

# HAZELDENE SCHOOL



**ACCESSIBILITY POLICY  
WRITTEN JUNE 2017**

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

TO BE REVIEWED June 2019

## Accessibility Policy

### Access Plan for Hazeldene School from June 2017 to June 2019

#### Introduction

The Equality Act 2010 (which can be found by following this link [www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)) 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 is available on the Bedford Borough website by following this link. <https://sendguide.bedford.gov.uk/>. This is known as Bedford Borough's SEN and Disability Guide. This aims to set out, in one place, what support and services are available for children and young people with disabilities and special educational needs and their families.

This can also be accessed via a link on the SEND section of the school's website .

This policy identifies the ongoing actions of the Governing Body, Head teacher and staff of Hazeldene School to ensure there is full access to education for all children including those who are disabled pupils in the following three areas;

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

## Aims and Values

Hazeldene is committed to providing an appropriate and high quality education for all the children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life. As well as the curriculum, we are committed to providing a fully accessible environment so that our school values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We value each individual, celebrate differences and promote a culture of understanding of each other.

We believe that all children should be equally valued in school, by all who attend and work there. We will strive to eliminate prejudice, direct or indirect discrimination and harassment (in accordance with the Equality Act 2010), and to develop an environment where we will foster good relations so all children can flourish and feel safe. We aim to engender a sense of community and belonging. We are committed to fostering respect, an appreciation of British Values, cultural understanding, tolerance and inclusion within our school.

At Hazeldene we aim to ensure that the school meets its responsibilities under the Equality Act 2010 and the SEND Code of Practice (2014) ( <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> ) with regard to reasonable adjustments and access arrangements.

The school's accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their parents/ carers.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition at <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

#### **What 'substantial' and 'long-term' mean**

'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

There are special rules about [recurring or fluctuating conditions](#), eg arthritis.

#### **Progressive conditions**

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

#### **Our School Context:**

- The Accessibility policy and SEND Policy have been written in response to the SEND Code of Practice 2014 and the Equality Act 2010
- Our school has experience of supporting children with special needs and disabilities.
- A commitment by school that where reasonably possible the school will adapt to the needs of the child
- Our school works closely with colleagues providing professional advice from education services, as well as colleagues from Health and Social Care.
- Governors and all staff are committed to their responsibilities in relation to this policy and the importance of a whole school ethos.
- Hazeldene believes children and parents/carers are central to all decision making in this regard and we work closely with parents/carers and listen carefully to the views of the children.
- Outcomes for children with SEND are very good.

- Hazeldene has an effective graduated response.

#### Assessment and Planning

- Individual meetings take place with parents/ carers and staff such as Head Teacher/ SENDCo/ class teacher or Health and Safety Officer to assess needs and plan provision.
- This provision is implemented and evidenced through one or more of the following documents as appropriate, including: risk assessment, individual care plan, pupil passport for learning or education health and care plan.
- Individual health care plans are completed by the school nurse in conjunction with parents. These are displayed in the school office, including a photograph of the child. All relevant staff are aware of the individual care needs and steps to be taken to ensure the child's safety and wellbeing.
- All provision will be reviewed as appropriate to ensure it is fit for purpose.

Hazeldene completes an audit of the school's strengths and areas for improvement in working with disabled pupils.

Hazeldene assesses the impact of the school on disabled pupils.

The school monitors outcomes for all individuals and vulnerable groups including those with SEND.

#### Physical Environment

- Hazeldene is fully compliant with the Equality Act 2010 which built upon and extended the requirements set out in the Disability Discrimination Act (1995)
- The school has easy access, double doors and ramps to the outside playground.
- Dedicated disabled parking spaces.
- Four newly built classrooms with wide doors and disabled toilet facilities.
- The front desk has wheel chair height section.
- Disabled toilet and dedicated hygiene room which includes a shower area and changing facilities.

- Where possible, equipment and resources are accessible to children, regardless of their needs.
- Lift with wide doors provides access to and from the first floor.
- Before and After school club is accessible for children with SEND
- A commitment that extra- curricular and enrichment opportunities are accessible to all children.
- Regular evaluation of the school site for accessibility by the Health and Safety committee.
- A system of reporting by staff should any part of the school environment not be fit for purpose.

