



# Hedgewood School

## Accessibility Policy & Plan

Date policy last reviewed: January 2024

Signed by:

\_\_\_\_\_ Co- headteachers      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors      Date: \_\_\_\_\_

Last updated: 14 January 2024

## **Aims**

As a special school equality of access and meeting individual need lies at the heart of everything that we strive to achieve. We focus our resources to ensure equality of access for all pupils regardless of the SEN to ensure they maximise their learning potential. The plan will be made available online on the school website, and paper copies are available upon request.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect regardless of their level of ability. This involves providing access and opportunities for all pupils without discrimination of any kind. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils.

All pupils have an Education, Health and Care plan (EHCP) which sets out their needs and entitlement to having those needs met at the school.

The school provides all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils and their preferred learning styles; to provide a more inclusive curriculum, including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Achieving the Objectives**

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

#### **A. Education & related activities**

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

### **Special Educational Needs**

We are specialist Autistic Spectrum Condition[ASC] primary school. We cater for pupils with Autistic Spectrum Condition and complex learning difficulties, significant sensory difficulties, challenging behaviour alongside severe communication and Interaction difficulties.

Pupils at Hedgewood school may have one or more, in any combination, of the following needs:

- Autistic Spectrum condition
- Visual impairment
- Complex communication difficulties
- Mobility impairment
- Hearing impairment
- Challenging Behaviour
- Sensory Impairment
- English as an additional language
- Be newly arrived in the UK

### **Rationale for Pupil Grouping /Classroom organisation**

Pupils are placed in a class on the basis of their age and phase of the Hedgewood curriculum. Classes are not designated purely for specific year group as the size of each group and intake varies from year to year.

Classes are grouped together in curriculum phases rather than key stages to enable staff to work co-operatively and collaboratively to meet the needs of the pupils.

There are 21 classes organised in four phases: Pre Phase 1, Phase 1, Phase 2, Phase 3. Eighteen of our classes are vertically grouped within the key stage age range. With the exception of the three Pre-phase classes that have mixed ages this is due to the specific curriculum taught for the pupils in this very specialised curriculum pathway.

Pupils are generally grouped into classes for September each year into viable groups according to their age and appropriate curriculum phase. We have small classes with high adult: pupil ratios. We are able to give pupils individual time and support in order to meet their needs or specific protected characteristic. Our four curriculum pathways enable the learner to receive the support they need. Class group sizes approximately range from 6-11 pupils.

### **How does the school meet the additional needs of its pupils?**

To meet the diverse needs of pupils, the following strategies have been put into place to ensure that all pupils have equality of opportunity and access to the curriculum in order to make maximum progress and achievement.

#### **Physical environment**

The buildings and sites meet the requirements of the Equality Act 2010. The school is sited on a flat plot, with the majority of the learning area on the ground floor with flat access and some specialist learning environments in raised modular buildings with accessible ramps.

Internal doors can accommodate wheelchairs with wide corridors to enable free movement of wheelchair users in our newly built modular buildings. There are disabled toilets sited throughout the buildings. There are changing tables in many toilet areas. There is an extensive fob system that moderates access to rooms and corridors and ensure the safety of our young people.

#### **5.2. Provision to support the learning of pupils with English as an additional language and New Arrivals in the UK**

The school will make every effort to support the family when it is known that they are new to the country. For example, how to access appropriate support from social care or health services. The school will access translation and interpreting services to enable smooth and accurate communication both with the pupil and his/her family. It will also ensure that there are cultural references in the curriculum and its resources to make connections with the pupils' home lives.

### 1. 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	OBJECTIVES	TIMESCALE	PERSONS RESPONSIBLE
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils,</li> <li>• Targets are set effectively and are appropriate for pupils.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p><b>Review our assessment reporting systems utilising the teacher handbook, PLP's, qualitative data from Seesaw and teacher assessment on planning and the VBMaPP assessment.</b></p> <p><b>Engage in research project with CONNECT curriculum to build psychological flexibility.</b></p>	<p><b>24-25</b></p>	<p><b>SLT/SMT/TEACHERS</b></p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	TIMESCALE	PERSONS RESPONSIBLE
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p><b>Enhancing outside learning areas-both playground and green spaces to support enhanced forms of multi-sensory access and independence skills</b></p>	<p><b>24-26</b></p>	<p><b>Gov /SLT/ Premises</b></p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction headsets</li> <li>• Pictorial or symbolic representations</li> </ul>	<p><b>Updating school website regularly to provide relevant information.</b></p>	<p><b>24-25</b></p>	<p><b>SLT</b></p>

## **2. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the co-headteachers

It will be approved by the governing board.

## **3. 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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy