

# High Hazels Academy Accessibility Plan

Adopted: April 2017

Reviewed: September 2023

Next Review date: September 2026

## Section 1: Vision statement

### Purpose of the Plan

The purpose of this plan is to show how High Hazels Academy intends, over time, to increase the accessibility of our school for pupils with disabilities. High Hazels Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

***a) He or she has a physical or mental impairment.***

***b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.***

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been adopted in line with the school's **special educational needs policy** with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in March 2017.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan

## **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

## **Section 2. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by SLT(Curriculum lead) together with the SENCo to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching.
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

### **Section 3: Adaptations for Sensory and Physical needs**

The school has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems e.g. radio aids
- access to low vision aids e.g. splitter screens and Ipads.
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.
- School lift between the infant and lower level of the junior school from the main school reception.

## Section 4: Access Audit and Accessibility Plan

### Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 Storeys in Infant School 3 Storeys in Junior School	To be taught on lower level in the short term.  Long term re-locate year group to lower level	Senco/WG/PS	
Corridor access	Wide corridors in both schools	N/A	N/A	N/A
Lifts	One lift in main reception – no lifts to upper floors in school	N/A	N/A	N/A
Parking bays	To be arranged as and when needed via staff car park	Bay to be designated if and when needed	WG/PS	As needed
Entrances	Wide entrances throughout most with steps to access the building	Route into school to be arranged using main entrance and lift	Senco/WG/PS	As needed
Ramps	No ramps in school	Mobile ramp to be purchased by school	WG	As needed
Toilets	Disabled toilet in Nursery and Junior Y3 corridor	N/A disabled toilets in both schools	N/A	N/A
Reception area	Large reception with no stairs to access	N/A	N/A	N/A
Internal signage	Signage is displayed throughout school and emergency lights are installed throughout	All signage is up to date and checked on a regular basis	N/A	N/A
Emergency escape routes	Plan to be arranged on Individual basis	PEEP (Personal evacuation plan) to be completed	WG	When needed. Checked termly.

<b>Accessibility Action Plan</b> Aim/Issue	<b>Current provision in place</b>	<b>Action</b>	<b>People/Resources</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>To ensure our multi storey school has increased access to all classrooms in school for children with physical disabilities</b>	<ul style="list-style-type: none"> <li>Lift installed between the infant and junior schools to allow access to the Hall and assemblies.</li> <li>Children with physical disabilities are educated in a lower level classroom in the short term.</li> </ul>	<ul style="list-style-type: none"> <li>Full risk assessment and action plan for children in school with physical difficulties.</li> <li>Consistent use of symbols to support understanding for example in toilets</li> <li>PEEP (Personal Evacuation Plans in place and up to date)</li> </ul>	SENCO	Ongoing	<p>Pupils with needs/disabilities are not disadvantaged due to environment restrictions.</p> <p>The environment gives all children the best chance of succeeding.</p>
<b>Raise staff awareness of disabilities issues whenever appropriate</b>	<ul style="list-style-type: none"> <li>SEN CPD plan for all staff.</li> <li>SEN training available for teachers/TAs to ensure they can meet the needs of their children.</li> <li>Class SEN provision maps</li> <li>School S &amp; L therapist provides regular advice and support for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing support from outside agencies as and when this is needed.</li> <li>Educational Psychologist staff surgeries to support teachers with individual children/groups each time she is in school.</li> <li>Educational Psychology half termly TA sessions.</li> </ul>	SENCo  Educational Psychologist  Speech and Language therapist  Autism team	Ongoing	All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.

<p><b>Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.</b></p>	<ul style="list-style-type: none"> <li>• Alternative methods of Communication used throughout school, particularly Communicate In Print, Communication books, Makaton and PECS</li> <li>• Learning is adapted appropriately for all children (Curriculum subject maps)</li> <li>• Structured conversations.</li> <li>• Care Plans in place for a range of pupils to ensure their curriculum needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>• To work in line with the AET Autism Friendly school framework</li> <li>• SENCo to continue to work closely with middle leaders to ensure the curriculum is adapted appropriately for all children.</li> </ul>	<p>SENCo</p> <p>Head teacher</p> <p>Leadership team</p> <p>Teachers/TAs</p>	<p>Ongoing</p>	<p>Curriculum is fully accessible for all children.</p>
<p><b>Ensure that all school trips &amp; residential visits are accessible for pupils with learning or physical disabilities.</b></p>	<ul style="list-style-type: none"> <li>• Individual risk assessments completed where they are needed for individual children.</li> <li>• Additional adult support provided</li> </ul>	<ul style="list-style-type: none"> <li>• Clear planning for all visits considering the needs of ALL children in the class.</li> <li>• Head teacher discussion before visits are booked.</li> </ul>	<p>SENCo</p> <p>Head</p> <p>Leadership team</p> <p>Teachers/TAs.</p>	<p>Ongoing</p>	<p>School trips &amp; residential visits are accessible for all pupils.</p>

	<p>to support all children to access trips.</p> <ul style="list-style-type: none"> <li>• A thorough checklist followed by all staff to ensure the appropriateness of trips as well as accessibility for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual risk assessments completed. Discussions with parents of children with SEND before visits where individual risk assessments are needed.</li> <li>• Social stories provided for children with Communication and Interaction needs before visits.</li> </ul>			
<p><b>Ensure that after-school clubs and care provision facilities are accessible for all pupils</b></p>	<ul style="list-style-type: none"> <li>• After school &amp; lunchtime clubs are open to all children.</li> <li>• School termly monitors attendance of all pupils to enrichment offer and targets vulnerable pupils for specific clubs.</li> <li>• Review of the number of children accessing lunchtime or after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure access is available for all pupils and encouraged, including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</li> <li>• Continue to encourage children with SEND to enrichment clubs – signpost parents to clubs in review meetings.</li> </ul>	<p>Learning Mentor</p> <p>Pastoral team</p> <p>After school club leaders</p>	<p>Ongoing</p>	<p>After school and lunch time clubs are accessible to and encouraged for all children to be a part of.</p>

	<p>with additional needs.</p> <ul style="list-style-type: none"> <li>• Kagan approach being used throughout the school.</li> </ul>				
<p><b>The school promotes and supports social, emotional and mental health.</b></p>	<ul style="list-style-type: none"> <li>• Training given to staff to meet the needs of children with social, emotional and mental health needs.</li> <li>• Educational Psychologist is used in school to support both staff and pupil well-being.</li> <li>• Conscious discipline training given to all staff and being used in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To fully embed Conscious Discipline throughout school.</li> <li>• To develop the use of Zones of Regulation for children who have difficulty with emotional regulation.</li> <li>• To develop assessment for SEMH in school through SDQs/The Leuven Scale.</li> <li>• To continue to use Ed Psych surgeries for staff and pupils to support their well-being.</li> </ul>	<p>Mindfulness resources to be purchased. Cost of books.</p> <p>Educational Psychologist cost.</p> <p>Worry monsters cost for each class.</p>	<p>Ongoing.</p> <p>Zones of Regulation in place by the end of Autumn term</p>	<p>School is a safe and happy place for all children and staff.</p> <p>Social and emotional difficulties are identified quickly and support put in place.</p>

This accessibility plan will be evaluated *every 3 years* to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

M Elliott – Principal - 31/10/2023

T Machin-Short - Director of Inclusion –31/10/23