

2016/17

Hazelwood Schools' Accessibility Plan 2016- 2019

Impact of actions from the 2015/16 plan:

- The community are able to identify each building due to new large signs on building
- Sensory plants are available in newly build Quiet Garden
- Better provision for early intervention since Hazelwood Nursery opened in Sept 2016
- Local families can still access Children Centre Services
- Identified children settle quicker first thing in the morning due to access to Orchard
- Safer access into school, e.g. yellow lines on steps, ramps to welfare, Drop, Wave and Go
- SENDCo is able to support staff & children across the school due to the employment of ASD specialist and SENDCo admin assistant
- More families are able to access information since adding 'Language translator' to website
- Storage of resources possible due to Potter's shed becoming the new resources base
- Purchase resources, e.g. Story sacks, sensory, due to funds raised
- Well rounded children due to the Curriculum drivers: thinking skills, nurturing responsible citizens
- Learning Lines/displays have improved resilience & thinking skills
- Increase in children's positive attitude and responsibility towards their own learning;
- Better communication has led to happy pupils, parents
- Greater respect for other cultures and views due to assemblies and learning journey opportunities
- Great attendance at events and increase in money raised
- New parents present at events e.g. MacMillan Coffee morning
- Good uptake of EAL classes (YR, Y1 & Y2) and positive written and verbal feedback
- Good attendance at curriculum evenings- e.g. Assessment/Curriculum changes
- Met specific health needs as both disabled toilets have improved and shower installed in Potter's shed

Now What:

- Build capacity to support with the increase in numbers of ASD children with and without a diagnosis (21 chn as of Sept 2016)
- Build capacity to support with greater mobility (20% of Y6 in 2016 didn't start in reception)
- Continue to monitor the needs of new pupils, particularly those from overseas with EAL (18 new children started between Sept & Oct, nearly half of which had no English)
- Continue to seek feedback from parents and the community about how to improve further
- Identify any possible barriers linked to the three strands below and take action e.g. children with diabetes or long term injuries such as broken bones
- Review and improve provision for visually impaired pupils e.g. (Y6 & Y1) in Sept 2016
- Review outdoor space in light of children who are visually impaired
- Review classrooms suitability: purchase equipment and seek support and advice from Hearing Impairment Support Service - new reception child & Y5
- Training for new staff as and when applicable
- Review location and impact of interventions
- Improve forms of communication for EAL families e.g. translate function on website

STRAND 1						
Increasing access to the curriculum for all pupils						
Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
Ensure all children have equal access and opportunity to the curriculum.	<ul style="list-style-type: none"> • More staff, each year are more able to meet the needs of pupils and parent/carers in terms of disability, equality and inclusion issues • Increased capacity for provision of ASD children • Staff are knowledgeable of disability matters • Key pupils' progress and attainment is good or better • Staff carry out risk assessments • There is equality of opportunities • Improved outcomes for targeted children • Children are able to settle back into learning time because they have had happy & safe lunchtimes 	<ul style="list-style-type: none"> • Careful deployment of adults to support children with specific needs (1:1 roles) 	SLT/HLTA	Sept 16	HT/DHT- Aut 2016 Spring 2017 Summer 2017	Review impact at appraisals.
		<ul style="list-style-type: none"> • Organise Y6 buddies to support identified children during lunchtimes 	SG & SB	Start of the year	SG On-going /weekly SB- LSP meetings	
		<ul style="list-style-type: none"> • Staff training to enable staff to apply their understanding of disability matters to their everyday practice 	Susan Beaton	Aut term	SLT- during drop ins, bk looks, observations, PPA, PPM & appraisals	Feedback at SLT meetings
		<ul style="list-style-type: none"> • Review and monitor the vulnerable children's and families' list 	HT, DHT, SB, Jenny & LM	End of each term	On going	
		<ul style="list-style-type: none"> • Seek support & training from ASD specialist organisations e.g. Russet House 	Aarti	On going	Susan meet with Aarti termly	
		<ul style="list-style-type: none"> • Investigate into the pros and cons of opening an ASD resources base 	NR SB	Aut term	Gov meeting	
		<ul style="list-style-type: none"> • Targeted training for staff working with children with specific needs, including medical needs e.g. insulin and pump training 	SG, SB, Aarti & Jenny	Start of year	On going	
		<ul style="list-style-type: none"> • Identify and monitor key pupils for learning support e.g. FSM, underattaining, EAL, SEND 	SLT/Gov	½ termly	At PPM	
		<ul style="list-style-type: none"> • Assess EAL pupils' proficiency in English and record on scholar pack 	CT	Sept 2016	½ termly, as chn join	
		<ul style="list-style-type: none"> • All children's needs are fully met in the planning of educational visits regarding physical & medical needs etc. 	YGLs & Welfare	On going	termly	
		<ul style="list-style-type: none"> • AHT for H&S continue to review checklists and systems for risk assessments 	James	End of Yr	On-going	
		<ul style="list-style-type: none"> • The school will financially support children and families in accessing all areas of school life e.g. school trips, school journey, paid after school clubs 	Nicky/ Gov	On going	As and when	

