



Hazelwood Schools

Accessibility Policy and Plan

2022-2025

Reviewed and Adopted: Autumn 2022

Next Review: Autumn 2025



Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.















Our shared values are at the heart of all we do.

Believe and Achieve

At Hazelwood Schools we are committed to ensuring we are an inclusive school, removing any factors that are barriers to the inclusion of any children with a disability.

We aim to ensure that children have access to specialist resources they need to enable access to the daily curriculum and additionally ensure that the school premises are fit for purpose. Where needed, we make reasonable adjustments to enable accessibility within the learning environment and school grounds. At Hazelwood, we support staff development so they can effectively support the needs of all of our children abiding by our inclusive ethos.

We also strive to work with parents and build positive relationships with our Hazelwood Values at the core.

Definition of Disability

Under the Equality Act 2010, you possess a disability 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.' (*Disability Discrimination Act 1995*).

The Aims of this Plan

- To ensure that we are an inclusive school
- To remove any factors that are barriers to including any children with a disability
- To ensure resources enable all children to access the curriculum
- To develop staff so that they can effectively support the needs of all children
- To work with parents, the wider community and multi-disciplinary teams
- To increase access for disabled children to participate in the curriculum
- To improve access to the physical environment
- To improve the delivery of written information to and for disabled children

Additional Support Measures from Hazelwood Schools

At Hazelwood Schools, we aim to consider the needs of all children, staff and visitors with physical disabilities and sensory impairments at all times including when planning and undertaking improvements and new refurbishments within the school site. Prospective parents of children with Education Health and Care Plans (EHCPs) and children identified as having a Special Educational Need or Disability (SEND) are encouraged to visit the school for a school tour with the Inclusion Manager to support parents on the right choice of school. Parents are consequently invited to a transition meeting to discuss their child's particular needs prior to the child starting at Hazelwood Schools. New children may also be visited in the pre-school setting by the Inclusion Manager. Our support continues further when children with a disability transition to secondary school, ensuring the transfer is carefully planned in collaboration with the secondary school and parents. Learning Support Plan (LSP) documents, LSP meetings, parent consultation evenings and regular communication from the Inclusion Manager inform parents of the provisions their child is receiving. Hazelwood Schools strives to have an open-door policy and parents may contact the school at any time if they feel they need further advice or additional information.

Hazelwood Schools

SEND Accessibility Plan 2022 - 2025



Objective	Strategies	Outcomes
<p>To ensure all members of the school community can physically access all areas safely.</p>	<ul style="list-style-type: none"> • Newly decorated reception classes now have a ramp for entering and exiting • External ramps are available in all 3 buildings • Steps are highlighted to show definition and depth • Resurface sections of the playground to ensure no trip hazards and a level playing surface • Classroom locations change yearly to meet the needs of children with physical disabilities or difficulties • Maintenance of blinds across the school • Child risk assessments are created where necessary together with parents and our Health & Safety Lead • Toilets have steps where necessary to enable access for key children • Disabled toilets are available with baby changing facilities • Code locks on external doors to ensure safety • Fobs are for staff only to ensure safety for all • Signage is amended around the school environment when required 	<ul style="list-style-type: none"> • People with physical disabilities are able to access the buildings easily and safely • Buildings are clearly labelled and signage is supportive to all • Children are safe from dangers and hazards
<p>To ensure all children have access to the curriculum.</p>	<ul style="list-style-type: none"> • Teachers plan and offer adaptive teaching accordingly for all children • Children receive both pastoral & academic support where appropriate • Inclusion Manager makes reasonable adjustments for children where necessary • Inclusion Manger actions termly recommendations from Joseph Clarke Service (Visual Impairment Support) • Staff are trained in the use of specialist equipment (such as hearing aids and special laptops) • Inclusion Manager ensures after school clubs are inclusive and welcoming for children with SEND • Inclusion Manager provides sensory equipment for individual children depending on the need • IT access is available in the Orchard • Additional send provision is available for children with Autism (Orchard Room) • Orchard children still receive the Year 1 curriculum when out of class • Staff are deployed to support children with specific needs across all year groups • Staff training supports staff and children (internal and external) • Staff working with children with specific needs, including medical needs receive relevant training • Child needs are planned for ahead of an educational trip or visit • Pupil Premium families receive financial support in accessing trips, workshops, breakfast club, after school clubs, and residential. • All children are included in Forest school provision including those with SEND • All enrichment activities consider all children including those with SEND 	<ul style="list-style-type: none"> • Staff are more able to meet the needs of children and parent/carers in terms of disability, equality and inclusion • Increased capacity for provision of ASD children • Pupil progress and attainment is good or better including key groups • Children not accessing the curriculum have personalised learning plans • Trip risk assessments carried out confidently so children can access education on & off site • There is equality of opportunities for all key groups • Improved outcomes for targeted children • Children are able to settle back into learning time because they have had happy & safe lunchtimes • Provision is suitable for the children depending on needs
<p>To ensure children are and feel safe in their school environment</p>	<ul style="list-style-type: none"> • Visual timetables are available in every classroom if needed • A 'soft start' at the start of the school day supports children with Autism • Children know where to access our Learning Mentor throughout the school day • SEND children know they can access support from the Inclusion Manager in the Hub at lunchtimes • Phased returns are organised for children with Autism to feel supported • Children needs are planned for when external educational visits take place • Risk assessments & personalised support plans are shared with children • Children have regular fire drills and intruder drills • Children learn about safety in our PSHE & RSHE lessons • Children have regular online safety lessons • Children believe in and follow our Hazelwood values & behaviour policy 	<ul style="list-style-type: none"> • All children are inspired, engaged, motivated to be their best self • All children are prepared for their future life in a world that is changing quickly • All children are successful learners, thinkers and problem solvers with increased independence • All children have the foundations and core values to be happy, confident and successful • All children have a voice

