March 2023)

Objective	Action	Priority	Timing
Please Note	Due to a change in personnel, the School's new SENCo is due to take up the role in September 2021. Her immediate focus will be to undergo training and to re-establish her much-changed department. Many of the identified areas noted below will be subject to review, change and confirmation during her first year of tenure.		
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 through staff meetings and uploading information to Google Drive.	1	Ongoing
To provide the necessary level of expertise and understanding of the varying pupil needs of a busy SEN Department	SENCo to undergo immersive training in all aspects of the role including review of test results, delivery of pupil testing and understanding of what support is required and the optimum means of delivering such intervention	1	June 2021
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. SENCo to ensure that up to date, reliable standardised tests are in use to assess children e.g. WRAT 5 on iPads, LUCID tests, etc.	1	Ongoing Ongoing
To review current structure of the SEND department.	Review the roles and responsibilities of staff once new SENCo is in post	2	From January 2022
To increase awareness of SpLDs and other developmental and physical disorders such as ASD, ADD, ADHD and dyspraxia.	Staff training/INSET to ensure that resources for staff to support children are accessible on Google Drive.	2	Ongoing
To improve links between the information from internal and external specialist assessments, to input relevant information on the Bookmarks of individuals and into classroom practice.	Staff Training and coordinating liaison meetings with members of staff. Formalise recommended outside professionals in SEND Policy – January 2022 Bookmarks to be more accessible by being on Google Drive.	2	Ongoing January 2022
To increase and improve the use of ICT in Individual and group Learning Support lessons.	To continue to use technology such as Wordshark to aid pupils in their learning; encourage the use of laptops for extended pieces of writing and touch typing programmes. Continue to explore the use of Apps. Explore the use of "Immersive Reader" or other reading resources to support dyslexic children with reading and those with reading difficulties.	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
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NICK TAPPIN - Bursar

This Policy was ratified by the Education and Compliance Committees June 2021