



Battledown Centre for Children and Families
A Specialist Early Years Centre

ACCESSIBILITY POLICY AND PLAN

This policy covers all aspects of school's work including Special School, Extended Services (inc Daycare) and Child Development Centre

Committee Responsible: Safeguarding & Premises

Date of Policy: March 2017

Review Date: March 2018

Signed: R Sutton
Chair of Governors

Date: 28/3/17

Introduction

At Battledown we are committed to providing high quality, innovative, reflective assessment, early intervention, inclusion and care for young children with special needs and disabilities working in partnership with their families.

Battledown Centre for Children and Families strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity.

We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan.

Legal requirements

Every school has a duty to prepare an Accessibility Plan. These plans:

- must be in writing
- must be reviewed and revised if necessary
- must be published by governors
- will be inspected by Ofsted
- should cover the whole life of the school and all its policies, procedures and activities

What do we understand by 'disability' under the equality Act 2010

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"

In our school people with disabilities include -

- Arthritis
- Asthma
- Autism
- Charge Syndrome
- Diabetes
- Down Syndrome
- Epilepsy
- Global Developmental Delay
- Hearing Impairment
- Visual Impairment
- Mowatt Wilson Syndrome
- Cerebral Palsy
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia
- Cold Urticaria

- Hypertrophic Cardiomyopathy and CFC Syndrome
- Kabuki Syndrome
- Ip36 Deletion Syndrome

(as of September 2017)

Because of the nature of Battledown Centre for Children and Families most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils and staff in the full life of the school through the implementation of all its policies.

Scope of the plan

This policy covers the three main strands of the planning duty:

- Improving the physical environment
- Participation in the school curriculum
- Information to pupils with disabilities

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

There is a duty to improve the physical environment in order to better meet the needs of disabled pupils and to provide physical aids to support access to education. Battledown Centre for Children and Families has a number of specialist curriculum facilities designed to meet the needs of pupils with learning, physical and sensory difficulties. It is a safe and secure environment in which pupils can maximise their independence. Although all areas are accessible to pupils with disabilities it is recognised that many improvements in design have taken place since the building was built in 1902.

As a special school the school does not have access to national funding designated to improve accessibility. However the Governing Body are committed to ensure that all renovations funded centrally or through the delegated budget take into account the needs of those with learning, physical and sensory disabilities. Consultants are instructed to this effect when planning any work. Staff working with specific groups of children or with particular expertise are consulted at the design stage of any renovations.

A wide range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist switches, touch screens, augmentative communication aids, hoists and other personal care equipment, supported seating, rise and fall computer tables. Low vision aids and equipment to support pupils with visual and/or auditory impairment are readily available through the specialist teaching services. Where a need is identified by the Physiotherapy, Occupational Therapy or Speech and Language Therapy service related to a specific individual then application is made to the LA for additional support. The school provides the first £300 of any cost for these items with the LA meeting the residual cost.

2. Increase the extent to which disabled pupils can participate in the school's curriculum.

There is a duty to ensure that full access to a broad and balanced curriculum is provided through play, development, teaching and learning strategies, school and classroom organisation, deployment and training of staff, timetabling and the selection of any options.

Battledown Centre for Children and Families is organised to provide access to a broad, balanced and relevant Early Years Foundation Stage curriculum to all its pupils. This is achieved through specially adapted programmes of work, specialist teaching and learning methodologies. A substantial commitment to professional development for staff at all levels and careful deployment of staff to meet the individual needs of pupils.

Pupils with very high levels of disability may follow individual adapted programmes but care is taken to ensure that this is a response to individual needs rather than organisational expediency.

3. Improving the delivery of information to pupils with additional needs disabilities. There is a duty to provide information, normally provided by the school in writing to its pupils, to disabled pupils.

Battledown Centre for Children and Families operates within a Total Communication context. Every effort is made through the use of signs and symbols to ensure that all pupils understand what is required of them and can understand the curriculum as it is presented.

All classes can use symbol timetables as a matter of course and present learning materials using symbols. Full use is made of augmentative communication strategies as appropriate to individual pupils. General notices to pupils and displays are always presented using symbols.

Monitoring

The school recognises that monitoring is essential to ensure that no pupils are being disadvantaged. As part of its School Development & Improvement Planning processes information is collected and analysed in relation to:

- Admissions
- Attainment
- Progress
- Attendance
- Exclusions
- Number of pupils participating in extended services (inc summer playscheme)
- Outdoor Education
- Parents' & Carers' involvement in the life of the school (representation on BFG, attendance at parents' evenings, visits to the classroom, school events, etc).
- Outreach
- Response to teaching styles
- Setting/ grouping/ organisation for pupils
- Staff deployment
- Total Communication practice

The school also monitors information about selection and recruitment of staff and Governing Body representation.

Battledown Centre for Children and Families Access Plan - January 2017 - 2019

	Targets	Strategies	Outcomes	Timeframe	Led by	Action by
Short term	To improve access to beach area (courtyard) and wild garden	Seek advice from Property services and OT on access solutions	Teaching areas are made more accessible to mobility impaired children and building users.	Financial Year 2017/18	Business Manager	Business Manager
Medium term	To incorporate appropriate - 1. colour schemes 2. floorings when refurbishing to benefit 1. children with visual impairments 2. children with mobility difficulties.	Seek advice from Property services and ATS team on appropriate colour schemes and floorings	Teaching areas are made more accessible to visually impaired and mobility impaired children and building users.	Autumn 2017 and ongoing	Business Manager, Leadership Team and Governors	Business Manager
Medium term	To monitor access to all the activities provided for pupils as identified in the School Development & Improvement Planning process.	Ensure adaptation of the curriculum/assessment materials to meet the needs of children functioning at early developmental levels	Teaching and assessments are appropriate for the whole school community	Autumn 2017 and ongoing	T&L Manager - Curriculum - Nikki Teague	All Teachers
Long term	To improve access to website	Install 'Point' software to incorporate Total Communication symbols	Website utilises and promotes symbols	Financial Year 2018/19	Business Administrator Jane Davis, GTC Co-ordinator - Jo Tombs	Business Administrator Jane Davis
Long Term	To ensure school plans improve access to designated areas over successive financial years. The school will prioritise action according to ongoing audits.	Planned use of delegated resources in line with SD&IP and AMP Ongoing audit of building accessibility and suitability Possible areas for consideration access to Family Room, Red Room, doors throughout building	Access reviewed regularly and plans developed to improve accessibility of building and practice.	2017 - 2019	Business Manager, Leadership Team and Governors	Leadership Team, Governors Finance & Staffing Committee