

COGNITA

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.

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Actions to increase access to the curriculum and learning

We have no current live actions.

Wheelchair access to the first and second floors of the building is not possible. The installation of lifts and/or stairlifts are not considered feasible due to lack of space and the stairwell configuration. Notwithstanding this, planning consents would also be required.

The school has adapted activities, trips and class locations to enable disabled pupils to access the full curriculum.

The specific changes have been as follows;

- Where class groups include pupils with decreased mobility and wheelchair users, these classes are located on the ground floor.
- Music sessions are undertaken in the classrooms on the ground floor to enable full inclusivity for disabled pupils.
- IT inclusivity is achieved by the provision of personal devices for all pupils Y3-Y6. iPads or additional laptops are available for any pupil unable to access the first floor IT room, to participate remotely from the ground floor classroom.
- Staffing is managed on a fully flexible basis to enable full access to the curriculum on a continuing basis.

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
Whole school class room move to enable ground floor locations	Autumn 2019	Business manager/Headteacher	Achieved
New accessible toilet facilities	Autumn 2019	Business manager	Achieved
Door into new soft play from existing Nursery and new Nursery to car park for accessibility	Autumn 2020	Business manager	Achieved
2023-2026			
SENDCo to have / designated time to support children and staff when additional needs are identified	Ongoing throughout academic year	SENDCo and SLT, Class Teachers	SENDCo support enables staff to make adjustments that will scaffold and support learning for all children, especially those who have identified extra needs
To establish close liaison with parents to ensure all children settle well as they join or move into new rooms / year group with parents through meetings / school events / written materials	Ongoing – especially important at start of Term 1 of any year as children join school and transition to new learning environments / classrooms Throughout the year new joiners follow an induction programme,	Class Teachers TA SENDCo – to support Headteacher	Children settle into their new class and are therefore ready to access the curriculum and learn Collaboration and sharing between school and families

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	which is age specific.		
Regular curricular review to ensure that the needs of all pupils are being met	Review at end of each term (minimum)	SENDCo SLT members Class teachers	A curriculum that ensures all pupils make at least good progress
To identify vulnerable learners / children with special educational needs Class teachers to monitor / assess pupil progress	Ongoing throughout each academic year Termly progress reported to assessment lead Vulnerable learners staff meetings – half termly	Class Teachers SENDCo – to support Headteacher Assessment Lead	Children who are potentially vulnerable learners to receive support / interventions for the subject they find challenging Children make progress and either achieve age related expectations or are identified as SEN and as a result get extra support
To monitor, assess and review attainment of all SEN pupils. SENDCo/Class teacher meetings/Pupil progress meetings Scrutiny of assessment Regular liaison with parents to review IEPs	Termly – to ensure all areas of learning are showing progress	Class Teachers Teaching Assistants SENDCo – to support Headteacher Assessment Lead	Progress made, clearly tracked and monitored
Put Individual Education Plans (IEP) and Provision Maps in place when required	Ongoing and as required	SENDCo Class Teachers	Children with identified needs make progress and access learning with the appropriate support, scaffolding and adjustments (if required)
To identify and monitor attainment of More Able and Talented pupils (MAT) MAT children to be identified by Assessment and Curriculum Leaders & class teachers MAT to be identified on planning and differentiated work to challenge provided	Termly review to assess levels of progress, where the child is and look at next steps More Able & Talented Policy	Class Teachers SENDCo – to support Headteacher Assessment Lead	More Able and Talented children make proportionate progress and make above average progress
To establish close liaison with outside agencies for pupils with any ongoing health needs or SEN Contact with outside agencies as required for our pupils	Ongoing throughout each academic year	Class Teachers SENDCo – to support Headteacher	Clear collaborative working approach with outside agencies Children gain the support they need relevant to their SEN / health need
To ensure full access to the curriculum for all children, carefully planned and differentiated lessons / opportunities to include all Use of technology to support particular need to ensure full access to curriculum	Ongoing throughout each academic year	Class Teachers Curriculum Leads SENDCo – to support Headteacher	All children are fully included in learning and the curriculum Children make good progress
Utilise any new / existing technology that will enhance children's access to learning Meet with parents & outside	Ongoing throughout each academic	Class Teachers Teaching Assistants SENDCo – to	Ensure technologies in place prior to child joining where possible Children with need such as partial hearing / partial sight / mobility difficulties are

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agencies to explore use of new technologies	year – meet with outside agencies / parents as required (half termly / termly advised)	support Headteacher	fully involved and have full access to learning
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Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
Improved signage to the toilets	Autumn 2019	Business Manager	Achieved
2023-2026			
Utilise any new / existing technology that will enhance children's access to learning Meet with parents & outside agencies to explore use of new technologies Utilise new technologies to enhance access	Ongoing throughout each academic year – meet with outside agencies / parents as required (half termly / termly advised)	Class Teachers SENDCo- to support	Ensure technologies in place prior to child joining where possible Children with need such as partial hearing / partial sight / mobility difficulties are fully involved and have full access to learning
Liaise with outside agencies/LA to ensure physical environment is suitable and make adjustments where necessary Adjustments to be made well in advance of child joining school / moving to new classroom environment e.g. hazard warning tape to be placed on all stairs for children with sight issues Correct agencies contacted well in advance Staff working with children to be involved in any audit of environment and adjustment that may be needed	Ongoing throughout each academic year – meet with outside agencies / parents as required (half termly / termly advised)	SENDCo to support Class Teachers and Teaching Assistants	Children can utilise the classroom and playground environment fully and safely, their specific needs are catered for.
School to have disabled access and toilet for wheelchair users Ground floor is accessible to wheelchair users, accessible toilet available on ground floor	Ongoing assessment – adjustments made if possible or needed (review as necessary)	H&S Co-ordinators Headteacher Site Team Class Teachers SENDCo – to support	Children and parents with disabilities have full access to lower floor of school
Personal Emergency Evacuation Plans (PEEP) created for any child with specific need / disability Staff to be familiar with the plan.	Review annually or sooner if environment / condition changes	H&S Co-ordinators – Headteacher Site Team Class Teachers	Children can safely be evacuated from the building without risking their or other's lives

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		Teaching Assistants SENDCo – to support	
Visual / Pictorial Timetables to support children who like routine / need to know what is next / need support with change and or transitions	Ongoing throughout the year and as required	Class Teachers Teaching Assistants Supported by SENDCo	Children read pictures and know what is next / are supported in knowing when there will be a change / transition These children are supported throughout the busy school day
Seating reviewed in classrooms to accommodate any specific needs such as sight / hearing / cognitive issues	Ongoing throughout the year and as required	Class Teachers Teaching Assistants Supported by SENDCo	Children with specific needs are supported and given the best physical space to enable learning within the classroom

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Ownership and consultation	
Document Sponsor	Director of Education Europe
Document Reviewer	Director of Education Europe and Head of H&S Europe
Consultation & Specialist Advice	
Document application and publication	
England	Yes
Wales	Yes
Spain	No
Switzerland	No
Italy	No
Version control	
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Next Review Date	September 2025
Related documentation	
Related documentation	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010