



**Hazelwood Schools**

**Accessibility Policy and Plan**

**2025 - 2028**

Reviewed and Adopted: Autumn 2025

Next Review: Autumn 2028



# 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 Plans (LSP), 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 2025 - 2028



Objective	Current Good Practice	
<p><b>To ensure all members of the school community can physically access all areas safely</b></p>	<ul style="list-style-type: none"> <li>• Reception classes now have a ramp for entering and exiting</li> <li>• External ramps are available in all 3 buildings</li> <li>• Steps are highlighted to show definition and depth</li> <li>• Resurface sections of the playground to ensure no trip hazards and a level playing surface</li> <li>• Classroom locations change yearly to meet the needs of children with physical disabilities or difficulties</li> <li>• Replacement and maintenance of blinds across the school</li> <li>• Child risk assessments are created where necessary together with parents and our Health &amp; Safety Lead</li> <li>• Toilets have been refurbished and redecorated and are now accessible for all</li> <li>• Disabled toilets are available with baby changing facilities</li> <li>• Code locks where possible on external doors to ensure safety</li> <li>• Signage is updated and amended around the school environment as required</li> </ul>	
	<p><b>Actions to be Taken</b></p> <ul style="list-style-type: none"> <li>• To keep evaluating safety audits for disability access and barriers</li> <li>• Ensure adequate seating and shade in playgrounds and quiet areas are available</li> <li>• Continue to provide a variety of opportunities for children to enjoy and access lunchtimes</li> <li>• Update risk assessments for individual children and areas of the school premises as appropriate</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Children and adults with physical disabilities are able to access the buildings easily and safely</li> <li>• Areas are clearly labelled and signage is supportive to all</li> <li>• Children are safe from dangers and hazards and can access the school environment appropriately for their needs</li> <li>• Risk assessments ensure bespoke support &amp; access</li> </ul>
Objective	Current Good Practice	
<p><b>To ensure all children have access to the curriculum</b></p>	<ul style="list-style-type: none"> <li>• Teachers plan and offer adaptive teaching accordingly for all children</li> <li>• The use of widgets, scaffolds and manipulatives are part of daily learning support for all children as required</li> <li>• Children receive both pastoral &amp; academic support</li> <li>• Inclusion Manager and SENDCo make reasonable adjustments for children where necessary both within the classroom and the playground</li> <li>• Inclusion Manger actions termly recommendations from Flourish Education (Visual Impairment Support) and the Enfield Deaf Service</li> <li>• Staff are trained to use specialist equipment (such as hearing aids, radio aids and special software/ laptops) to support children are required</li> <li>• Inclusion Manager ensures after school clubs are inclusive and welcoming for children with SEND</li> <li>• Inclusion Manager provides sensory equipment for individual children depending on the need</li> <li>• Additional SEND provision is available for children with Autism (Learning Support Base - Orchard)</li> <li>• IT access is available in the Orchard</li> <li>• Orchard children have daily access to their mainstream class &amp; curriculum</li> <li>• Staff are deployed to support children with specific needs across all year groups</li> <li>• Staff training supports staff and children (internal and external)</li> <li>• Staff working with children with specific needs, including medical needs receive relevant training</li> <li>• Educational trips and visits are adapted as appropriate to support children with SEND</li> <li>• Pupil Premium families receive financial support in accessing trips, workshops, breakfast club, after school clubs and residential.</li> <li>• All children, including those with SEND, are included in Forest school provision</li> <li>• All children, including those with SEND, have access to planned enrichment and personal development opportunities</li> </ul>	
	<p><b>Actions to be Taken</b></p> <ul style="list-style-type: none"> <li>• Curriculum Lead and Subject Leaders to update curriculum overviews and action plans to reflect access for children with SEND.</li> <li>• Inclusion Team to purchase additional resources.</li> <li>• Inclusion Team to monitor and evaluate use of resources and strategies across the school</li> <li>• Inclusion Team to continue termly pupil voice and annual parent surveys for children with SEND</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Staff are more able to meet the needs of children and parent/carers in terms of disability, equality and inclusion</li> <li>• Increased capacity for provision for children with Autism</li> <li>• Pupil progress and attainment is good or better for key groups including SEND</li> <li>• Children not accessing the curriculum have personalised learning plans and provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Inclusion Team to continue meeting with parents to support the process of the LSPs</li> <li>• Inclusion Team to continue to offer partnership and information sessions for parents</li> <li>• Inclusion Team to continue to organise CPD for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Trip risk assessments ensure children can access education on and off site</li> <li>• There is equality of opportunities for all key groups</li> <li>• Improved outcomes for targeted children</li> <li>• Children are able to settle back into learning because they have had happy and safe lunchtimes</li> <li>• Provision is suitable for children and adapted appropriately for their individual needs</li> </ul>
<b>Objective</b>	<b>Current Good Practice</b>	
<b>To ensure children are - and feel - safe in their school environment</b>	<ul style="list-style-type: none"> <li>• Visual timetables are available in every classroom</li> <li>• A 'soft start' at the beginning-of the school day supports children with Autism &amp; Anxiety</li> <li>• Children know where to access our school Learning Mentor</li> <li>• Positive Starts intervention is available for children before the school day</li> <li>• SEND children know they can access support from the Inclusion Manager in the Hub at lunchtimes</li> <li>• SEND children are supported at lunchtimes by a member of the inclusion team</li> <li>• Phased returns are organised for children where needed</li> <li>• Children's needs are planned for when external educational visits/workshops take place</li> <li>• Risk assessments and personalised learning support plans are shared with parents and visitors</li> <li>• Children have regular fire drills</li> <li>• Children learn about safety in our PSHE and RSHE lessons</li> <li>• Children have regular online safety lessons</li> <li>• Children are taught to follow our Hazelwood values and behaviour (Good to be Green) policy</li> <li>• Children are supported to safely transition around the school premises</li> <li>• Children may be given a buddy to support them in class and/or at lunchtime</li> <li>• House captains and school council advocate for fellow children</li> <li>• Children have the opportunity to be heard via pupil surveys</li> <li>• Anti-Bullying week teaches children to be kind, caring and learn right from wrong</li> <li>• The RE curriculum and the RE focus days teach children to respect everyone and experience diversity</li> <li>• Children explore who their 5 trusted adults are at the start of the school year and revisit this every term</li> <li>• Staff regularly receive safeguarding training</li> <li>• Mental health week provides opportunities for children to express themselves in a safe environment</li> <li>• Identified children have access to the quiet garden and wetlands at lunchtimes to support emotional regulation</li> <li>• Children know where to access support from the welfare officer</li> </ul>	
	<b>Actions to be Taken</b>	<b>Outcomes</b>
	<ul style="list-style-type: none"> <li>• To continue to provide resources and opportunities to ensure children feel safe in the school environment</li> <li>• To replace a number of the fire doors across the school for added safety</li> <li>• Continue to implement appropriate interventions to support children</li> <li>• Provide further training to support staff to be able to support children with SEND and additional needs</li> <li>• Continue to review and adapt policies as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• All children are inspired and motivated to be their best self</li> <li>• All children are prepared for their future life in a world that is rapidly changing</li> <li>• All children are trained to be successful learners, thinkers and problem solvers with increased independence</li> <li>• All children have the foundations and core values to be happy, confident and successful</li> <li>• All children have a voice</li> <li>• All children are responsible citizens and support their community</li> <li>• School policies are inclusive</li> <li>• Children know who they can turn to for support</li> <li>• Children know where to go for support</li> <li>• Safeguarding is effective and all contribute to our safeguarding culture</li> </ul>
<b>Objective</b>	<b>Current Good Practice</b>	
<b>To ensure strong partnerships within our</b>	<ul style="list-style-type: none"> <li>• Parents receive regular communication from the school via emails, school newsletters, the website and weekly roundups</li> <li>• Meet the teacher meetings are held at the start of the academic year to give key information</li> <li>• Whole school HPSA events are planned and implemented throughout the year</li> <li>• SLT meet and greet parents/carers every day in the morning and after school</li> </ul>	

