



Hazelwood School

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 DDA – Disability Discrimination Act (1995) (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 2018 until 31st 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

	Hazelwood School site	Hazelwood Nursery and Early Years site
Current Pupils	<p>One staff member is registered as disabled. Due consideration is given to this individual in respect of their physical limitations.</p> <p>There are no pupils as registered 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. 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	The School is built on a hill. It is housed within a mix of	The HNEY site is an old Prep School for girls aged 5-

	<p>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 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 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>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>Existing accessibility</p>	<p><u>Admissions</u> The Admissions Policy is founded upon equality. Beyond the School requiring</p>	<p><u>Admissions</u> Places at the Nursery and Early Years Foundation Stage are awarded entirely</p>

	<p>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>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.</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>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 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><u>Facilities</u> 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>
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	<p><u>Facilities</u></p> <p>The Head's Office, the Offices of the Deputy Head (Pastoral), 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, maths, English, changing rooms and science labs), Theatre and Chestnut (Years 1 & 2) Building are fully accessible.</p> <p>The new Baily Building is adapted to meet the criteria for those considered disabled under the Equality Act (2010). 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 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</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 are outside play areas accessible from all rooms with the exception of Skylarks 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> <p><u>Communications</u></p> <p>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.</p> <p>At the heart is the Parent Portal (Pip) on which all financial information and</p>
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	<p>in the Willow Building (ground and lower ground floors).</p> <p>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 (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. Similarly, the School's treehouse is housed within 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>Communications The School operates a multi-pronged approach to communication to ensure that parents have easy access to <u>everything they need</u> to know about day-to-day life at Hazelwood.</p> <p>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</p>	<p>year group/whole school messages are hosted. Reminders are sent out weekly informing parents to look on Pip for this week's messages.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	<p>look on Pip for this week's messages.</p> <p>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.</p> <p>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.</p> <p>A Parents' Forum on communication was held in the spring term 2020. Whilst the school's communication was held in high regard by the attending parents, there was felt the need for a single application which would consolidate all these assets into one online destination thereby enhancing their accessibility even more.</p> <p>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.</p>	
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Action Plan for improving accessibility

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

Theatre	Installation of loop technology	Summer 2021 (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 2022
The Chapel	To create accessibility to the theatre via the rear staircase	Summer 2022

Hazelwood School Nursery & Early Years Foundation Stage (1st April 2018 to 31st March 2021)

Patterson Hall	Installation of loop technology	Easter 2022
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 2020
Patterson Hall	Lift to be re-commissioned SHARED FACILITY	Summer 2021
Patterson Hall 2	Ramp to be built to provide access to lift doors SHARED FACILITY	Summer 2021
Main playground	Ramp to be constructed down the current flight of steps SERVES ALL	Summer 2022
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 2022

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

(1st April 2019 to 31st March 2022)

Objective	Action	Priority	Timing
To improve the knowledge experience of SENCO and SEND team, to further	Learning Support Staff to attend SEN CPD courses and to SHARE / FEEDBACK	1	Ongoing

enrich teaching and learning.	to colleagues through staff meetings and uploading information to Google Drive		
To improve knowledge and understanding of the pupils' Specific Learning Needs on the SEN register.	<p>Learning Support Staff to carry out informal assessments of pupils.</p> <p>SENCo to achieve CCET (Certificate of Competency in Educational Testing) which will lead to CPT3A qualification in order to assess pupils for appropriate access arrangements for internal and external assessments</p> <p>SENCO to ensure that up to date, reliable standardised tests are in use to assess children 0 e.g. WRAT 5 on Ipads, LUCID tests, etc.</p>	1	<p>Sept'16 Ongoing</p> <p>SENCo has achieved CCET (Feb 2019) and CPT3A achieved January Ongoing</p>
To review current structure of the SEND department	Review the roles and responsibilities of staff and	2	Sept '16 ongoing
To increase awareness of SpLDs and other developmental and physical disorders – such as ASD, ADD, ADHD and dyspraxia	<p>Staff training/INSET</p> <p>To ensure that resources for staff to support children are accessible on Google Drive</p>	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.	<p>Staff Training and coordinating liaison meetings with members of staff.</p> <p>Formalise recommended outside professionals in SEND Policy – Summer 2020</p> <p>Bookmarks to be more accessible by being on Google Drive</p>	2	<p>Ongoing</p> <p>By summer 2020</p>
To increase and improve the use of ICT in Individual	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	2	Ongoing

<p>and group Learning Support lessons.</p>	<p>programmes.</p> <p>Continue to explore the use of Apps.</p> <p>Explore the use of “Immersive Reader” or other reading resources to support dyslexic children with reading and those with reading difficulties</p>		
<p>To improve the provision to disabled pupils, of information which is already in writing for pupils who are not disabled.</p>	<p>To review all departmental policies and procedures to ensure provision is made to provide resources and information accessible to all.</p>	<p>3</p>	<p>Ongoing</p>

NICK TAPPIN
Bursar