



ACCESSIBILITY PLAN

INTRODUCTION

As part of its mission statement Hazlegrove acknowledges its duty towards pupils, staff, parents, Governors, and members of the wider community who have a disability. Where pupils or prospective pupils are concerned, Hazlegrove acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001 and the Equality Act 2010.

- Hazlegrove is a largely non-selective school and admission to the school depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils. Pupils are expected to be able to work successfully towards Common Entrance and to access the associated texts.
- Co-curricular activities are a central part of Hazlegrove's philosophy.
- The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need, or medical condition. The parents will then be asked, in respect of a prospective pupil, to provide requesting further detailed information about their child.
- In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
- Where it is practical to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Hazlegrove and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.
- Where the school agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reflects the cost to the school of providing that service. Details of costs will be provided in writing.
- Where the school agrees to provide auxiliary aids and services to provide additional support and assistance to a disabled pupil parents will not be charged.

BACKGROUND TO THE ACCESSIBILITY PLAN

The school's layout and facilities:

- The Pre-Preparatory School was opened in 1993 in a single building. Its layout is compact, but classrooms are fully accessible to wheelchair users.
- The Preparatory School buildings are varied in their age and building style with some parts of the school dating back to the 17th Century. The main school building was built in 1731 and is a Grade II listed building. Most classrooms are newer buildings set behind the main building. This requires pupils to move between classrooms for lessons, often up steps, and stairs in buildings without lifts.
- The latest addition to the classroom facilities, Fitzjames, which includes six classrooms (Year 5 and English and Humanities for Years 5 – 8) and the Learning Support Unit (LSU), are fully accessible with wheelchair access, a lift and disabled WC. The school has also leased two 17-seater minibuses which are fitted for wheelchair access.
- The playing fields are adjacent to the buildings and are easily accessible.
- Most of the boarding accommodation, some of which is in the main school building, is located on the first and second floors of three buildings around a central courtyard. Access is by stairs without lifts.
- Due to the nature of the buildings, Hazlegrove is unable to meet the needs of severely disabled pupils who may require specialist support. However, whenever practicable, the school will make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend accessible parts of the school.
- The school has a well-established LSU which provides support for pupils who have specific needs. Most support is given through individual lessons for which pupils are withdrawn from timetabled lessons. There is limited in-class support provided where needed. Pupils are rarely withdrawn for more than two individual lessons each week. Pupils in Years 5 – 8 are expected to work towards Common Entrance or scholarships, accessing the appropriate texts. Arrangements for extra time in examinations are in place when this is appropriate and accessibility to a 'scribe' or reader may be made available to a pupil in an examination situation.
- Teachers are expected to recognise the individual needs of pupils within the classroom and beyond and to make reasonable adjustments to accommodate these needs within the resources available.

Wherever practicable, in line with the Equal Opportunities Policy, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

When considering a pupil for entry to Hazlegrove, the main consideration is that the school can meet the needs of the pupil, that the school can provide the support needed to enable the pupil to be happy, to make progress and to play a full part in the life of the school. The school has an approach which considers the 'whole person' and has a curriculum which is 'hands-on.' For example, there is a particular emphasis on outdoor education, drama, music, and sport.

All pupils are assessed before (or occasionally, after) entry to the school by the Head of Learning Support (SENCO) or a member of staff working under her direction.

INCREASING ACCESSIBILITY

- Hazlegrove has a policy which aims to increase accessibility for pupils with disabilities.
- The Accessibility Plan focuses on three specific areas:
 - The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
 - Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.
 - Developments in physical access to the education provided at Hazlegrove.

THE MAIN PRIORITIES OF THE ACCESSIBILITY PLAN

General

- Governors and staff to understand and work out implications of the SENDA for the school's future Disability and Equality Duty (DED).
- Check each policy when it is reviewed, from the point of view of the school's Disability Equality Duty.
- Develop an 'Accessibility checklist' for all School Development Plan projects.

