



**HAZEL
GROVE**
HIGH SCHOOL

Accessibility Plan

Hazel Grove High School

Written by:

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Date: Dec 24

Next review due by:

September 2027

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1. Aims

The aims of this Accessibility Plan are to ensure that Hazel Grove High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Hazel Grove High School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

2. Legislation and guidance

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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p><i>Our school offers a curriculum which is adapted where possible for all students. Alternative accreditation is in place as appropriate</i></p> <p><i>We use resources, including adapted technology, tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	<p>Short Term</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENDCO and SEND Director</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>	<p>SENDCO and SEND Director to oversee</p> <p>SENDCO and SEND Director to oversee</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress.</p> <p>Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, students benefit from an adapted delivery of curriculum appropriate to needs.</p>

		<p>Medium Term</p> <p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p>	<p>Performance management and Further Professional Learning needs identified</p>	<p>PM Link to advise and direct training needs for staff</p>	<p>Ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p>
		<p>Long Term</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activities</p>	<p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENDCO, and SEND Director and PE department</p>	<p>ongoing</p>	<p>All students access 100% of PE lessons regardless of activity</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students as required. This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Accessible parking bays • Accessibility furniture, toilets and changing facilities 	<p>Short Term</p> <p>Students with specific needs have all the appropriate equipment and furniture.</p>	<p>Purchase of specialised resources to assist access to the school environment as needed</p>	<p>SENDCO, and SEND Director, OT and PT</p> <p>SENDCO and SEND Director</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students to be able to engage with the curriculum despite potential barriers in the environment</p>

	<ul style="list-style-type: none"> <i>High visibility. contrasting strips to mark stairs, hand rails and vertical support post</i> 	<p>Personal evacuation plans for identified vulnerable students.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. ie Wheelchair users not timetabled in upper floor classrooms</p>	<p>Develop PEEPs for specific students. LSAs and teaching staff are informed of which students they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	<p>Data Manager, SENDCO and SEND Director</p>	<p>Updated Annually/as necessary</p> <p>Annually/as necessary</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p>
		<p>Medium Term</p> <p>To update & continually maintain yellow/ fluorescent warning strips on vertical posts, steps &</p>	<p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and</p>	<p>Site Manager</p>	<p>Ongoing, new buildings and sites to be included</p>	<p>All students with VI are able to navigate successfully around school safely</p>

		handrails, to support students with VI	maintained all year round.			
		<p>Long Term</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Incorporate advice from SSS regarding lighting and acoustics of rooms.</p> <p>Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors</p> <p>Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	SENDCO, and SEND Director and site Manager	Ongoing	<p>All students are able to independently access all areas of school both internally and externally. Where this is not possible (for example the SSC which is on the first floor), suitable alternative arrangements are be made to ensure students are able to access the required support.</p> <p>Students are able to navigate the whole building as independently as possible unaided. With the exception of upper story classrooms without a lift in operation.</p>

<p>Improve the delivery of information to students with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Makaton Sign Language</i> 	<p>Short Term</p> <p>At transition, investigation and research as needed to provide an HI student with an alert device. Allowing access to all school alerts, to include fire alarms and intruder alarms.</p> <p>At transition identify and research the provision needed for students with a radio link loop</p>	<p>A suitable device to be agreed with the school and student that will allow SMS alert direct to the student. In times when they are without an adult or fellow student to alert them of alarm. This will also benefit them to increase independence.</p> <p>Staff training as necessary for teachers of students using the radio link loop.</p>	<p>SENDCo in conjunction with SSS / Site Manager</p>	<p>June 2022</p>	<p>Student, staff and SSS to be confident that alerts are clear and the radio link loop system is in place.</p> <p>Student can become more independent.</p>
		<p>Medium Term</p> <p>Research into mobile hearing loop system in all large rooms/venues within the school site</p>	<p>Hall and Auditorium covered with hearing loop system</p>	<p>SENDCO/Site Manager/SSS</p>	<p>May 2024</p>	<p>Improved systems across the school will support students with HI more effectively.</p>
		<p>Long Term</p> <p>Flashing alarm/ alert for HI students.</p>	<p>Flashing alerts are installed to work on current audio bell system across all school site.</p>	<p>Site Team</p>	<p>Ongoing</p>	<p>All students with a HI are able to access all alerts.</p>

