

Hazelbury Accessibility Plan 2019- 2022

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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 to disabled pupils

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

Hazelbury is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Aim	Current Good Practice	Objective	Action	Time Frame	Responsibility	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p> <p>Ensure there are staff with an understanding of the needs of individuals pupils with a disability.</p>	Specialists come to the school to provide a high level of training for staff that require specialist knowledge.	The school will work closely with outside agencies e.g. educational psychologists, Speech and Language Specialists who will provide relevant whole school and specialist training.	Training will be provided and knowledge from the training will be implemented and monitored.	Ongoing	SENCO	Advice and guidance have been implemented and tracked within lessons to enable children to make good progress.
	The class teachers plan differentiated and an engaging curriculum that will support all children regardless of ability.	All staff will have a clear and deep understanding of the barriers that can affect children's learning.	Staff meetings will take place to share good practice.	Ongoing	SENCO/Headship	Staff meetings have taken place that have enabled a greater understanding for staff in the needs of their children.
	Teachers and staff track the progress of all children from both lessons and interventions.	Opportunities will be taken to support teaching staff to assess their planning and share good practices with peers.	Specialist Teachers and Speech and Language specialists will be on hand to support planning.	Ongoing	SENCO	Teachers have been supported in the planning for teaching and learning and feel more confident about how to meet the needs of their pupils.
	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Interventions will be structured and feedback into the learning of the class.	Children on the SEND register will have 3 IEP reviews a year to check progress.	Termly	SENCO	Clear progress is shown through interventions and differentiation within class. IEPs are effective and well used and communicated with all stakeholders.
Targets are set effectively and are appropriate for pupils with additional needs.		Targets for the IEP's will be appropriate and challenging.	Termly	SENCO		
The curriculum is reviewed to ensure it meets the needs of all pupils.						

<p>Improve and maintain access to the physical environment.</p> <p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p>	<p>Hazelbury is a large school that caters for a high level of need. The school has already adjusted its physical environment.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Access plans are in place for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet these as appropriate.</p>	<p>All resources will be reassessed and adapted as appropriate.</p> <p>All resources will be reassessed and adapted as appropriate.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Headship/Office Manager/Site Manager</p>	<p>Every pupil has a plan that requires one as part of their IEP. This is reviewed regularly to ensure the environment is adapted.</p> <p>Adaptions are made as and when necessary and any permanent alterations considered to enable the access needs of the community.</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Individual pupils are able to communicate and understand communication through a variety of methods.</p> <p>Staff understand and implement a variety of methods within their daily teaching to communicate effectively with all children.</p>	<p>All classes use a visual timetable.</p> <p>Staff are trained in Makaton where needed and use this effectively.</p> <p>Resources are provided for children where required and adaptations are applied for in all statutory testing arrangements.</p>	<p>Ongoing</p>	<p>Teachers</p> <p>SENCO/teaching staff</p> <p>Headship/SENCO / Teachers</p>	<p>Good routines have been created within each classroom whereby a variety of methods and resources are employed to ensure all students understand communication.</p>
<p>To ensure smooth transition of all pupils with SEND.</p>	<p>Transition meetings are held between teachers and the SENCO to discuss pupils and their needs.</p> <p>The school meets with all secondary SENCOs to discuss the needs of pupils to enable a smooth transition.</p>	<p>Effective transition meetings are embedded to ensure staff are knowledgeable, resources are implemented and that there is a smooth start for pupils.</p>	<p>Transition meetings are held to focus on the needs of the pupil as well as an appropriate layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.</p> <p>Transition booklets are shared and created where</p>	<p>Annually (or when required)</p>	<p>SENCO/ Teachers</p>	<p>Staff are equipped with a good understanding of pupils needs prior to their transition and are able to adapt the environment and resources accordingly.</p> <p>Children feel well prepared for change in transition.</p>

	<p>Additional arrangements are made for pupils to attend secondary school.</p>	<p>There is a smooth transition of information to secondary school.</p>	<p>required with pupils to enable a smooth transition.</p> <p>Implement the CPOMs system and transfer files as required.</p> <p>SENCO shares information in transition meetings with SENCOs from the secondary schools.</p> <p>Special arrangements are made for children when required upon transition that include transport arrangements, staff support and additional sessions.</p>			<p>The school have good relationships with secondary schools to ensure effective communication of children's needs. Therefore, arrangements can be put into place to ensure a smooth transition for the pupil.</p>
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