		<ul style="list-style-type: none"> Increase provision at After school club and Breakfast club for working families e.g. Retain a number of places to support families in need 	Fiona M	Strat of year	On going	
		<ul style="list-style-type: none"> ASC & breakfast club to include chill out zone and learning/homework support zone 	Fiona M	Aut term	termly	
		<ul style="list-style-type: none"> Identified children have opportunities to access the Orchard, wildlife garden, Quiet garden etc 	SB	Aut term	termly	
The school curriculum reflects the diverse community in which we live and supports children in challenging stereotypes.	<ul style="list-style-type: none"> All pupils are successful learners, thinkers and problem solvers. All pupils feel happy and confident. All children reach their full potential. All pupils have a voice. All pupils are responsible citizens and support their community. School values (linked to British values) are instilled in every person within our school community. Written information and School policies are inclusive and free of disability discrimination. 	<ul style="list-style-type: none"> Appoint staff member to lead P4C/Thinking skills, put them on training and give opportunities to support other staff 	HT DHT	Aut term	Mid-point & final appraisal	
		<ul style="list-style-type: none"> Thunks & P4C sessions are delivered in all classrooms across the schools to support children in developing their thinking and questioning skills 	CT	Aut term	SLT - ½ termly	
		<ul style="list-style-type: none"> P4C/thinking skills leaders to monitor impact and report to SLT 	Jessica Maddie	Aut term	Jess & Maddie-termly	
		<ul style="list-style-type: none"> Ensure learning journeys tackles preconceived ideas and encourages acceptance of similarities and differences e.g. through P4C lessons, Assemblies, Respect other views and options 	SLT Gov	Aut term	JP- curriculum maps SG- assembly themes	
		<ul style="list-style-type: none"> Raise the profile of Hazelwood curriculum driver: 'nurturing responsible citizens' 	SLT: JP & Maddie & Jess	Aut term	NR- weekly timetables JP- ½ termly on curriculum webs?	
		<ul style="list-style-type: none"> Organise training for all staff on Prevent, including the understanding of British Values 	HT/DHT Gov	12th Sept 2016	Annually	
		<ul style="list-style-type: none"> Reach out to community for support and to support e.g. Choir, funding, project work, Lloyds 'give and gain days' 	SG HPSA YGL Cathy	On going	Termly	
		<ul style="list-style-type: none"> Raise money for World-wide disasters 	SLT	As and when	On going	
		<ul style="list-style-type: none"> Resources and images across the schools reflect the school community 	SLT Gov	On going	Termly	

