

<b>2020/2021</b>		
<b>STRAND 1</b>	<b>Increasing access to the curriculum for all disabled pupils</b>	
<b>Objective</b>	<b>Success Criteria</b>	<b>Specific Actions</b>
1. Ensure all children have equal access and opportunity to the curriculum.	<ul style="list-style-type: none"> <li>• ALL staff are more able to meet the needs of pupils and parent/carers in terms of disability, equality and inclusion</li> <li>• Increased capacity for provision of ASD children</li> <li>• Staff are knowledgeable of 'disability matters'</li> <li>• Children's progress and attainment is good or better including key groups</li> <li>• Risk assessments carried out confidently so children can access education on &amp; off site</li> <li>• There is equality of opportunities</li> <li>• Improved outcomes for targeted children</li> <li>• Children are able to settle back into learning time because they have had happy &amp; safe lunchtimes</li> <li>• Specialist equipment and resources are purchased and maintained</li> </ul>	<ul style="list-style-type: none"> <li>Take actions as recommended from the annual audit of the environment by Joseph Clarke, Visual Impairment support service</li> <li>Ensure all staff are trained in the use of specialist equipment (such as hearing aids and sound equipment) and that it is maintained well and used across the school, not just the classroom, e.g. in assemblies</li> <li>SLT take actions to ensure that all clubs support schools ethos &amp; are inclusive and welcoming (making reasonable adjustments etc).</li> <li>Continue to ensure teacher's planning ensures access for all levels of need and ability.</li> <li>Continue to purchase relevant equipment to enable curriculum access, e.g. iPads, software,</li> <li>Provide a 'soft start' at the start of the school day for ASD pupils- extend this to others where appropriate</li> <li>Provide alternative classroom when needed for key group of children who benefit from less over stimulating environment e.g. less children, sensory space, tent etc. (Learning Journey Group Y1-4)</li> <li>Support a dual placement education where appropriate, e.g. 2 days at a Speech and Language unit</li> <li>Employment of a full time Learning mentor, accessible at lunchtimes to support social, emotional needs</li> <li>Careful deployment of adults to support children with specific needs (1:1 roles)</li> <li>Review and monitor the vulnerable children's' list at least termly</li> <li>Staff training to enable staff to apply their understanding of disability matters to their everyday practice</li> <li>SALT training for Early years team and roll out to other staff</li> <li>Seek support &amp; training from ASD specialist organisations e.g. Russet House</li> <li>Targeted training for staff working with children with specific needs, including medical needs e.g. insulin and pump training</li> <li>SEND teacher and inclusion team to support staff to support pupils; provide resources and advice</li> <li>Adapt school day placement where appropriate e.g. half days, later start time or early finish</li> <li>Identify and monitor key pupils for learning support e.g. under attaining SEND</li> <li>All children's needs are fully met in the planning of educational visits regarding physical &amp; medical needs etc.</li> <li>Create risk assessments which are reviewed and adapted where appropriate</li> <li>AHT for H&amp;S continue to review checklists and systems for risk assessments</li> <li>To financially support SEND children/families in accessing all areas of school life e.g. trips, residential, paid after school clubs etc.</li> <li>Increase provision at After school/Breakfast club for SEND pupils</li> <li>Provide indoor space during lunchtimes for disabled pupils</li> <li>Organise Y6 buddies to support identified children during lunchtimes</li> </ul>

