



Accessibility Plan

Westminster 2026-29

1 Introduction

- 1.1. The document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for Cognita, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:
- admissions;
 - the way we provide education for pupils;
 - the way we provide pupils access to any benefit, facility or service;
 - by excluding any pupil or subjecting them to any other detriment.
- 1.1 The Act outlines some protected characteristics (below) and we pay due regard to these:
- Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
- 1.2 This plan fulfils the requirements of the Independent School Standards.

2 Purpose

- 2.1 This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years.
- 2.2 The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind
- 2.3 The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

3 Reasonable Adjustments

- 3.1 We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
- 3.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- 3.3 Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- 3.4 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.
- 3.5 Our SEN Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

- 3.6 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 3.7 We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
- 3.8 It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils

4 Aspects of the Plan

- 4.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which disabled pupils can participate in the curriculum
 - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled pupils, staff, parents and visitors

5 Responsibility

- 5.1 It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's information portal
- 5.2 It is the responsibility of the proprietor to ensure this plan matches the needs of the school and is updated regularly

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Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Digital display technologies training to share notes with students	2026-2029	IT and SLT	Teachers can export materials from classroom boards to share with students who have relevant learning needs.
Consolidation of resources on Managebac	2026-2029	all teaching staff	Students can find resources, or links to resources, in one place to assist with organisational needs
'Pull out' students for targeted, detailed, sustained support	2026-2029	SEN department	Students with need identified for withdrawal from some lessons to provide sustained, effective support.

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors - DP/CP Exams and MYP eAssessments

Targets/Strategies	Site(s)	Timing	Responsibility	Success criteria
Access to examinations and assessments, to include additional time where appropriate	off site CL	Term 2 Term 3	Head of MYP Head of DP/CP SENCO Principal	Students that require accommodations to are able to access examinations with reasonable adjustments as appropriate.
Large print resources and use of coloured paper and breaks	off site CL	Term 2 Term 3	Head of MYP Head of DP/CP SENCO Principal	Students with dyslexia are able to access the exam hard copy - eg: formula books and break notes
Review seating arrangements in classrooms to ensure all Students can complete the exam	off site	Term 2 Term 3	Head of MYP Head of DP/CP SENCO Principal	Seating arrangements for all lessons tailored to individual student needs and in a separate room
Visual Timetables of schedule of exams	CL	Term 2 Term 3	Head of MYP Head of DP/CP SENCO Principal	Visual timetables in place in all form rooms

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
The school will take into account the needs of pupils with physical	On an ad hoc basis,	FM Site Manager	Evidence that appropriate considerations have been

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difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings	depending on specific needs of individual employees and admitted students	Principal	made wherever physical school improvements are carried out and that all admitted students are able to take advantage of the facilities and educational programmes.
Create personalised risk assessments and access plans for individual pupils. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	On an ad hoc basis, depending on specific needs of individual admitted students	Site Manager/Facilities Manager	PEEPS carried out where appropriate.

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
Lighting in DT lab at Cleveland Street to be improved	Summer 2026	Facilities	Brighter learning area
Lighting in Portland Place improved	2026-2027	Facilities	Brighter learning and common areas
Display board streamlined in PP	Easter - summer 2027	Facilities	Displays are simplified

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Ownership and consultation	
Document sponsor (role)	Director of Operations
Document author (name)	Melissa Jones – Health and Safety Manager, Europe

Audience	
Audience	Heads and staff in Cognita schools

Document application and publication	
England	Yes
Wales	Yes
Spain	No
Switzerland	No

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Related documentation	
Related documentation	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010