

COGNITA



BRIGHTON COLLEGE PREP
KENSINGTON

Accessibility Policy

2025

1. Introduction

- 1.1. We are committed to creating an inclusive, respectful and equitable environment where all members of our school community are valued and supported. This commitment underpins our approach to accessibility and informs the principles set out in this plan. This document outlines our Accessibility Policy. This policy applies to staff, pupils, parents and all users of the school site and services. The policy is in place to ensure that no one discriminates against, harasses, or victimises a pupil, potential pupil, or staff member 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

2. Definition

- 2.1. In line with international and national legislation across the countries in which the school operates, a person is considered to have a disability if they experience a physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. This definition is consistent with:
- The United Nations Convention on the Rights of Persons with Disabilities (CRPD), ratified by Spain, the UK, Italy, Switzerland, the USA, and Greece, which frames disability as arising from the interaction between impairments and attitudinal or environmental barriers.
 - The Equality Act 2010 (UK), which defines a disabled person as someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
 - *Substantial* is defined as more than minor or trivial.
 - *Long-term* is defined as having lasted or likely to last for at least 12 months.
 - Spain's Organic Law 1/2013 (General Law on the Rights of People with Disabilities and their Social Inclusion), which defines disability as any condition that significantly limits a person's participation in society on an equal basis, with emphasis on removing social and physical barriers.
 - Italy's Law 104/1992, which defines a person with a disability as someone with a physical, mental, or sensory impairment, whether stable or progressive, that results in difficulty in learning, relationships, or work integration, requiring specific educational, social, or medical measures of support.
 - Switzerland's Federal Act on Equal Rights for People with Disabilities (BehiG), which defines disability as a presumed permanent physical, mental, or psychological impairment that substantially restricts the performance of daily activities, access to education, or social participation.
 - The Americans with Disabilities Act (ADA), which defines disability as a physical or mental impairment that substantially limits one or more major life activities, including but not limited to walking, seeing, hearing, speaking, learning, reading, concentrating, and working.
 - Greece's Law 4488/2017 and related frameworks, which define disability as any permanent or long-term physical, mental, intellectual, or sensory impairment that creates barriers to equal participation in education, work, and social life.

3. Purpose

- 3.1. The purpose of this Accessibility Policy is to outline how the school actively works to remove barriers to access in the physical environment, curriculum, and communication, in accordance with local and national expectations in the countries where the school operates.
- 3.2. 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. This plan should be read alongside the school's SEND/ASN/NEAE/BES Policy.
- 3.3. The school ensure all staff are trained in understanding equality and disability issues.

4. Reasonable Adjustments

- 4.1. We are committed to ensuring that no aspect of school life places a disabled pupil at a disadvantage in comparison to their non-disabled peers. Where a potential disadvantage cannot be avoided, we take all reasonable steps to reduce or remove its impact.

- 4.2. 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.
- 4.3. Where an auxiliary aid is not provided under the school's SEND/ASN/NEAE/BES system 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. We interpret the term 'auxiliary aids' 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.
- 4.5. Our SEND/ASN/NEAE/BES 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 child'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 disabled pupils will involve little or no cost or disruption and will therefore be considered as reasonable.
- 4.8. It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility policy 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.

5. Responsibility

- 5.1. The headteacher is responsible for ensuring that accessibility is actively considered in school planning and day-to-day practice. All staff are responsible for identifying and addressing barriers to participation in their areas of work.

5.2.

6. Local Accessibility Action

- 6.1. Schools are encouraged to maintain a local accessibility record which may include actions in the following areas:
 - Curriculum adjustments and resourcing
 - Physical environment improvements
 - Provision of accessible information
 - Transportation and trip access arrangements
 - Each school is encouraged to regularly reflect on and document how they are improving accessibility within their unique context
- 6.2. Where regional guidance or legislation places a legal requirement on schools to develop an accessibility plan, such as Spain's Plan de Autoprotección, schools must ensure full compliance with these local mandates and follow the specific procedures and expectations outlined by the relevant regional or national authorities

- 6.3. Where schools require guidance on how to structure or maintain an accessibility record or plan, they may use the Accessibility Plan proforma provided below as a template.

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
To perform a research task regarding Diversity of books in the libraries	September 2026	DonC	To have a greater selection of books representing the diverse nature of the community.
To design a dedicated area where pupils can carry out OT exercises with SEND staff.	September 2026	Inclusion Department	A decent sized area where required equipment can be used and stored to allow for OT exercises to be carried out safely and privately
Quiet sensory regulation area in the EYFS area	September 2026	Rachel Carlish	Sensory equipment purchase
Quiet area for sensory regulation or any other quiet time for Lower and Upper Prep School	September 2026	Chris Cripps	Sensory equipment purchase
Dyslexia awareness raised as part of good classroom practice	January 2026	DonC	Staff to be trained on what a dyslexic friendly classroom looks like. Use of Dyslexia Gold online to support students Teachers given 2 documents to refer to which can help them identify and support pupils with all learning difficulties
To continue to work with outside agencies such as Speech and Language Therapists, Occupational Therapists, Behavioural Therapists and Educational Psychologists.	2025	Chris Cripps	Strong links formed with outside agencies. Working with a strong team of outstanding professionals who can be called upon to address our children's needs. Tracker process to be followed by all staff members as a means of establishing whether outside intervention is required. Parents fully involved in the referral process.

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
Audit of site with focus on those with a physical disability.	January 2026	Head of Learning Support & Inclusion, Facilities Manager	Adaptions to premises to be made, where appropriate for a Grade 1 listed building
Enable disabled pupils and visitors to park within reasonable distance of the school	September 2026	School Receptionist Facilities Manager	Improved access to school site Add to School Travel Plan and parking map
Provide ramp access to main doorways	September 2026	Head of Learning Support & Inclusion	Improved access to school site

Accessibility Plan

		Facilities Manager	
Maintenance of safe corridors and fire escapes	September 2026	Facilities Manager School caretaker	Corridors and fire escapes are consistently kept clear, thus people with disabilities can move safely around the school
Maintenance of treads of staircases in the school buildings to be maintained	September 2026	Facilities Manager School caretaker	Safe passageway on staircases to be provided for all persons.
Review the needs of any partially sighted pupils or staff, considering the necessity for stair strips, and on external steps yellow non-slip paint	September 2026	Head, Deputy Head, & Head of Learning Support & Inclusion, First Aid Co-ordinator, Facilities Manager, Parents	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Review the needs of any hearing-impaired pupils or staff, considering the necessity for hearing loop/sound field, and the appropriateness of linking this to the fire alarm	September 2026	Head, Deputy Head, & Head of Learning Support & Inclusion, Medical team Parents	Learning experiences of pupils with hearing difficulties enhanced
Review the needs of any light sensitive pupils or staff, considering the need for black out blinds and anti-glare covers for desktop computers	September 2026	Head, Deputy Head & Head of Learning Support & Inclusion	Reasonable adjustments to school environment will have been made

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

Targets/Strategies	Timing	Responsibility	Success criteria
Ensure documents are accessible for pupils with visual impairment	September 2026	Head of Inclusion	Pupils able to access school documentation
Enhance staff awareness of provision of resources for pupils, staff, parents and visitors with disabilities	September 2026	Head of Inclusion	Delivery of information is accessible to all

Accessibility Plan

Ownership and consultation	
Document Sponsor	Director of Education Europe
Document Reviewer	Director of Education Europe and Head of H&S Europe
Consultation & Specialist Advice	
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Spain	No
Switzerland	No
Italy	No
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Related documentation	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010