		Maintain and improve outdoor provision, e.g. sensory garden, smells, sounds, colours etc.
		Identified children have opportunities to access the Orchard, wildlife garden, Quiet garden etc.
2. The school curriculum reflects the diverse community in which we live and supports children in challenging stereotypes.	<ul style="list-style-type: none"> <li>All children are inspired, engaged, motivated to be their best self</li> <li>All pupils are prepared for their future life in a world that is changing quickly</li> <li>All children are successful learners, thinkers and problem solvers with increased independence</li> <li>All children have the foundations and core values to be happy, confident and successful</li> <li>All children reach their full potential</li> <li>All pupils have a voice</li> <li>All pupils are responsible citizens and support their community</li> <li>Written information and School policies are inclusive and free of disability discrimination</li> </ul>	Design and deliver an effective PSHE curriculum which meets the statutory requirements for RSHE education
		PSHE/RSHE working party to consult the community during the development of the curriculum
		All staff to incorporate P4C/Thinking skills into the wider PSHE curriculum
		Ensure learning journeys tackle preconceived ideas and encourages acceptance of similarities and differences e.g. though RSHE, P4C lessons, Assemblies, Respect other views and options
		Raise the profile of Hazelwood's 12 Values and curriculum driver: 'nurturing responsible citizens'
		Organise training for all staff on Prevent, including the understanding of British Values
		Reach out to community for support and provide support e.g. Choir, funding, project work, Lloyds 'give and gain days'
		Raise money for world-wide disasters and local charities
		Resources and images across the schools reflect the school community
		Elect House Captains and Class Representatives
		Hazelwood Eco team where families are involved in promoting a range of green, school initiatives
		Felix project offers families unwanted items from supermarkets while reducing food waste
		More real life projects: art festival, Broomfield Park, International Cultural Diversity day
		Visit a place of worship each year (6 major faiths)
		Governors participate in learning walks, blink visits and other opportunities to listen to pupil voice
Year 6 take part in C-R-E-W (Confidence – Resiliency – Emotional- Well-being) workshops: topics such as Gangs, knife crime, peer on peer abuse (relationships, mental health, emotional well-being and resilience)		
Invite parents in to school to share expertise for a range of reasons		
<b>STRAND 2 Improving access to the physical environment</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Specific Actions</b>
3. To ensure all members of the school community can physically access all areas safely.	<ul style="list-style-type: none"> <li>People with physical disabilities are able to access the buildings easily</li> <li>Physical access to the school buildings is improved</li> <li>Buildings are clearly identified</li> <li>Children are safe from dangers and hazards</li> </ul>	Ensure all edges of steps are highlighted to show definition and depth
		Add concrete ramp leading to welfare room instead of the small step (used frequently/pushchairs/prams)
		Resurface sections of the playground to ensure no trip hazards and a level playing surface
		Classroom location may change to meet the needs of children with physical disabilities or difficulties
		Maintenance of blinds across the school e.g. replace blinds and fix cords when needed to ensure smartboards are visible
		Arrange a series of meetings to create a risk assessment and action plan and to review them with parents and children when children have an accident which results in reduced accessibility (broken bones, injuries, illnesses)
		To improve security by preventing/deterring unwanted access during the school day and beyond Mag locks on all entrance/exit doors so minimise unauthorised persons in buildings Intruder alarm/hide and seek alarm and the lock down procedures Fit locks on all doors across all building including Nursery Improve CCTV across the site

		All access to building between 3:45pm and 5:30pm is now only via the main office New system to access after school club when office is closed after 5:30pm
		Improve emergency exit and evacuation procedures by regular practicing of procedures Keep whole school exit via growing corner clear of overgrown plants Key kept in locked box next to exit and keep mental ramp next to exit
		Buy appropriate resources for individual children as the need arises, e.g. I-pads, sensory equipment, footprint pads, software etc.

<b>STRAND 3</b>	<b>Improving the delivery of written information to disabled pupils.</b>	
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<b>Objective</b>	<b>Success Criteria</b>	<b>Specific Actions</b>
4. All disabled pupils (and their families) feel valued and welcomed within the setting and good lines of communication support partnership working.	<ul style="list-style-type: none"> <li>• Inclusion lead embeds school vision (re inclusive, welcoming environment)</li> <li>• Improve school readiness</li> <li>• Positive parent /carer feedback about school events</li> <li>• Improved partnerships with other schools</li> <li>• Frequently used, engaging, user-friendly website</li> <li>• Good parent attendance at events during school hours and beyond</li> </ul>	To make available large print versions of school material – letters, newsletters etc.
		Ensure all staff are trained in the use of specialist equipment (such as hearing aids and sound equipment) and that it is maintained well and used across the school, not just the classroom, e.g. in assemblies
		Visual timetables to support daily routines
		Continue and further develop links with Local Authority and community support services to support all families whilst meeting the needs of the vulnerable, e.g. enquire into Under 2's provision
		Organise Curriculum Evenings to support parents in helping their children at home Keep parents informed and given ample notice about events: newsletters, texts, leaflets, emails, website
		A member of SLT to attend HPSA meetings and clear protocols for events established Establish a parent/HPSA rep for each class who supports class by keeping them informed and organises support at events
		SLT on gate/playground in mornings and after school All staff approach parents to give positive feedback, get to know them
		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.
		'Contact us' section on our website to the school office and Chairs of governors
		High-vis jackets worn by SLT and governors for better visibility and identification
		Keep the website up-to-date in order to increase parents awareness of what's happening in school
		Designated Safeguarding leads and designated leads for SEND/LAC & PLAC identified
		Displays are more engaging and explain pupils learning
School signage to be evaluated and improved		