Curriculum

- All teachers and Classroom Assistants and volunteers are brought up to date with current thinking on equality of access to curriculum.
- All learning and play areas (outdoor, IT, pond, wildlife area) and resources (books, visits, software) are reviewed and modified, as appropriate and as budgets allow, to meet the DED.
- The Academic Lead – Curriculum and Operations has a methodology for assessing the effectiveness of an inclusive curriculum.

Physical Environment

- All staff are brought up to date with current thinking on accessibility of the physical environment.
- Buildings and outdoor areas are brought fully in line with the DED.
- Health and Safety audit covers accessibility and medical needs and that plans are in place to make good any deficiencies.

Communications (especially written communication)

- The school maintains a record of all pupils' and adults' accessibility needs.
- All school communications meet the requirements of the DED.
- Fire alarm procedures are brought fully in line with the DED.
- Parents and carers views are sought in several ways to meet the requirements of the DED.

MAKING IT HAPPEN

Management

- See the Accessibility Project Plan for details of activities and success criteria.
- The Head is responsible for management of the Plan.

Co-ordination

- The Head of Learning Support, the Head and the EYFS SENCO will co-ordinate the reporting and monitoring of the Plan. The Deputy Head and the Academic Lead – Teaching & Learning will work together to co-ordinate the monitoring of the plan.

Implementation

- The implementation of the Accessibility Plan will be monitored by the Senior Leadership Team.

Publication and availability of the plan

- The Accessibility Plan will be made available to staff and governors and to the parents upon request. The Head will report to the Governors' Education Subcommittee.

INCREASING ACCESSIBILITY – CURRICULUM

	Targets	Activities	Timeframe	People	Success Criteria	Action Taken
SHORT TERM	All teaching staff are up to date with school standards of equality of access to the curriculum.	Briefing on school standards of equality of access to curriculum at teachers' staff meeting	Review date September 2026	Head Academic Leads Head of Sections within Pre-Prep	Review to record progress on Training and Teaching techniques.	On-going Training and teaching techniques
	All teaching assistants are up to date with school standards of equality of access to the curriculum	Briefing on school standards of equality of access to curriculum at teaching assistants' meeting	Review date September 2026	Head of Learning Support EYFS SENCO	No lessons observed which breach the principles of equality of access	On-going Training and teaching techniques
	All supply staff and volunteers are aware of school standards of equality of access to the curriculum	Ensuring that all Supply teachers and volunteers are up to date with the messages of equality of access to the curriculum	Review date September 2026	Deputy Head		Staff addressed upon employment (ongoing)

MEDIUM TERM	Information Technology is accessible for all pupils and staff.	DSE assessment for all staff using IT (Over 45 minutes) Learning Support to advise on specific requirements for a pupil. Review accessibility of IT in the classroom and IT suite for existing pupils and staff with special needs.	Annual review by IT Strategy Group	Head of Computing Head of Learning Support Head of Departments IT Support Team / ICT Manager Head	Existing pupils and staff have access to accessible IT. Feedback from future ISI inspections	On Request from LSU, Early Access to iPad is to be given to Year 5 pupils at the end of the academic year, over the summer break. On request from Estates Bursar, after the DSE assessment is completed, the equipment/workspace will be assessed, and additional support can be added. Annual audit of ICT equipment by the ICT team. Audit by HoDs of ICT use within curriculum.
	Non-classroom-based teaching resources	Review the use of non- classroom-based teaching resources with regards to equality and accessibility of the Curriculum.	Annual Review	Director of Sport Deputy Head	Take-up levels in non-academic options	Ongoing review of non-academic provision

