



Accessibility Plan

The Hazeley Academy

Date Created:	September 2016
Date Reviewed:	September 2025
Date of Next Review:	September 2026
Person Responsible:	SENCo

Introduction

Under the Equality Act 2010, all schools are required to have an accessibility plan in place. At The Hazeley Academy, we believe every student should have access to a broad, balanced, and inclusive curriculum that reflects their individual strengths and needs, enabling them to reach their full potential.

The purpose of our plan is to:

- **Increase participation:** ensure students with disabilities can fully engage with the curriculum.
- **Improve the physical environment:** Make our facilities more accessible so all students can benefit from the education and services we provide.
- **Enhance access to information:** Provide accessible formats and resources for students with disabilities.

We are committed to treating every student fairly and with respect, ensuring equal access and opportunities without discrimination. Our aim is to create an environment that supports full curriculum access and values every member of our community i.e. students, staff, parents, and visitors, regardless of their background or needs.

In line with the Equality Act 2010, we actively promote inclusion, awareness, and support for disability within our school culture. The plan is available on our website under Policies.

We also ensure staff receive training on equality and disability awareness to uphold these commitments. Any concerns regarding accessibility can be raised via our school's complaints procedure.

Admission Arrangements For SEND Students

We operate in line with the Equality Act 2010, ensuring we do not discriminate against any student on the basis of SEND. Our duties include anticipating needs and making reasonable adjustments.

Pupils with an Educational Health & Care Plan (EHCP) naming The Hazeley Academy are automatically admitted, unless it is not appropriate to meet their needs.

At all stages, from application to enrolment, the Academy will:

- Provide accessible information;
- Offer accessible routes, quiet spaces, extra time, or assistive tools;
- Collaborate closely with parents/carers, the SENCo, local authority, and relevant services to secure a smooth transition.

The Governing Body or Trust Board retains oversight of SEND and equality, with specific governors or trustees responsible for accountability under the Equality Act and SEND Code of Practice.

Families can contact our SENCo at any time to discuss SEND needs, request reasonable adjustments, or ask for further clarity by emailing excellence@haz5d.com.

Any concerns or complaints regarding admissions or SEND-related issues can be channelled using the Community & Complaints Policy which is available on the Academy's website under Policies.

Definition of Special Education Needs (SEN)

In this plan, *special educational needs* refers to a learning difficulty that requires a special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age;
- or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions;
- and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of a Special Educational Provision

For children aged two years or older, this educational provision is additional to, or different from, the educational provision normally available to pupils of the same age.

This Accessibility Plan is in line with 5 Dimensions Trust's Special Educational Needs and Disability (SEND) Policy and provides an outline of how our Academy will manage this part of the SEND provision.

Action Plan

The table on the following page is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the Academy in a number of areas and the relevant timescales for action to increase accessibility for students with SEND.

The Academy strongly supports inclusion and demonstrates good practice with respect to meeting the needs of SEND students and staff. Transition plans ensure that all new students with specific needs are identified prior to their arrival and necessary access arrangements are put in place for when they start.

The following examples indicate where the Academy has implemented best practice and specific developments in line with its visions and policy as follows:

- Disabled toilets
- Height adjustable furniture
- Ramps for wheelchair access
- Height adjustable specialist cooking equipment
- Staff training from specialists to enable them to deal with individual needs
- Close working relationships with parents/carers and any relevant specialists

The Hazeley Academy is committed to promoting positive participation in the life of the Academy. In order for SEN/SEND students to access the curriculum, we are committed to continue:

- Providing a broad and balanced curriculum for all students
- Developing our approach to the differentiation and adaptive teaching of the curriculum to enable equal access for students.

Priority Area	Responsible Person	Start	Finish	Outcome	Evidence
Trainers to train key workers in use of the Evac chairs	Site Supervisor	Sep 25	Sep 26	Key workers, new to the Academy identified and minimum of 5 trained in use of chairs	Training record logs
SENCo in place to ensure appropriate deployment of staff to support SEN/SEND students	SENCo	Sep 25	Sep 26	Staffing structure is fit for purpose	Progress of SEN/SEND students through PR point monitoring

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the Academy.

This document also links into the following policies which can be found on the Academy's website under Policies:

5DT Health & Safety Policy; 5DT Supporting Pupils With Medical Conditions Policy; 5DT Secondary Attendance Policy; Behaviour Policy; and Safeguarding And Child Protection Policy.