



Accessibility Plan
Southbank International School
Hampstead
June 2026-29

1 Introduction

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.

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

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.

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- 3.1 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
- 3.2 The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

4 Reasonable Adjustments

- 4.1 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.
- 4.2 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
- 4.3 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.
- 4.4 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.
- 4.5 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.

- 4.6 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.
- 4.7 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.
- 4.8 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.

5 Aspects of the Plan

- 5.1 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

6 Responsibility

- 6.1 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 .
- 6.2 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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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. LS Coordinator to ensure all staff are 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
Apple Distinguished School: strategic use of iPad as an accessibility tool	As an Apple Distinguished School, iPads are deployed as primary accessibility tools across all year groups. Features in active use include: <ul style="list-style-type: none"> ● Voiceover (screen reader) ● Speak Screen and Speak Selection (text-to-speech) ● Voice Control and Dictation (speech recognition) ● Guided Access (focus and task management) ● Zoom and Display Accommodations (visual accessibility) ● Assistive Touch (motor accessibility) ● Live Captions ● Language translation tools ● AirPlay / screen mirroring to classroom displays to 	Increased access to the curriculum. Individual needs of students are met through personalised technology configurations. All learners can participate fully and independently.	In place and ongoing

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	<p style="text-align: center;">facilitate ease of presenting</p> <ul style="list-style-type: none"> ● Keyboards for students that require them <p>Physical accessibility aids also available as needed: standing tables, wobble cushions, sloping desks, ear defenders.</p>		
Staff training on Apple accessibility features and inclusive technology use	Annual staff training programme on iPad accessibility features and assistive technology. Training logged and evaluated. Led by Learning and Innovation lead in collaboration with LS Coordinator	All staff confident in configuring and deploying accessibility features on iPads. Training completed and feedback collected.	Annually from September 2026

Actions to Improve the Physical Environment

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, identify training needs and implement training where needed. Ensure	Ongoing	Site Manager	PEEPs carried out where appropriate.

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<p>emergency evacuation procedures are clear and that staff are capable of carrying them out (PEEPs).</p>			
<p>Sensory environment programme: calm, predictable classroom and corridor design to reduce dysregulation and over-stimulation for pupils with sensory processing differences, ADHD, autism, and related profiles. This programme includes:</p> <ul style="list-style-type: none"> ● Transition to neutral, toned-down colour schemes in classrooms ● Decluttering of classroom walls and surfaces; removal of extraneous signage and displays ● Corridor doors fitted to allow safe closure, shielding classrooms from stairwell and corridor noise ● Consistent, purposeful use of visual information only where it directly supports learning or navigation 	<p>In place and ongoing; phased completion by Summer 2027</p>	<p>Head of School / Facilities Manager / LS Coordinator</p>	<p>Classrooms and corridors provide a calm, predictable sensory environment. Reduction in noise and visual clutter evidenced through staff and pupil feedback. Positive impact on regulation and readiness to learn for pupils with relevant profiles.</p>
<p>Outdoor play space redevelopment: inclusive, accessible, and sensory-diverse external environment.</p>	<p>In progress; completion by Summer 2027</p>	<p>Head of School / Facilities Manager / LS Coordinator</p>	<p>Outdoor spaces offer a genuine range of environments to meet diverse pupil needs. Quiet and sedentary</p>

<p>The school forecourt is being comprehensively redeveloped to ensure outdoor spaces meet the needs of all pupils, including those who require calm, low-stimulation, or sedentary options during unstructured time. The redevelopment includes:</p> <ul style="list-style-type: none"> ● Replacement of existing hard tarmac surface with a soft, impact-absorbing surface to improve physical safety and accessibility for all pupils, including those with physical or motor difficulties ● Redevelopment of planted areas into a mini forest school environment, providing a natural, sensory-rich yet calming outdoor space ● Creation of designated quiet zones and areas for sedentary activity, offering genuine choice alongside more active play options ● Design principles throughout to ensure the 			<p>zones in regular use. Soft surface installed and accessible to all. Forest school area established and integrated into provision. Student and staff feedback collected following completion.</p>
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space supports self-regulation, reduces over-stimulation, and is accessible to pupils of all physical abilities			
Take 5 Room: maintain and develop the school's dedicated sensory-friendly quiet room to support pupils with sensory sensitivities, anxiety, or regulation needs.	In place and ongoing	LS Coordinator	Room is consistently available, well-resourced, and used effectively. Pupil feedback collected termly.
Create quiet zones and sensory-aware spaces across the wider school environment.	Ongoing review; enhancements by Summer 2027	LS Coordinator /Facilities Manager	Additional designated low-stimulation areas identified and resourced. Pupil feedback collected.
Install visual and tactile signage for key areas (toilets, exits, classrooms).	Ongoing as required; priority plan by 2027	Facilities Manager	Signage installed in priority areas. Pictorial/symbolic/home language displayed in classrooms as required. Visual schedules used for students who need them.
Install evacuation chairs and train staff in their use.	Spring 2027	Operations Manager / SLT	Chairs installed, training completed and logged.
Platform lift: reinstate external platform lift to allow access to the basement area should a judged reasonable adjustment require it.	As needed	Site Manager / Facilities Manager	Lift reinstated and operational when required.
Accessible toilet in basement corridor maintained to facilitate wheelchair access if needed.	Ongoing	Site Manager / Facilities	Accessible toilet available for staff with disabilities and visitors.
Consideration of timetabled lessons for any pupils with physical disabilities to ensure safe movement	Annual review /as appropriate	Leadership responsible for timetabling	Timetable reviewed annually to assess suitability for pupils with physical needs.

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between lessons and accessible classrooms.			
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Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Internal signage: pictorial, symbolic, and home language displayed in classrooms as required. Visual schedules used for students who need them.	Ongoing as required	Teachers / LS Coordinator	Appropriate signage in place across classrooms and communal areas.
Provide school information in alternative formats (e.g. large print, audio, easy-read) for pupils, parents and visitors who require it.	From 2026, reviewed annually	Head of Marketing	Published option to request information in alternative formats. Recorded plan in place.
Train staff on communicating effectively with individuals with sensory or cognitive impairments.	Ongoing from September 2026	Head of School / Inclusion Lead	Training completed and feedback collected annually.
Embed accessibility into all new facility development and digital projects.	Ongoing	Operations Manager	Inclusive design incorporated into all new spaces and digital communications.

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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

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