	<ul style="list-style-type: none"> • Children are supported to transition around the school in an orderly and organised manner • Year 6 lunchtime buddies support targeted children • House captains and school council advocate for fellow children • Children have the opportunity to be heard via pupil surveys • Anti-Bullying week teaches children what our school beliefs are to bullying • The RE curriculum and the RE focus days teach children to respect everyone • Children explore who their 5 trusted adults are at the start of the school year and revisit this every term • Staff have safeguarding training which in turn supports the children • Mental health week provides opportunities for children to express themselves in a safe environment • Identified children have opportunities to access the wildlife garden and quiet garden at lunchtimes to support emotional regulation • Children know where to access support from the welfare officer 	<ul style="list-style-type: none"> • All children are responsible citizens and support their community • Written information and School policies are inclusive and free of disability discrimination • Children know who they can turn to for support • Children know where to go for support
<p>To ensure strong partnerships within our school community</p>	<ul style="list-style-type: none"> • Parents have regular access to school website, school newsletter and weekly roundup • School displays enable parents to be up to date with school news • Meet the teacher meetings are held at the start of the academic year • Whole school HPSA events are planned and implemented throughout the year • SLT are in the playground every day in the morning and after school • Parents with English as an additional language (EAL) are supported as necessary to be actively involved in the school community • Parents are invited to come in at certain points of the curriculum to support teaching & learning • Parents of SEND children are invited to come in for informal workshops and coffee mornings • Parents are encouraged to volunteer at Hazelwood Schools • Weekly Felix Project supports our community • Whole school themed days encourage involvement from families • Termly parent consultations (parents evening) • Parent surveys enables parent views and voices to be heard • Consultations of new school initiatives are communicated to parents • The school has an open-door policy for parents and carers 	<ul style="list-style-type: none"> • Inclusion lead embeds school vision (re inclusive, welcoming environment) • Improve school readiness • Positive parent /carer feedback about school events • Improved partnerships with other schools • Frequently used, engaging, user-friendly website • Good parent attendance at events during school hours and beyond

This plan should be read in conjunction with the following documents:

- SEND Policy and Information Report
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour Policy
- Our Vision and Values Statement
- School Prospectus

Monitoring and Evaluation

As part of our monitoring strategy we will:

- Meet with children and parents of SEND and those with disabilities to give them opportunities to tell us if the plan is aspirational and fit for purpose from their point of view and if the school is responding to their needs.
- Review the effectiveness of this plan every three years (or sooner if deemed necessary) with staff, children, parents and governors

