



# **Accessibility Plan**

## **September 2023**

### 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.

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- 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 website.
- 5.2 It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

### 6 Current provision

We currently enable access for pupils/staff with the following disabilities or conditions;

Arthritis  
Asthma  
Allergies and food intolerances  
ADHD  
ASD/ASD traits  
Processing difficulties  
Dyslexia  
Dyspraxia  
Emotional and behavioural difficulties, including school refusal caused by anxiety  
Gross and fine motor co-ordination difficulties  
Haemophilia  
Motor skills difficulties – fine and gross  
Social communication difficulties  
Speech and Language difficulties  
Unilateral hearing loss  
Visual perception difficulties  
Working memory difficulties

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#### Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
To provide additional resources for children with sensory needs and/or ASD/ADHD (sensory cushion, rubber bands on chairs/stools, fiddle toys, visual timetables etc)	Ongoing	Inclusion Manager/Teachers	Every child with a sensory need and/or ASD/ADHD will be provided with resources to support them
To provide additional resources for children with a Specific Learning Difficulty (coloured overlays, access to laptops, scribes and/or extra time for exams, differentiated or additional provision etc)	Ongoing	Inclusion Manager/Teachers	Every child with a Specific Learning Difficulty will have resources to support them
To accommodate additional Teaching Assistant support for SEND children when necessary,	Ongoing – as needed	Head/Inclusion Manager/Teachers	Every child with additional needs will have some 1-1 adult support if the school can accommodate this
Training/staff INSET for teachers and TAs on differentiating the curriculum and creating an inclusive ethos	Ongoing	Head/SLT	Better teacher and TA awareness – staff able to more fully meet requirements of all children including SEND, in line with Code of Practice
Assessment and screening on entry and regularly through the child's journey through school	Ongoing	Head/Deputy/Inclusion Manager/Teachers	Use of CATs, PTE, PTM to identify pupil strengths and weaknesses and any significant anomalies. Track this from year to year (using O Track). Identify and plan interventions for gaps in learning after Covid/lockdowns
Access arrangements for examinations	Ongoing	Inclusion Manager/Teachers	Professional report received containing a recommendation for extra time, a reader or a scribe, or a separate room, as necessary
Tailored behaviour or support strategies for targeted children	Ongoing	Inclusion Manager/Teachers	Behaviour management and/or support strategies devised around the needs of the child, for example, a home-school communication book. Access to private life coaching
Development of the PSHE scheme (now taught by class teachers) alongside Voice of the Student	Ongoing	PSHE Lead/Teachers	To improve pupils' awareness of different abilities and needs, enabling them to improve each others' accessibility

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### 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
Disabled access to playground for events	Ongoing	Head	Provide ongoing access for any disabled visitor through our rear playground emergency exit gate
EY – additional toilet & changing facilities	Completed in Summer 2020	Head	New provision of additional EY toilets adjacent to classrooms to provide better facilities with closer access
Early Years breakout room	Permanent	Head	Breakout room for 1-1 or small group interventions in the Early Years department
Access to seating and quieter areas of the playground for all children	Permanent	Head	Children use the benches when desired

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

Targets/Strategies	Timing	Responsibility	Success criteria
Disabled parking	Permanent	Head	Disabled parking bay is clearly marked – all staff are aware
Regular review of seating arrangements to ensure children who would benefit from sitting at the front of the class can do so	Ongoing	Teachers	Seating arrangement tailored to disability and need
Referrals to external agencies/professionals when necessary	Ongoing	Inclusion Manager	Referrals to Ealing/private Speech and Language Service, Occupational Therapy (via GP), local private Educational Psychologist, dyslexia tutors, CAMHS etc
Clear signage around school	Permanent	Head/H&S Co-ordinator	Clear appropriate signage throughout the school site, including some symbols and text
Improved in-advance communications from the school to pupils and parents ensuring access to events and relevant information	Permanent	All staff	Use of Cognita Connect app, the VLE

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