



Swiss
Cottage
School
Development &
Research Centre

Inclusive
Nurturing
Inspiring

Accessibility Policy

Date policy reviewed:	September 2023
People involved in writing the policy:	Senior Leadership Team Reported to Governing Body annually through committee
Person responsible:	Vice Principal
Display/availability:	School Website
Review:	September 2024

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.

Accessibility Plan 2021- 2024

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 Policy
- SEN Policy
- Positive Behaviour Policy
- Admissions Policy

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

Total Communication systems are in place 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 variety of languages, and in a Positive Behaviour Support Team, who support staff to create capable environments through Total Communication. The Family Inclusion Team also run parent support groups and social groups for families and can support families with welfare rights and liaison with other services, including through translating for those parents with English as an Additional Language where needed.

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 below).

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.

