



SAND
ACADEMIES TRUST

Battledown Centre for Children and Families

ACCESSIBILITY POLICY AND PLAN

Date of Policy: June 2023

Review Date: June 2024

Signed by _____ Date _____
Chair of Governors

Introduction

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.

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 daily activities.

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

Current provision

The purpose of Battledown Centre for Children & Families is to provide appropriate education for 65 FTE children, aged from 2 to 11, with a wide range of special needs including severe learning difficulties, communication difficulties, autistic spectrum disorder, visual/hearing impairment, profound and multiple learning difficulties, moderate and complex learning difficulties and emotional & behavioural difficulties. All pupils are likely to be deemed disabled under the definition.

Our vision statement is:

“Removing obstacles and enabling access to learning”

All of our policies, procedures and activities are designed to ensure accessibility to the curriculum for all pupils. The school is also committed to providing ease of access to all relevant parts of the building and grounds, and equality of opportunity regarding trips, visits, clubs, special events and all school-related activities.

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. The building was built in 1902 and many improvements / changes have been made to the layout meaning the ground floor areas are accessible to all pupils, however the first

floor is not accessible to those in a wheelchair. The installation of a lift is under review for future proofing. All lessons that take place upstairs e.g. cooking can be done in the classrooms.

The Local Advisory Board (LAB) are committed to ensure that all renovations 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, a referral is made to Physiotherapy, Occupational Therapy or Speech and Language Therapy service.

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.

We provide access to a broad and balanced curriculum differentiated according to age and learning difficulty /disability of each child. 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 disabilities.

Staff at Battledown have a great deal of skills and experience of a wide range of special needs and learning difficulties,–we promote a Total Communication environment through speech, written word, sign language (Makaton), interactive communication use of symbols such as objects of reference, TOBIS, colour line drawings and photographs. Every effort is made through the use of signs and symbols to ensure that all pupils have an understanding what is required of them and can understand the curriculum as it is presented.

Battledown Centre for Children and Families was awarded Early Years Setting of the year at the 2019 annual Shine a Light awards. Organised by the Communication Trust, the Shine a Light awards celebrate the good practice of individuals, groups and settings in supporting children and young people's speech, language and communication.

DEVELOPMENT AND FUTURE PLANS

Battledown is flexible in its approach and works hard to meet the needs of each individual pupil as well as supporting the staff and parents. Specific requirements previously not encountered or provided for are fully assessed and met to the best of our ability examples of this are:

- New fencing and improvement to the rear of the school to improve safety and security generally but also for a specific pupil.
- Installation of a trampoline to provide more opportunities for movement breaks.
- Improved ICT equipment allowing for better access to the curriculum for many pupils.
- Introduction of a TEACH type class.
- Installation of a safe space to enable challenging behaviours to be defused and staff safety to be protected and others students learning to be uninterrupted.
- Introduction of a specific home economics room, music room, library and role play room.
- Ramp to outside Owls class for wheelchair access.
- Fob entry to reception area lowered to ensure safe access/exit is accessible to all fobs users.
- Children voice
- Therapy equipment in Otters Class as well as Therapy room.
- Continual Development of a sequential curriculum.
- Changing the size of the toilets to meet the changing needs of the children

TO WORK TOWARDS:-

- Summer developments to widen door access to Owls Class children as part of a redevelopment of the classroom areas.
- Future Lift and extension of hall.
- Shaded areas to outside areas extending the classroom and provide continuous provision.
- Handrails on staircase to upstairs intervention rooms.
- Washdown beds
- Perimeter fencing around the front of the school designed to improve safety and security for children and limiting external traffic using carpark as a turning point.