STRAND 2		Improving access to the physical environment				
Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
To ensure all members of the school community can physically access all areas safely.	<ul style="list-style-type: none"> • People with physical disabilities are able to access the buildings easily • Physical access to the school buildings is improved • Buildings are clearly identified • Children are safe from dangers and hazards 	<ul style="list-style-type: none"> • Ensure all edges of steps are highlighted to show definition and depth • Redo some over holidays and focus on Oak building • Stairs leading up to music room (Oak building) 	Trevor	Termly	Over holidays	
		<ul style="list-style-type: none"> • Add concrete ramp leading to welfare room instead of the small step (used frequently/pushchairs/parms) 	Trevor	Summer 2016	Aut term	
		<ul style="list-style-type: none"> • Resurface sections of the playground to ensure no trip hazards and a level playing surface 	Trevor	Aut term	Termly	
		<ul style="list-style-type: none"> • Classroom location may change to meet the needs of children with physical disabilities or difficulties 	HT DHT	As and when	Termly	
		<ul style="list-style-type: none"> • Maintenance of blinds across the school. Replace blinds and fix cords when needed to ensure smartboards are visible 	Trevor	As and when	Termly	
		<ul style="list-style-type: none"> • Arrange a series of meeting to create an action plan and to review those action with parents and children when children have an accident which results in reduced accessibility (broken bones, injuries, illnesses) 	HT DHT SB	As and when	Noted on action plans agreed with parents	
		<ul style="list-style-type: none"> • To improve security by preventing/deterring unwanted access during the school day <ul style="list-style-type: none"> ○ New alarm sound to signal 'dangerous intruder' ○ Fit locks on all classroom doors ○ Share lock down procedures with all staff ○ Move camera position to include reception gate in frame 	HT DHT Trevor JC	Start of year	Termly	
		<ul style="list-style-type: none"> • Improve emergency exit and evacuation procedures <ul style="list-style-type: none"> ○ Keep whole school exit via growing concern clear of overgrown plants ○ Key kept in locked box next to exit ○ Keep mental ramp next to exit ○ Practise procedures 	H&S team	Aut term	Termly	
		<ul style="list-style-type: none"> • Buy appropriate resources for individual children as the need arises e.g. ipads, sensory equipment, footprint pads... 	SENDCo	As and when	½ termly	

STRAND 3						
Improving the delivery of information to all pupils and families						
Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
All parents feel valued and welcomed within the setting and good lines of communication support partnership working	<ul style="list-style-type: none"> Improved school readiness Governors more knowledgeable due to attendance at Children's centre Advisory board meetings EAL parents are more engaged with the school community Positive parent feedback about curriculum evenings Improved partnerships with other schools Frequently used, engaging, user-friendly website Parents support each other 	<ul style="list-style-type: none"> Ensure that Governor's meetings are not planned on any religious events or festivals Ensure whole school events are not scheduled on religious festivals Ensure staff do not arrange any special events or trips on days where children may be absent due to religious observance 	HT DHT Govs YGL/CT	Start of year On going	On going	
		<ul style="list-style-type: none"> Elect Governor representatives who better reflect the Hazelwood community 	Gov Body	As & when	On going	
		<ul style="list-style-type: none"> Continue and further develop links with the Children's Centre to support all families whilst meeting the needs of the vulnerable Inquire into Under 2's provision Inquire into Full time Nurse 	HT DHT JP	On going	Govs- Termly in SEND committee meetings	
		<ul style="list-style-type: none"> Organise termly Curriculum Evenings to support parents in helping their children at home Keep parents informed: newsletters, texts, leaflets 	HT DHT	Termly	SLT feedback in SLT meetings- Termly.	
		<ul style="list-style-type: none"> Invite targeted EAL parents to Coffee Mornings where they find out more about the EAL classes we provide Invite previous parents to promote the EAL parent classes Organise EAL parent classes to engage parents with little or no English and help them support their children 	DHT & Kathryn Norfolk	Termly	SLT feedback in SLT meetings Termly	
		<ul style="list-style-type: none"> HT/DHT to attend HPSA meetings Elect a parent/HPSA rep for each class Establish good lines of communication with HPSA class representatives- encourage them settling up what's APP groups 	SLT	Aut term	DHT Termly & HPSA meetings	
		<ul style="list-style-type: none"> Staff seen around school more, available in mornings & after school SLT on gate/playground in mornings All staff approach parents to give positive feedback, get to know them 	SLT	On going	SLT ½ termly	

		<ul style="list-style-type: none"> • Introduce the parents, of in-year admissions, to parents of the new class in order to establish good relationships 	HT/DHT/SENDCo	On going	SLT feedback in SLT meetings Termly	
		<ul style="list-style-type: none"> • Address & discuss real-life issues which could affect our community through assemblies & P4C sessions, e.g. Brexit 	HT DHT	As and when	SLT- On going	
		<ul style="list-style-type: none"> • Invite parents and people from the local community into school to share curriculum related information and expertise, e.g. evacuee, Spanish dancers, professionals, daffodil breakfast etc. 	All staff JP	As and when	SLT- termly	
		<ul style="list-style-type: none"> • Launch new modern website to increase parents awareness of what's happening in school • Maintain website- keep it up-to date • Display boards reflect our learning 	DHT/ICT tech CT PPA staff	Aut term	DHT- End of Aut 16	