

Accessibility Plan 2019-2020

Date plan reviewed:	September 2019
Date plan finalised:	November 2016 Reported to Governing Body December 2017 Reported to Governing Body October 2019
People involved in writing this plan:	Senior Leadership Team
Person responsible:	Senior Leadership Team
Display/availability:	School Website
Next review date:	September 2020

Accessibility Plan Objectives:

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period. Under the DfE Statutory Policies for Schools guidance September 2014, the School's Governing Body has delegated authority to the Principal and Senior Leadership Team to review the plan every 3 years or as required. All reviews will be reported to the Governing Body for adoption.

Swiss Cottage School, Development and Research Centre

Accessibility Plan 2019

Swiss Cottage School, Development and Research Centre is a positive learning community working together to unlock potential for our learners who have complex layered needs. The values that shape our school ethos are respect, integrity, and positive attitude for all. Our learning community includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

This Accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period. This plan focuses on the statutory areas of:

- Access to the environment
- Access to communication
- Access to the curriculum

All learners who attend Swiss Cottage School have a disability as defined by the Disability Discrimination Act 1995:

Definition of disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, **and**
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The Accessibility Plan should be read in conjunction with the following policies;

- Equalities and Respect
- Health & safety
- Teaching & Learning
- SEN policy
- Positive behaviour
- Admissions

Access to Environment

The Swiss Cottage School Building, which was opened in 2012, was custom designed to offer every opportunity for all learners, regardless of their disability. We believe that every moment is a learning opportunity. As such, we have a fully accessible and adapted building that is suitable for all learners, staff and visitors to access.

- Automatic entrance doors with mid-height entry buttons.
- All doorways are extra- wide, with all classroom doors expanding to double-width if necessary.
- Corridors are wide with double- door entry points throughout.
- 5 sets of lifts which are also available as fire- evacuation points.

- Three fire refuge zones on floors two three & four of the building and evacuation chairs situated in each stairwell.
- Disabled toilets for visitors and staff with handrails and lowered toilets.
- Accessible changing spaces with ceiling track hoist, hydraulic changing plinth or shower trolley in each zone across the school, (seven total).
- Hydro pool is fully accessible with ceiling track hoist from changing area to pool, a hydraulic-seat to sit on into the water, and hand rails to guide walking down, to be accessible for every level of learner.
- Stairwells have textured edge stairs and two sets of hand-rails at different heights for learners and adults to support themselves walking up and down the stairs.
- Shared teaching spaces have ceiling track hoists fitted, including four sensory rooms, two soft play rooms, the sports hall and dance/ drama studio.
- All classrooms where learners have manual handling plans have ceiling track hoists.
- Three portable hoists are available.
- Toilets are different sizes depending on the age and need of learner in EYFS/ lower and upper school.
- Playground has adapted equipment including a wheelchair swing and roundabout. Adapted play areas are also on the second and third floor terrace areas where surfaces are safe for hoisting onto textured grass and play trays are at wheelchair height.
- Every classroom has a height-adjustable sink.
- Height - adjustable tables are available throughout the school.
- An additional ramp is available to take on trips or visits, or for access difficulties.
- The school has a range of bikes which are fully adapted for all learners, including hand-pedals, side by side, tricycles with trunk and support, and a bike which can have a wheelchair clamped on to it.
- All school minibuses are fully accessible for all learners and all drivers have passed MIDAS tests including how to clamp learners into tracks for safety.
- Five 'Postural Management Learning Stations' Acheeva beds, which are designed specifically to allow learners to engage with learning and activities while in different postural positions.

Access to Communication

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from touch cues, to objects of reference, Picture Exchange Communication systems (PECS), eye-gaze, communication books, to Makaton signing and speech. Staff work collaboratively with the Speech and Language Therapy team who maintain a regular training programme and also support school systems.

The school invests in a Family Inclusion Team(FIT), where staff can support translating for a wide variety of languages. They also run parent support groups and social groups for families who have English as an Additional language to include in the school activities. Parents can indicate their preferred way to be contacted by the school.

Access to Curriculum

At Swiss Cottage School, we believe that the most effective and powerful curricula are those that are flexible, allow for responsiveness, and continually develop through evaluation and review. We have five curriculum pathways that learners may follow, (please see page 5).

When we were redesigning our Curricula, we strove to look beyond the label of learning disability to respect that each individual learner is unique and will have different priorities for learning. Although learners may be working within a specific Curriculum, they are offered a bespoke and personalised learning pathway. Professionals work and plan together with families with the learner at the centre, so that aspirational outcomes can be achieved towards independence and a valued role in society.