LONG TERM	Library books and teaching software include positive images of disability.	Future purchases of books and IT software made with the aim of achieving a good balance.	Review annually	Head of Learning Support, Head of English and Librarian.	Review Summer 2026. Record progress and identify further areas for improvement.	Extra technology to be reviewed for children who struggle to read or children who struggle visually.
	All school activities are fully inclusive, including field trips, Outdoor Education programme and major events	Develop criteria against which all school activities, e.g., Sports day, swimming, museum trips are to be assessed. Determine actions for those activities which cannot be made fully inclusive.	Review annually	Deputy Head Outdoor Ed & Forest School Leaders	All pupils participate in school activities or are offered agreed alternatives.	Ongoing review of all school activities
	Monitoring and records demonstrate that the curriculum is fully accessible.	Work out measurements and statistics to assess the effectiveness of an inclusive curriculum.	Review annually	Head Academic Leads Section Heads of Pre-Prep Head of Learning Support EYFS SENCO	Appropriate reports are available to Governors through the Education Sub-Committee.	Back up by individual teachers; Close Liaison with LSU for extra support and teaching.

INCREASING ACCESSIBILITY – PREMISES

	Targets	Activities	Timeframe	People	Success Criteria	Action Taken
SHORT TERM	All staff understand issues of accessibility and the physical environment at School	Brief all staff on accessibility and the physical Environment.	Annual review	Head and Estates Bursar	Staff attend briefing. Review each Year during Inset, last reviewed 2025.	All teaching staff addressed at Staff Meeting.
		Ensure that all staff are clear about how to raise issues of Accessibility.	Annual Review	Head		
	Provide disabled parking spaces to staff and visitors		Annual Review	Head/Estates Bursar	Completed and in use	Two car parking Spaces Provided.
MEDIUM TERM	Non-classroom-based teaching resources including playing fields	Review accessibility	Annual Review	Director of Sport Academic Leads Estates Bursar	Audit complete. Review annually.	All development initiatives consider accessibility requirements during the planning phase of a project.
	Disability Access Audit	A full building audit to review all building for disability access.	Annual Review	Estates Bursar	Audit complete, Annual reviews and monitor any change in regulations.	Estates Bursar reports developments to SLT through the Bursar/ Governors' Risk Committee.

LONG TERM	All outdoor areas comply with requirements for both play and teaching.	Review all uses of the outdoor area (teaching and play) from the point of view of disabled use.	Annual Review	Deputy Head/ Estates Bursar	Audit complete and provision identified.	All refurbishment and development consider accessibility issues.
	Audit of buildings	Carry out audit to identify current provision and to identify what alterations could reasonably be made to respond to need as it arises	Annual Review	Deputy Head/ Estates Bursar	Audit complete and provision identified.	Annual reviews to be conducted.

INCREASING ACCESSIBILITY – COMMUNICATIONS

	Targets	Activities	Timeframe	People	Success Criteria	Action Taken
SHORT TERM	Full record of physical, mental, and medical special needs of all adults and children who come to school on a regular basis.	Carry out audit of children's accessibility needs.	Review Annually	School Nurse, Head of Admissions & Marketing, Head of Learning Support	Audit complete	LSU booklet produced and updated annually.

MEDIUM TERM	All communication provided for parents/carers meets requirements of DED	Audit all means of communication with families and carers in the classroom and through the front office	Review Annually	Deputy Head, School Secretary and Head of Admissions & Marketing	Review complete.	Produced as required – no specific needs at present.
		Plan alternative methods of communication which can be provided (e.g., large print, audio)	Review Annually	Deputy Head, School Secretary and Head of Admissions and Marketing	Review complete.	
		Consider requirement for induction hearing loop in Theatre	Review Annually	Head	Review complete.	
	Fire Alarm procedures meet requirements of DED	Review Fire alarm procedures for staff and pupils with impaired hearing and sight	Review Annually	Estates Bursar	Review complete.	Fire review will be conducted annually via an external auditor.
	Parents with special communications needs have their views heard by the school.	Plan for alternative ways of seeking parents' views (other than written word)	Review Annually	Head of Learning Support	Plan in place	

LONG TERM	Develop an informed register of parents with special needs requirements.	Modify the school 'Admissions Form' to ask Parents if they have any special needs requirements.	Annually Reviewed	Head of Admissions and Marketing	Completed	Review annually.
		Review accessibility of school website to people with impaired vision.	Annually Reviewed	Head of Admissions and Marketing	Provision identified	Review annually.