

COGNITA



**North Bridge House
Nursery & Pre-Prep Hampstead**

ACCESSIBILITY PLAN

September 2025

UK

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 Plan as required by the Equality Act 2010. This plan applies to staff, pupils, parents and all users of the school site and services. 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.
- 1.2. 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
- 1.3. This plan fulfils the requirements of the Independent School Standards.

2. Definition

- 2.1. In accordance with the Equality Act 2010 (UK), a person is defined as disabled if they have 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.

This definition includes individuals with sensory impairments (such as those affecting sight or hearing) and those with long-term health conditions, including but not limited to diabetes, epilepsy, and cancer.

3. Purpose

- 3.1. 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 and monitored annually to ensure progress is made against its objectives.
- 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 Policy and Equality and Diversity Policy
- 3.3. 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 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 SEND 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.
- 4.4. There is no legal definition of auxiliary aids. We interpret the term 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 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. 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 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.

5. Aspects of the Plan

- 5.1. 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.

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 website. All staff have a role in implementing the plan through inclusive practice and regular reflection on barriers to access within their areas of work.

- 6.2. 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.

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular review to ensure it meets the needs of all pupils:	Review at end of each term	SENDCo, Academic Deputy Head, Teachers	Curriculum and planning regularly reviewed to ensure equal access for all and to ensure that all pupils make at least good progress
Access for pupils with additional needs:	IEPs Reviewed every 6 weeks/ once termly. Cohort monitoring meetings each term	SENDCo, Academic Deputy Head, Teachers	Additional support in place for those children with identified additional needs through: differentiated planning, teacher support, TA support, intervention SENDCo or external agencies as appropriate
Resourcing to support access to the curriculum and learning:	Termly and as required	SENDCo, Academic Deputy Head, Teachers	All children have access to suitable resources: equipment, differentiation / scaffolding of task,
Working with children with Autism in the EYFS Training (Camden)	March 2022	SENDCo	Understanding autism. <ul style="list-style-type: none"> • The sensory needs of children with autism. • Adapting communication strategies. • Adapting the environment. • Developing practical teaching ideas. • Tools for analysing and changing behaviour.
Box Clever	December 2022	SENDCo	Staff understand and deliver vocabulary intervention. Box Clever focuses on nouns, then adjectives, then verbs and then moves onto using the new vocabulary in play and general everyday interactions.
Positive handling	December 2023	SENDCo	Staff have a greater understanding of: <ul style="list-style-type: none"> - how to de-escalate situations with children. - use of reasonable force and the law
Lego Therapy (in house)	January 2024	SENDCo	Staff understand and deliver a social communication intervention. Children practise social skills such as speaking to a peer, listening to a peer and turn taking.
Understanding emotional & behaviour in young children	April 2024	SENDCo	Staff have a greater understanding of how to support children in managing emotions Decrease in time for child to regulate emotions Decrease in behavioural incidents

Accessibility Plan

			Implementation of sensory circuits
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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
Sensory toys available	Immediate	SENDCo	Availability of resources and calm areas accessible to pupils
Visuals in key areas e.g. classroom, toilets	Immediate	SENDCo	Class Visual timetables in use Toileting sequence Visuals displayed and used in Intervention rooms

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

Targets/Strategies	Timing	Responsibility	Success criteria
Internal signage	On-going as required	Teachers	Pictorial / symbolic / native language displayed in all classrooms
Additional time for assessments	Termly	SENDCo	Additional time allocated for assessments of pupils with identified needs
Educational aids	On-going	SENDCo Teachers	e.g. access to use of a writing wedge, wobble cushions, fidget toys, etc.
Review of seating area/position in class	On-going	SENDCo Teachers	Addressed on individual basis
Radio aid (liaising with ToD – Teacher of the Deaf)	On-going	SENDCo	Teachers have access to radio aid to support pupils with hearing impairment

Accessibility Plan

Ownership and consultation	
Document Sponsor	Director of Education Europe
Document Reviewer	Regional Leader of Inclusion and Head of H&S Europe
Consultation & Specialist Advice	
Document application and publication	
England	Yes
Wales	Yes
Spain	No
Switzerland	No
Italy	No
Greece	
Version control	
Current Review Date	September 2025
Next Review Date	September 2027
Related documentation	
Related documentation	Special Educational Needs and Disabilities Policy Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010

SJ Cartwright - Styles.

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