



**Hazel Oak School**  
A Business & Enterprise College

# **Disability Equality Scheme and Accessibility Plan**

Updated: September 2016

## Introduction

Schools have a duty to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

An **Accessibility Plan** forms part of the Disability Equality Scheme and sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

### **Purpose of equality and diversity scheme for our pupils**

Hazel Oak School is an all age special school, which specialises in catering for the needs pupils with moderate learning difficulties and/or Autism. Pupils often have difficulties with social interaction, communication, cognitive thinking and learning. The degree of the impact this has on pupils' lives differs considerably. However, many of our pupils have additional needs/disabilities.

Our disability equality scheme and accessibility plan therefore aims to continue to develop the very good practices of inclusive education already in place and provide a framework for auditing, reviewing and improving our school in its widest sense.

In addition the National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Information from data and analysis of need**

The Disability Discrimination Act defines a disabled person as someone who has *‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *‘substantial’* means *‘more than minor or trivial’*. *‘Long-term’* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not mean that a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

Entry to Hazel Oak School can be at any age and attainment on entry is well below average in comparison to mainstream peers.

All pupils have a Statement of Special Educational Needs or an Education, Health and Care Plan.

Following an audit of needs we have concluded that a small proportion of staff would meet the above disability definition. A proportion of parents, siblings and grandparents would also meet these criteria.

Due to the nature of Hazel Oak, INSET and external training often focuses on meeting the needs of pupils who can be from a very diverse group and have significant disabilities.

School trips are planned to be accessible to all pupils, regardless of disability or difficulty.

Using a comprehensive data collection in school we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils (See also SEF and School Improvement Plan):

- Improving planning to ensure differentiation and accessibility to learning.
- Developing a system to report to parents succinctly on progress and targets showing progress within a level.
- Continuing to monitor the use of Positive Handling Plans to ensure that they support pupils learning and access.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

### **Reviewing the Impact of our Policies and Practices**

In line with our duties we review our policies and practices to ensure they plan for equality and diversity. We have taken a two-stage approach to this requirement.

Firstly, when we review our policies, procedures and practices, which happen on a regular basis, we will identify how they affect disabled pupils/pupils/people and make the necessary adjustments. We will seek the views of disabled people affected by those changes and monitor any improvements.

Secondly, will continue to seek the views of a range of people in regard to our policy and practice towards disabled people.

### **Principles**

The school is committed to ensuring all staff, pupils, parents and visitors have equal access to our school environment.

The Action plan (see attached) sets out how we intend to realise the above by ensuring:

- All pupils regardless of their disability, difficulty or impairment can participate in the school curriculum. It is the responsibility of the subject leaders to ensure that their subjects plan for diversity and equality;
- Improvement of the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services;

- Improvement of delivery to disabled people of information that is provided in writing for people who are not disabled. E.g. Newsletters, information to parents.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- School Improvement Plan
- Financial records/planning.

## Appendix 1: Accessibility Plan

September 2016 - 2019

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Improve staff skills in working with pupils with autism</p>	<ul style="list-style-type: none"> <li>▪ All staff to complete Tier 2 AET training</li> </ul>	December 2016	SISS team - free	SLT	SLT
<p><b>Access to Curriculum</b></p> <p>Ensure that pupils are able to access appropriate accredited courses relevant to their needs</p>	<ul style="list-style-type: none"> <li>• Revise the timetable to include balance of subjects and lesson length</li> <li>• Monitor progress of pupils in comparison to last year.</li> <li>• Monitor how sessions are being organised/recorded.</li> <li>• Consult with parents, staff and pupils regarding range and suitability of courses</li> </ul>	Yearly review of curriculum - July	Time, existing resources	SLT	SLT
<p><b>Access to Curriculum</b></p> <p>Ensure pupils have access to specialised equipment where required e.g. seating, weighted blankets</p>	<ul style="list-style-type: none"> <li>• HOW team to identify needs on entry/changing needs of pupils</li> </ul>	ongoing	£3000	HT/SLT	SLT

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to physical environment</b></p> <p>Improve range of outdoor play equipment for school</p>	<ul style="list-style-type: none"> <li>▪ Install Trim Trail</li> </ul>	September 2016	£5000	SLT/staff	SLT/GOVS
<p><b>Access to physical environment</b></p> <p>Improve playground area for EYFS pupils</p>	<ul style="list-style-type: none"> <li>• Plan for new play facility for EYFS</li> </ul>	Summer 2017	£20000	HT/Site manager/finance officer/govs	SLT
<p><b>Access to physical environment</b></p> <p>Improve signage to support pupils and visitors navigate their way around the school</p>	<ul style="list-style-type: none"> <li>• Identify range of signage to be installed</li> </ul>	Summer 2017	£1500	SLT	HT
<p><b>Access to physical environment</b></p> <p>Ensure safe access around exterior of school</p>	<ul style="list-style-type: none"> <li>• Maintain pathways and ensure routes are free from weeds and vegetation</li> </ul>	Fortnightly from Spring 2017	£150 per fortnight	Site Manager	HT

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to physical environment</b></p> <p>Ensure disabled parking bays are always accessible</p>	<ul style="list-style-type: none"> <li>Regular car park monitoring</li> </ul>	ongoing	Existing resources	SLT	HT
<p><b>Access to written information</b></p> <p>Ensure availability of information in written formats</p>	<ul style="list-style-type: none"> <li>All staff are aware of services available for requesting information in different formats, when requested</li> </ul>	ongoing	Individual costings	HT	GB