We group learners primarily by key stage, and then learning need. While some groupings are smaller classes of specific learners who need specialist teaching strategies to engage, other learners are ready to work in mixed groups. All our classes benefit from high staffing ratios to allow for learners to have individual input as needed. All classes have equitable provision offers according to both statutory and school policy. Classes receive tailored provision offers according to each learner's individual pathway. This is mapped across the school to ensure equitable access to provision and resources. The provision needs of some cohorts of learners are different to that of others, but all provision is to support the holistic individual learning and progress. For example, all learners who have PMLD or a physical disability receive hydrotherapy sessions, whereas learners who have MLD may be out in the community doing work experience placements.

Early Years Foundation Stage

Encounter and Discover

Learners follow the EYFS curriculum throughout Early Years and Year 1. This is a developmental curriculum, which plays a diagnostic role in establishing which of the three Swiss Cottage Curricula the child begins in Year 2. The three key areas on the core EYFS curriculum are Communication, Language and Literacy, Physical Development, and Personal and Social Development

The Informal Curriculum	The Semi-Formal Curriculum	The Formal Curriculum
Connecting and Responding	A Life-Skills Based Curriculum	An Adapted National Curriculum, which emphasises life need
PMLD: Levels P1-P4	SLD: Levels P4-P7	MLD: Levels P8 and into N/C Levels
<ul style="list-style-type: none"> • My Communication • My Cognition • My Care and Independence • Me and My Community • My Body 	<ul style="list-style-type: none"> • My Communication • My Thinking • Myself/My Body • How My World Works • My Creativity • Me and my Community 	<ul style="list-style-type: none"> • Language and Communication • Maths and Finance • Understanding of the world • Life skills • Personal and social development • Creative development • Physical Development and Healthy Lifestyles

16-19 Curriculum

This curriculum is highly personalised and encompasses a range of individualised Progression Pathways, to support transition to life beyond Swiss Cottage.

School Accessibility Action Plan 2019

Please see Accessibility Audit completed 30/09/2019

Target	Strategies	Time-scale	Responsibility	Outcomes	Impact
Section 1: Disability Awareness /training (Curriculum, Environment, Communication)					
School training programme continues to provide foundational core of expertise for disability awareness. Target: to continue to provide this high level of CPDL in this current financial landscape.	<ul style="list-style-type: none"> Planned, targeted CPDL Effectiveness of input and improvement to T+L tracked following CPDL Staff offered opportunities to carousel different cohorts 	On-going and as required	Leadership team Nest leads	<ul style="list-style-type: none"> New staff are 'classroom ready' before starting. Staff who are confident to work in any classroom. Staff confident to work to support any learner. Equity of provision and T+L across cohorts. 	
Section 2: How does you school deliver the curriculum (Curriculum and Environment)					
All classes use differentiation and personalisation strategies to meet the individual needs of learners and create an effective climate for learning in every classroom	<ul style="list-style-type: none"> Curriculum planning and support facilitated by the middle leadership tema and nest leads Planned training sessions throughout the academic year 	2019-20	Head of school Assistant Heads for Upper and Lower Schools Leadership Team and Nest leads	<ul style="list-style-type: none"> Staff know what 'learning' looks like for each learner and what they need to do to support this. Every classroom creates and effective climate for learing for each pupil 	•
Every learner is offered the opportunity to go on at least one residential visit during their time at the school.	<ul style="list-style-type: none"> Trips and Visits are planned by theme and cohort Trips and visits are regularly monitored to ensure equity of offer. 	Ongoing	Head of school Assisstant Heads for Upper and Lower Schools	<ul style="list-style-type: none"> Trips are planned by key stage and theme with an expectation of them happening for all learners. Every learner is offered to attend a residential once in their school career. 	•

Section 3: How does the school deliver materials in other formats for anyone who needs it (Communication and Environment)					
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	<ul style="list-style-type: none"> • Annual review information to be as accessible as possible • Review information to parents/carers to ensure it is accessible. • Ensure website and all document accessible via the school website can be accessed by the visually impaired. 	2019-20	Leadership team	<ul style="list-style-type: none"> • Learner communication passports on doors to show communication methods used by class • Pupil passports to represent pupil voice in AR's/ EHCPs, but for all learners where appropriate to have access to written feedback and participation • Parent council to identify information needs • Signage to be examined. 	•