



ACCESSIBILITY POLICY

Responsible for Policy	
Author	Head of Operations/SENDCO
Approval	Compliance Committee
Review Dates	
Policy Date	Spring Term 2026
Next Review Date	Spring Term 2029
This policy applies to Hazelwood School and Hazelwood School Nursery	

Ethos and aims

Hazelwood School and Hazelwood School Nursery ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's SEND Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan (Appendix 1) contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This 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. It also includes entry

into the school.

- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after considering the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding/Equality and Diversity Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

The School's Operations Team, Estates Team and Learning Support Department meet to discuss and update the accessibility plan. Their terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to review the plan in line with the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis during the term of the Accessibility Plan

The Team has been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff with responsibility for the admissions arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

The Accessibility Plan is ratified by the Compliance Committee every three years.

The action plan is a standing item on the Property Committee agenda providing senior leaders and Governors with the opportunity to discuss accessibility needs in and around the School and Nursery.

Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

Costings will be provided and allocated to the various aspects of the plan, together with clear timeframes for completion of the various elements.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the School's SENDCO via the schooloffice@hazelwoodschool.com

The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Safeguarding Policy
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy

Appendix 1

Accessibility Plan 2026-2029

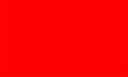
The Accessibility Plan set out the objectives that Hazelwood School and Hazelwood School Nursery has agreed to improve the school experience for disabled children and pupils in matter of admissions and access to the curriculum and complies with Schedule 10 of the Equality Act 2010. The three-year plan is set out to:

Part A – increase the extent to which disabled children and pupil including those with special educational needs can participate in the School’s curriculum

Part B – improve the provision information to disabled children and pupils which is already in writing for pupils who are not disabled

Part C – improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated

Status	Timescale
	Completed
	Aim to complete with 3 yearly cycle or sooner if required by disabled pupil

Status	Timescale
	To be completed when pupil is confirmed
	Not considered a reasonable adjustment

Pupils with hearing impairment

Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Provide sign language training for staff, children and pupils - to be supplied on demand	Yellow	Additional written information to be provided for verbal instructions and tuition - increased use of IT, screen capture etc	Green	Install deaf alerter in buildings to allow fire alarm to be recognised	Yellow
Investigate alternatives to oral and listening components in exams (English and MFL)	Yellow	Visual fire alarms	Blue	Investigate sound proofing in designated classrooms and dining hall	Blue
Adjustments in sport - whistles etc	Yellow			Acoustic treatment in classrooms	Red
Staff training on clear speech, facing pupils, not speaking whilst writing on the board etc.	Yellow				
Quiet breakout spaces for group discussion work.	Green				
install soundfield systems in classrooms to reduce listening fatigue	Red				

Pupils with sensory impairment

Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Reasonable adjustments to ensure inclusion in fieldwork, partical work through a risk assessment via Trip Leader		Audio versions of books, play, notes using immersive read on iPad devices		Provision of a quiet area, and edges to surfaces and steps are painted appropriately	
Flexible seating options e.g. standing desks, wobble cushions		Provide predictable lesson structures and visual timetable		Flexible classroom provision to meet the learning or physical needs of the pupil	
Neutral wall colours and reduced visual clutter				Provision of appropriate cutlery and crockery with eating trays with separate compartments with alternative eating places	
Sensory room / sensory spaces within lower school classrooms				Provision of food types and textures that the pupil can tolerate	
Noise reduction headphones					

Pupils with impaired mobility					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Lift access (where feasible) and prioritised ground floor classrooms and reduced movement timetables (block lessons in same building)		Height adjustable tables		Equality Act compliant toilets in all main buildings	
Staff escort support of steep areas in adverse weather.		Statutory notices at a height suitable for all		Evacuation chair made available at both sites	
Accessible Games alternatives				Ramp available in the Main Building	
				Ramps available in all other main buildings	
				All minibuses have ability to provide disabled access if required	
				Automatic door release to Baily Building	
				Provide assistance to open doors that may be difficult to open	
				Install a hoist to enable disabled access to the swimming pool	
				Accessibility map showing gradient levels	

Pupils with specific learning difficulty					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Offer alternative ways to demonstrate understanding		Text-to-speech and speech-to-text software/tools		Improve lighting levels in areas	
1:1/small group support and intervention		Lesson slides available on Google Classroom		Improve sound proofing in teaching areas	

Pupils with speech, language and communication difficulty					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Visual supports embedded in slides, worksheets and signage		Easy-read versions of letters and documents.		Provide a "space2be" if required and allow some or part lessons to be taken through a screen rather than a physical classroom to reduce social stress	
SALT one day per week		Provide all key information digitally (website,		Clear room numbering system	
				Staff wearing visible ID	

Pupils with neurodiversity					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Consistent behaviour expectations across the site		Large print versions. Simplified language summaries.		Depending on the needs of the pupil, the physical environment could be altered i.e. softer lightings, improving acoustics	
Sensory circuit timetable led by designated members of staff		Visual symbol-supported communication for younger pupils.		Provide a "space2be" if required and allow some or part lessons to be taken through a screen rather than a physical classroom to reduce social stress	

Pupils with a specific medical condition					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Staff trained in emergency response		Rest breaks and movement breaks offered		Bespoke first aid kits provided with specific medication for trips	
Adjusted Games options				Defibs on both sites - 1 at the nursery and 4 at the School	
				Risk assessment completed to identify further improvements to meet the needs of the pupil on trips to ensure inclusion	
				Medical room accessible without stairs	

Pupils with sight impairment					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Enlarged print/braille where required		Screen reader compatible with PDFs		Install high visibility signage with strong colour contrasts on fire exits, and other sign and building names	
High contrast teaching materials		Braille options		Paint step edges in contrasting colour to highlight step edges	
Verbal description of visual information		Large print versions.		Tactile paving at key crossings	
Accessible adoptions to practical activities					

Pupils with social, emotional and mental health needs					
Part A - Improve curriculum participation		Part B - Improve the provision of written information		Part C - Improve the physical environment	
Method	Status	Method	Status	Method	Status
Reduced timetables where required		Clear behaviour policy written in supportive language.		Provide a "space2be" if required and allow some or part lessons to be taken through a screen rather than a physical classroom to reduce social stress	
School councillor drop-in sessions				Safe, supervised wellbeing space	
Social support groups led by SEMH specialists					