<b>school community</b>	<ul style="list-style-type: none"> <li>• Parents with English as an Additional Language (EAL) are supported to be actively involved in the school community</li> <li>• Parents are invited to come in for information sessions and class visits throughout the year to support their understanding of the curriculum</li> <li>• Parents of SEND children are invited to attend coffee mornings and parent partnership sessions</li> <li>• Parents are encouraged to volunteer at Hazelwood Schools</li> <li>• Weekly Felix Project supports our community</li> <li>• Whole school themed days encourage involvement from families</li> <li>• Termly parent consultations are available for all children with additional appointments available for children with EHCPs</li> <li>• Parent surveys enable parent views and voices to be heard</li> <li>• Consultations of new school initiatives are communicated to parents</li> <li>• The school has an open-door policy for parents and carers</li> </ul>	
	<b>Actions to be Taken</b>	<b>Outcomes</b>
	<ul style="list-style-type: none"> <li>• To launch the Arbor communication system and App</li> <li>• To continue to ensure that communication is purposeful, accurate and supportive.</li> <li>• Provide regular opportunities for parents and children to give feedback</li> <li>• To ensure a range of information sessions and opportunities for parents to be involved in school life</li> <li>• Continue to work in partnership with local colleges to provide ESOL classes for parents</li> </ul>	<ul style="list-style-type: none"> <li>• The Inclusion team embed the school vision and values</li> <li>• The school ensures school readiness</li> <li>• Positive parent /carer feedback</li> <li>• Improved partnerships with other schools</li> <li>• Frequently used, engaging, user-friendly website</li> <li>• Good parent attendance at events during school hours and beyond</li> <li>• Positive relationships with all parents and members of the Hazelwood community</li> </ul>

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

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

**Monitoring and Evaluation**

As part of our monitoring strategy we will:

- Meet with children and parents of SEND and those with disabilities to provide opportunities to discuss whether plans remain aspirational and fit for purpose
- Review the effectiveness of this plan every three years (or sooner if deemed necessary)