



Hazel Grove Primary School Accessibility Plan - 2024-27

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat SEND pupils less favourably for a reason related to their need;
2. To make reasonable adjustments for SEND pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for SEND pupils.

This plan sets out the proposals of the Head Teacher/Governing Body of the school to increase access to education for SEND pupils required by the planning duties in the DDA:

- a) Increasing the extent to which SEND pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services;
- c) Improving the delivery to SEND pupils of information, which is provided in writing for pupils who are not disabled.
- d) It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Hazel Grove Primary school is a mainstream school for boys and girls age range 3 years to 11 years old. The school comprises of two school building on one level; doors are wide with regards to wheelchair and pushchair access.

Accessibility Plan September 2024-27

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning



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- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail in LKS1. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding SEND pupils are experienced.



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Improving Participation in the Curriculum

Targets	Lead	Strategies	Resources	Time frame	Success Criteria
Effective communication and engagement with parents	SLT/ SENCO	Triannual SEND review meetings with parents/carers, Annual EHCP consultations Open-door policy with SENCo Stay and Play sessions Parental workshops/clinics Newsletters Teacher to parent text and email Seesaw	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning

Training for staff on increasing access to the curriculum for all pupils	SLT / SENCO/ School nurse/outside agencies and lead professionals	EpiPen, asthma, attachment, behaviour support training. Intimate care policy and trained staff Training from Inclusion Team, Behaviour mentors, SALT Sensory Support team Access to courses: CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, Team Teach advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: EpiPen/Asthma Training Regular visits from outside agencies and professionals	Increased access to the curriculum Needs of all learners met. Maintain records of staff trained
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Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENCO/ SLT	Strategic deployment of support staff/intervention eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed by use of programs such as Learning by Questions giving children instant feedback
Adaptations to the curriculum to meet the needs of individual learners	SENCO/ All teachers	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Independent speech therapist termly Occupational therapy/Sensory	In place and ongoing	Needs of all learners met enabling positive outcomes



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Improve educational experiences for visually impaired pupils	SENCO	Consult Sensory Support team Use of sloping boards, magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required – regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENCO	Daily maintenance and use of radio aids when required. Consider hearing loop/sound field systems if recommended via Sensory Support	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENCO/ Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.



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Improving Physical Environment					
Targets	Lead	Strategies	Resources	Time frame	Success Criteria
Provision of wheelchair accessible toilets	SM	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	SM	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to support the visually impaired	SM	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	SM	Alarm linked to fire alarms	Cost of equipment/ installation	In place	Learning experiences of pupils with hearing difficulties enhanced.
Maintain safe access around exterior of school, garden area	SM	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	SM	Awareness of flooring, furniture and layout in planning for SEND pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school



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Improve the Delivery of Written Information					
Targets	Lead	Strategies	Resources	Time frame	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ SENCO	Newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate Seesaw	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ SENCO	Seat child appropriately in the classroom. Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place	Pupils able to access all school documentation