



# Access Plan for Hazeldene Lower School from November 2014 to July 2017

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities are required to carry out accessibility planning for disabled pupils. The LA is responsible for publishing the Special Education Needs and Disabilities (SEND) Local Offer which will be available on the Bedford Borough website and via a link on the school's website under Special Educational Needs and Disabilities.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Our school's previous access plans (DDA) were incorporated into a Disability Equality Policy and builds on those foundations.

## Definitions

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down 's syndrome and

Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Please note that Special Educational Needs and Disabilities will be referred to as SEND throughout this document.

### **Vision and Values:**

At Hazeldene we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, mental, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

### **Hazeldene School's aims include:**

Valuing individuals and celebrating differences, aspiring to be happy and healthy and providing a safe, caring and welcoming environment that we can all be proud of.

### **Our School Context:**

- We have had experience of provision for pupils with statements of special needs and disabilities.
- Staff are aware of Equalities legislation and the policies have been reviewed in 2014 and will be reviewed again in 2015.
- The SEN policy and this Accessibility Plan have been written in response to the new Code of Practice.

### **Information:**

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher/SENDCo
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan 2014/17:

- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils
- The impact on disabled pupils of the way the school is organised
- Outcomes for disabled pupils.

### **Physical Environment:**

- The school is fully compliant with DDA requirements.
- The school has easy access, double doors and ramps to the outside playground.
- Dedicated disabled parking spaces.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets, a dedicated hygiene room which includes a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

- A lift to access the 1<sup>st</sup> floor.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEN
- Regular evaluation of the school site for accessibility by the Health and Safety Committee

### **Curriculum and Training**

- Staff have whole school training in a variety of disabilities and additional training when considered relevant.
- We access training from a variety of sources. Examples are the LA, NHS, The Autistic Service and consultancies recommended.
- Pupils and staff with disabilities attend school trips and residential. Adaptions and plans are made to ensure inclusion. We provide additional support where necessary i.e. 1:1, 2:1 for specific activities or for any aspect of the visit.
- Teachers and SEND co-coordinators meet parents at least termly to review plans and discuss next steps.
- We meet parents to write individual plans and to discuss the purchase of equipment to meet health and educational needs.
- Attendance at extra- curricular clubs is encouraged and may form part of an individual plan.
- Pupils with medical conditions will have a Care Plan which is completed by school health. This will be in the office in a file with the photograph of the child on the plan. This will include dietary information that may not be included in an Individual Plan.
- The curriculum is adapted to meet pupils' needs and evidence of this will be in the individual plan, teachers' planning, intervention records and SEND documents.
- Equipment is purchased to ensure inclusion. Examples are sensory resources, wobble cushions, more books with large print, writing slopes and pencil grips,.
- Outcomes for pupils with SEND are very good
- Staff are trained in Moving and Handling, ASD, Dyslexia, and Team Teach.

## **Listening to Pupils and Parents**

We aim to consult pupils and parents through the School Council, annual parent questionnaires and by encouraging feedback from annual reports and individual plans.

### **The Plans**

Plans are informed by:

- The views and aspirations of SEND pupils themselves
- The views and aspirations of the families of SEND pupils
- The views and aspirations of personnel from other agencies
- The priorities of the local authority

The plans address:

1. The physical environment.
2. Access to education, benefits, facilities and services.

All information is kept in an individual folder which is shared with the parent and pupil. The school will adapt the physical environment and the way learning is delivered to meet pupils' needs and create action plans as needed.

We are aware that:

- Adjustments may have to be made to classroom layout in order to facilitate access.
- That some disabled pupils will need specialist furniture in order to access the curriculum and that we have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment.
- We will seek support and purchase equipment by contacting the SEND team at the Borough

## **Making it happen**

It is important that our Action Plans for Inclusion, Individual Plans (IEPs) or personalised plans:

- Allocate lead responsibilities
- Set out clear timescales
- Identify necessary resources
- Have clear outcomes
- Build in review mechanisms and dates

Access plans should be reviewed annually and renewed every three years.

## **Publication**

The school makes its accessibility policy available in the following ways:

- On the school website
- A copy is issued to all parents/carers of disabled pupils;
- The full plan can be made available in a variety of formats, e.g. large print;

**Senior Member of Staff Responsible:** Helen Ward (Headteacher)

**Designated Member of Staff:** Vicky Norman (SENDCo)

**Governor Responsible:** Margaret Lambert

**Appendix 1**  
**Accessibility Plan**  
**2014-17**

| <b>Targets</b>   | <b>Strategies</b>   | <b>Outcome</b>                         | <b>Timeframe</b> | <b>Achieved</b> |
|--|---|--|------------------|-----------------|
| <b>Equality and Inclusion</b>  |   |  |                  |                 |
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | Clerk to Governors to add to list for FGB meetings.   | Adherence to legislation.              | Annually         |                 |
| To improve staff awareness of disability issues                                      | Review staff training needs. Provide training for members of the school community as appropriate. | Whole-school community aware of issues | On-going         |                 |
| To ensure that all policies consider the implications of disability access.          | Consider during review of policies.   | Policies reflect current legislation.  | On-going         |                 |
| <b>Physical Environment</b>  |   |  |                  |                 |
| To ensure that all areas of the school buildings                                     | Audit of accessibility of school  | Modifications will be made to          | Feb 2015         |                 |



|   |  |  |         |  |
|---|--|--|---------|--|
| and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | buildings and grounds by SLT Governors Management Committee. Suggest actions and implement as budget allows. | the school building to improve access.                         | Ongoing |  |
| any proposed 'new build' project is physically accessible for everyone.   | Project manager appointed will ensure compliance with building regulations regarding accessibility.          | Any new construction will be fully accessible                  |         |  |
| <b>Curriculum</b>   |  |  |         |  |
| To continue to train support staff to enable them to meet the needs of children with a range of SEND.                               | SENDCo to review the needs of children and provide training for TA's as needed                               | TA's are able to enable all children to access the curriculum. | Ongoing |  |
| To ensure that all children are able to access all out-of school  | Review out-of-school provision to ensure   | All providers of out-of-school education will                  | Ongoing |  |

|  |  |  |                          |  |
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| activities. E.g. clubs, trips, residential etc.  | compliance with legislation  | comply with legislation to ensure that the needs of all children are met.  |                          |  |
| To provide specialist equipment to promote participation in learning by all pupils.  | Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.                                | Children will develop independent learning skills.   | Reviewed termly by SENCo |  |
| <b>Communication</b>   |  |  |                          |  |
| Make available school brochures, school newsletters and other information for parents/carers in alternative formats<br>Availability of other written material in alternative formats also. | Review all current school publications and promote the availability in different formats for those that require it.<br>The school will make itself | Review all current school publications and promote the availability in different formats for those that require it.<br>The school will make itself aware of the services | As needed                |  |

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|   | aware of the services available through the LA for converting written information into alternative formats. | available through the LA for converting written information into alternative formats.                      |        |  |
| To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.   | Staff to hold parents evenings by phone or send home written information                                    | Parents are informed of children's progress  | Termly |  |
| To continue improving communication for any hearing impaired member of the school community.<br>To maintain and update Sound Field Systems throughout the school. | Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.  | Pupils and parents and visitors who are hearing impaired will be better able to access verbal information. |        |  |