

HAZELDENE SCHOOL



**ACCESSIBILITY POLICY 2021-24
WRITTEN NOVEMBER 2021**

SIGNED*Miss Alexandra New*..... DATE 23.11.21
INTERIM HEADTEACHER

SIGNED..... DATE 30/11/2021
CHAIR OF GOVERNORS

TO BE REVIEWED: September 2024

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan that is reviewed at least every three years. The purpose of this policy and plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information and learning resources to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. All children have the right to be fully included in all aspects of school life, including enrichment opportunities, clubs and the school's before and after school Care Club provision. 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.

Hazeldene has an accessible physical environment including:

- easy access, double doors and ramps to the outside playground.
- Dedicated disabled parking spaces.
- Four recently 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.
- Regular evaluation of the school site for accessibility by the Health and Safety committee.

Legislation

At Hazeldene, we aim to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements, under the Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> and the SEND Code of Practice (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Training

Our school is committed to ensuring staff are trained in equality and disability issues with reference to the Equality Act 2010.

Assessment and Planning

In line with the SEND Code of Practice, Hazeldene adopts the model of Assess/ Plan/ Do and Review with regard to planning accessibility arrangements. Relevant meetings with advising parties, the parents/carers and the child, form an important part of the planning process to ensure that appropriate provision is put in place. A review of the provision is an important part of the process

Partnership working and Coproduction

The school welcomes partnership working to develop and implement accessibility arrangements. Hazeldene governors and staff work closely with the children, listening to their views alongside working closely with parents and carers. Hazeldene works in partnership with the local authority and other outside agencies that provide support and advice for the school and many of our families. Further information around our school's collaboration to increase accessibility to school and a broad and balanced curriculum for pupils with a disability, can be found in the SEND policy, the Local Offer and the SEND Information Report.

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: Head Teacher

Designated Member of Staff: Assistant Head for Inclusion

Governor Responsible: Margaret Lambert

Aim	Actions	Person Responsible	Success Criteria	Monitoring
Ensure provision applies an ethos and approach of inclusion	Review all policies to ensure they reflect inclusive practice as outlined in the Equality policy, 2021.	Senior Leadership Team	All policies clearly reflect inclusive practice and procedures.	SLT Governing Body
Ensure all children have full access to the curriculum	<p>Regular review of the curriculum to ensure inclusive practice.</p> <p>Class teachers adapt and personalise planning as appropriate.</p> <p>Children provided with manipulatives/ additional resources such as ICT resources as required.</p> <p>Subject leaders monitor provision for children with SEND</p> <p>Staff attend CPD and training in order to support the review of practice.</p> <p>Close liaison with advising professionals to advise High Quality Teaching and SEND support practice</p> <p>Interventions planned to minimise the narrowing of the curriculum.</p>	<p>Senior Leadership Team</p> <p>Subject Leaders</p> <p>Class teachers</p>	Children are engaged and enjoy learning as evidenced across all groups of learners	SLT Governing Body
Ensure access to good quality of education, even if required to be at home due to Covid 19	Encourage good attendance at school where possible Where this is not possible due to Covid 19 and the child is well enough to learn, staff provide live lessons and monitor engagement	Class teachers Senior Leadership Team	Children make good progress academically and have good sense of belonging at Hazeldene and good wellbeing	SLT Governing Body
Provide catch up 'build upon' interventions	Identify where additional support is needed, plan, implement and review appropriate provision	Subject leaders Senior Leadership Team	Children make good progress academically across the curriculum and enjoy learning.	SLT Governing Body

Ensure education, health and social care needs outlined in EHCPs are met	Implement personalised provision for children with EHCPs, adapting as needs change, liaising closely with parents and advising professionals in education, health and social care. Use the process of assess, plan, do, review	SENDCo with support from class teachers and LSAs	Children with an EHCP receive their statutory entitlement.	SLT Governing Body
All those with a disability have full access to school life	Assess individual needs and make necessary adjustments in school, to their education and enrichment opportunities. Liaise with colleagues in educational, health and social care as appropriate.	SENDCo Class teachers Senior Leadership Team	The ability to have full access to school life where possible.	SLT <u>Governing Body</u>
Provide staff with relevant training to ensure they have the skills to support the needs of the children	Identify training opportunities Enable staff to partake in relevant training, review and adapt practice in light of latest training.	SENDCo Senior Leadership Team	Staff have the skills and knowledge to support the children	SLT Governing Body
Close working with parents and carers to ensure genuine co-production	Genuine co-production and sharing between school and parents/ carers– through regular meetings with SENDCO and class teachers. Parents/ Carers closely involved with transition planning and actions Co-production of pupil passports and at EHCP reviews. Provision of EHCPs is carefully planned and adjustments made to the school premises when necessary.	SENDCo Class Teachers Senior Leadership Team	Clear collaborative working approach ensures children settle quickly. Parents and carers feel well supported. School premises have adjustments in place to support children with disabilities.	SLT Governing Body
Ensure safe access around school site	Conduct Health and Safety learning walk and audit of school building and grounds with support from Bedford Borough Council.	School Business Manager Health and Safety Officer Senior Leadership Team	School site is safe and accessible and meets requirements	SLT Governing Body

	<p>Ongoing monitoring of premises</p> <p>Review policy and practice as appropriate</p>			
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Policy History

Date Reviewed by governors	23.11.21
Next Review	November 2024

This policy has been agreed by the governing body of Hazeldene School and supersedes all previous policies relating to this area.

Chair of Governors: Mrs Cheryl Robinson