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Laurus Trustees and Headteacher Mr M Stewart.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEN Information Report
- Special educational needs and disability policy
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comment
1	Is furniture and equipment selected, adjusted and located appropriately?				The occupational therapists for each individual student with a disability, have approved our furniture and equipment as suitable.
2	Are Pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes, we have personal evacuation procedures in place for all vulnerable students with a disability currently at the school
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes – laptops are provided where necessary, as well as height adjusting furniture.
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately. The size of some classrooms and some corridors can make some access tricky, but solutions are found.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are car park spaces reserved for disabled people near the main entrance?				Yes

8	Are there barriers to easy movement around the site and to the main entrance?				No
9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				There is a contrast, but when refurbishment occurs, a fluorescent strip should also be added
11	If there are steps, is a ramp provide to access the main entrance?				Yes
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				The main entrance doors for students are not automatic and they open outwards, so assistance is needed to enter the building. Students can exit the building independently.
14	If no, is an alternative wheelchair accessible entrance provided?				Independent wheelchair access is available to reception and the Main Hall. However, students cannot access east classrooms as they would need to go up a corridor with steps, which is not accessible.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes these doors are automatic
16	Do all internal doors allow a wheelchair user to get through unaided?				Assistance is needed with doors that open towards you. The doors are heavy fire doors.
17	Do all corridors have a clear unobstructed width of 1.2m?				Most are 1.2 meters the corridors near E10,11 and 12 are slightly narrower.

18	Does each block have a wheelchair accessible toilet?				No – In East Building only
19	Does the relevant block have accessible changing rooms/ shower facilities?				We have one in the SSC accessible bathroom
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes – as for No 10
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				There is no serviceable lift in either building
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
26	Could any of the décor be confusing or disorientating for students with disabilities?				No
27	Is a hearing induction loop available (either fixed or portable) in the school?				We do not have a hearing induction loop. This will be reviewed annually at transition based on the students' needs. We will look into purchasing a portable sound system when the need arises.

28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				For current students and staff, audible warning systems are fine. For HI students there is a flashing light fitted to the some of the school's alarm system. If required in the future, we will investigate individual alert systems for specific students.
2. Learning Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular INSET training on SEND, House assemblies on disability awareness training.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Strong relationships exist with local providers e.g NHS occupational therapists and physio therapists, and training is provided. All members of our team or trained in 'lifting and handling'
3	Do all staff seek to remove all barriers to learning and participation?				Regular training on differentiation for students with SEND. Learning walks ensure that this is embedded in lessons.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Training is given to staff with respect to differentiation and strategies for using in the classroom to meet individual needs. Learning walks and lesson observations ensure that differentiation is embedded in lessons.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes they are strongly encouraged to take part, some of our students opt for this at GCSE level.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				Yes, physiotherapy and gym sessions are incorporated into PE sessions where appropriate. Alternative PE activities is something we will continue to explore for future students.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				As detailed above, all staff and employees are expected to show consideration to all students with disability, and are expected to plan for every task they partake in, and detail the adjustments they make for these students as part of their lesson plans.
9	Do you provide access to appropriate technology for those with disabilities?				Laptops and computer readers are provided where necessary. Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.

3. Information Access

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				We have a variety of resources including coloured overlays and computer exam readers. Teachers work with LSAs to differentiate resources to include symbols, visual aids and simplified language where necessary. We do not have any students who use braille currently. For students with a hearing disability, specialist support is in place via the sensory support service.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes, a number of students use laptops/ AlphaSmarts within their lessons and nearly every classroom has an interactive whiteboard to present information in a multi-sensory way.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				Our Sen information report provides information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we hold regular parent and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.