#### Curriculum and Training

- Relevant and up to date whole school training and additional training put in place as required. This will be from a variety of sources across education, health and social care. For example, Makaton training and autism training.
- Pupils, staff and parents are included in enrichment and extra-curricular opportunities. Assessment and careful planning will ensure the appropriate support is in place.
- Full participation in school life is encouraged and may be referenced in documentation previously mentioned such as pupil passports for learning.
- The curriculum and teachers' planning is adapted to meet the individual needs of the children. Interventions may be required in some circumstances with pupil progress carefully monitored and documented.
- Equipment is purchased to ensure inclusion, such as following recommendations from occupational therapists. Examples include, thicker pencils, pencil grips, wobble cushions, writing slopes, books in larger print or reading aids to support tracking, coloured film to place over texts to reduce glare.

#### Pupil and Parent Voice

- The views and aspirations of children play a central part in school life.
- The school council plays an active role in school.
- The views and aspirations of children are sought in the assessing, planning and reviewing of subject areas

- The views and aspirations of children and parents including those with SEND are central to all planning and provision e.g. health care plans, risk assessments, pupil passports for learning.
- Parents are invited to complete an annual questionnaire and we have good response rates.
- The school adopts an open door policy to parents
- The views of children are considered in a fair, open and objective manner.

Hazeldene is aware that the physical environment or organisation of the school may need to be adapted to suit the needs of the children in order to facilitate access and equality.

Some specialist resources may be required in order to access the curriculum and take a full part in the life of the school.

### **Making it happen**

The school has an approach of assess, plan, do and review.

It will be important to:

Identify needs

Listen to the aspirations of parents and the children

Allocate lead responsibilities

Identify necessary resources

Have clear outcomes

Identify timescales including review processes.

### **Publication**

The accessibility plan and policy is available on the school website.

The accessibility plan can be made available in other formats such as large print or alternative languages.

Senior Member of staff responsible: Helen Ward (Head Teacher)

Designated Member of Staff: Vicky Norman (SENDCo)

Governor Responsible: Margaret Lambert

## Accessibility Action Plan

Targets	Action	Resource	By whom and when	Outcome	Evaluation
Accessibility plan annual Gov agenda item	Add to list of FGB meetings	Agenda, minutes of meetings	Governor clerk HW/ VN Annually	Adherence to legislation Informed Governing Body	
Ensure staff knowledge and skills of SEND	Identify needs and plan training	Training provision, funding for courses/ training/ time and cover for staff to attend	SENDCo SLT as performance management line managers Ongoing	Children receive the support and high quality education they need. Have good well being and make progress	
Interlink related policies to ensure statutory obligations fulfilled	Review SEND, Supporting pupils with medical needs, accessibility policy, equal opportunities policy, health and safety policy updated and	Time to write policies and for staff to read	HW/ VN/ staff	Adherence to legislation Clear whole school approach	



	interlinked				
To ensure school grounds are fully accessible	Conduct learning walk and audit of school building and grounds	Time Audit tool Resources/ funding identified	HW/ SLT/ Governors/ Business manager/ Health and Safety Audit/Site agent At least annually	School grounds and building are full accessible and fit for purpose for all that use the school	
Identify the views of parents/carers and children about accessibility	Conduct questionnaires and/or coffee morning	Time write questionnaire for parents and children	VN/ HW annually	Adaptations where reasonable and as required to meet pupil and parent needs	
Ensure good participation rates of SEND children at extra-curricular activities	Pupil voice questionnaires Club registers Map provision Identify gaps	Time interviews	VN supported by all staff termly	Good participation rates of SEND pupils at clubs	
Improve parental engagement	Survey parents to identify preferred formats for information	Time Parent questionnaires  SLT meetings, Feedback to	VN Autumn Term 2017	Improved access arrangements leading to improved parental engagement	

	and indentify barriers to engagement e.g. language/ time/format of information	<i>Governors</i>			
--	--	------------------	--	--	--