



Accessibility Plan

June 2021-24

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 students 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 student with a disability at a disadvantage compared to other students. 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 student with a disability when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled students
- 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 staff to support . We include hearing loops, adaptive keyboards, and special software.

Accessibility Plan

- 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 student'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 students with disabilities 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 students with special needs and disabilities 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 students, 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 student with a disability could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

4 Aspects of the Plan

- 4.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which students with special needs and disabilities can participate in the curriculum
 - Improving the physical environment to enable students with special needs and disabilities to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to students with special needs and disabilities, 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

Accessibility Plan

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets	Strategies	Outcomes	Time Frame
Effective use of resources to ensure access to the curriculum for all students	Strategic deployment of student support team (SST) according to need Use of ICT LS Coordinator to ensure all staff aware of appropriate strategies for individual students	Positive impact on student progress Barriers to learning are removed	In place and ongoing
Adaptations to the curriculum to meet individual learning needs	Differentiation by home room teacher Support /Intervention where required by SST	Needs of all learners are catered for to enable positive outcomes	In place and ongoing
Appropriate use of specialised equipment / technology to benefit individual students	Use of iPad accessibility features enabled e.g. reading text, voice recording, enlarging text, task management, language translation Standing tables, wobble cushions, sloping desks, ear defenders available as needed	Increased access to the curriculum to ensure the individual needs of students are catered for	In place and ongoing
Assessment designed to allow each student to show progress	Access arrangements for students entitled to this e.g. extra time, rest breaks, prompter, keyboard for iPad, opportunities for reader / scribe	Assessment used to inform teaching and learning, regular progress meetings with LS /HRT	In place and ongoing

Accessibility Plan

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 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	Ongoing focused on summer major works programme	Facilities Manager Site Manager Principal	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Create personalised risk assessments and access plans for individual students. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	Site Manager	PEEPS carried out where appropriate
Platform lift (Removed from service 2019-20 after repeated reliability issues due to lack of use)	As needed	Site Manager/Facilities Manager	Should there be a judged reasonable adjustment we will reinstate the external platform lift to allow for access to the basement area
Improvements to school Tannoy system	Summer 19	Site Manager Facilities	Improve audibility of school tannoy, amber alert system to ensure enhanced audibility across the whole building.

Accessibility Plan

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

Targets/Strategies	Timing	Responsibility	Success criteria
Internal signage	On-going as required	Teachers	Pictorial / symbolic/ home language displayed in classrooms as required Visual schedules used for students who need them
Accessible toilet in basement corridor maintained to facilitate wheelchair access if needed	On-going as required	Site manager Facilities	Accessible toilet for staff with disabilities and visitors

Accessibility Plan

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

Version control	
Implementation date	June 2019
Review date	The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary Last review Summer 2023

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