

**Accessibility Plan**

**September 2021-2024**

# 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.

# Purpose

## 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.

## 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

## The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010.

# Reasonable adjustments

## 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.

## 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.

## Where an auxiliary aid is not provided under the SEN system (i.e. via an 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.

## 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.

## 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.

## 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.

## 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.

## 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

# Aspects of the plan

## 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

# Responsibility

## It is the responsibility of the Headmistress 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 Headmistress) to ensure that the plan is reviewed annually and is fit for purpose.

**Accessibility Plan**

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

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| **Targets** | **Strategies** | **Timing** | **Responsibility** | **Success criteria** |
| Ensure existing and new staff joining the school in September 2021 have the knowledge and understanding to support SEND pupils.  Identify the specific needs of SEND pupils joining the school, to ensure they are able to access the curriculum. | Training of staff to support children with SEND, with a focus on differentiation for those children with specific SpLD and MLD  Periodic training of all staff in awareness of disability discrimination. | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head, Deputy Head & Head of Learning Support & Inclusion | Effective SEND support to individual children with clear personalised IEPs.  Success of SEND children in standardised and school/external assessment. |
| To ensure all day and residential trips are accessible and are reasonably adjusted to be inclusive for all pupils | Ongoing investigation of venues, with regards to accessibility via pre-visits and discourse with providers | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head of Learning Support & Inclusion, EVC and trip leaders | All trips, both day and residential are accessible and reasonably adjusted to be inclusive for all pupils |
| Additional time to be provided for tests and exams as recommended by external agency reports | Where appropriate, pupils with extra time to be sited in an alternative classroom | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head Deputy Head & Head of Learning Support & Inclusion | Pupils supported as per recommendations from external specialist multi-agency staff |
| Amanuensis and/or reader to be provided as recommended by external agency reports | Pupils to be sited 1:1 with reader/ amanuensis, in an alternative classroom. | Ongoing for formal assessments and external examinations  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head, Deputy Head & Head of Learning Support & Inclusion | Pupils supported as per recommendations from external specialist multi-agency staff |
| Identify all children requiring assisted technologies to support learning | Pupils to be given training and supported in the use of assisted technologies  Staff training on assisted technologies | Ongoing  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head, Deputy Head, Head of Learning Support & Inclusion and  ICT coordinator | Pupils are able to use digital technologies with proficiency |
| Needs of all pupils with ongoing medical conditions are identified and support strategies are to be established | Individual care plans to be written | Ongoing: Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head of Learning Support & Inclusion  Form Teachers | Pupils with ongoing medical conditions are able to attend school wherever possible |
| Identify all children whom may require enhanced printed material due to impaired eyesight | Ensure parents disclosure of information is detailed and up to date. Information to be shared with teaching staff  Printed material to be scaled to A3 – colours to be used will be decided in liaison with specialists | Ongoing: Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Headmistress, Deputy Head, Head of EY & Head of Learning Support & Inclusion,  Medical team  Parents | Pupils are able to access learning coverage with confidence |
| Identify all children whom may require enhanced hearing facilities due to impaired hearing | Assess need when appropriate and discuss with parents  Staff training on enhanced hearing facilities | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Headmistress, Deputy Head, Head of EY & Head of Learning Support & Inclusion,  Medical team  Parents | Pupils able to access learning coverage and make progress aligned to cognitive abilities |
| Identify the needs of each EAL pupil, ensuring a clear progressive programme is developed to maximise acquisition of English | Programme of staff induction and training to include strategies to differentiate, develop vocabulary and an awareness of cultural diversity | Annual staff training and induction for new staff | EAL co-ordinator, Head of Learning Support & Inclusion | Pupils for whom English is an additional language, are moving through the classification codes, as per the EAL policy. This can be demonstrated in the EAL register |
| Identify all children who are falling behind the expected levels of development, including in the EYFS | Identify through collaboration with Head of Learning Support & Inclusion, external agencies, subject specialists and class teachers, and through detailed tracking in all areas of learning | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | All academic staff | Pupils are receiving focused support for any barriers to learning and gains are being made, thus the trajectory is a positive one |

**Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities**

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| **Targets** | **Strategies** | **Timing** | **Responsibility** | **Success criteria** |
| Audit of site with focus on those with a physical disability. | Site audit to be carried out by Head of Learning Support & Inclusion, alongside Business and Facilities managers | October 2021 | 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 | School office staff, Facilities and Business managers to be made aware of disabled visitors and to ensure parking bay nearest to the school is available | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | School Receptionist  Facilities Manager | Improved access to school site  Add to School Travel Plan and parking map |
| Provide ramp access to main doorways | Portable ramp available to support access to main doorways | Sept 2021 | Head of Learning Support & Inclusion Business Manager  Facilities Manager | Improved access to school site |
| Maintenance of safe corridors and fire escapes | Daily checks by school caretaker | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | 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 | Daily checks by school caretaker | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | 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 | Identify needs in liaison with Head of Learning Support & Inclusion, should a pupil with partial or no sight be admitted to the school | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | 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 | Identify needs in liaison with Head of Learning Support & Inclusion, should a pupil/staff member with a hearing impairment admitted to the school | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | 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 | Identify needs in liaison with Head of Learning Support & Inclusion or Headmistress | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | 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**

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| **Targets** | **Strategies** | **Timing** | **Responsibility** | **Success criteria** |
| Ensure documents are accessible for pupils with visual impairment | Seek and act on advice from sensory support advisor on individual pupil requirements  Use of magnifier where appropriate  Ensure large, clear font used in documentation  Use of coloured backgrounds to aid dyslexic pupils | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Class teachers  Teaching assistants  Head of Learning Support & Inclusion | Pupils able to access school documentation |
| Enhance staff awareness of provision of resources for pupils, staff, parents and visitors with disabilities | Programme of staff training | Ongoing:  Academic year 2021-2022  Academic year 2022-2023  Academic year 2023-2024 | Head, Deputy Head & Head of Learning Support & Inclusion  Facilities Manager  Business Manager | Delivery of information is accessible to all |

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| **Ownership and consultation** | |
| Document sponsor (role) | Director of Operations |
| Document author (name) | Melissa Jones - Health and Safety Manager, Europe |
| Consultation – May 2018 | Christine Sillis - Director of Operations, Europe  Simon Camby - Group Director of Education |

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| **Audience** | |
| Audience | Heads and staff in Cognita schools |

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| **Document application and publication** | |
| England | Yes |
| Wales | Yes |
| Spain | No |

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| **Version control** | |
| Implementation date | September 2021 |
| Review date | The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary |

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