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CANONBURY
SENIOR • SIXTH FORM

Accessibility Plan

North Bridge House Canonbury

UK

2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
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COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

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.

This plan should be read alongside the School's SEND Policy, Curriculum Policy, and arrangements for spiritual, moral, social and cultural development and the promotion of Fundamental British Values.

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.

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 through an Education, Health and Care Plan or other statutory arrangement, the school will nevertheless consider whether it is required 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
Embed the use of 1:1 Apple devices to increase access to learning for all pupils, including those with SEND and disabilities. Make full use of accessibility features such as text-to-speech, speech-to-text, Live Captions, Voice Control, display adjustments, predictive text, translation tools and organisational apps to support personalised learning.	2026–2029	SLT	Pupils access learning more independently, with accessibility features routinely used to remove barriers to learning.
Ensure adaptive teaching and reasonable adjustments are consistently implemented across the curriculum through regular staff CPD, Individual Learning Profiles and quality assurance processes.	Ongoing	SLT, SENDCo	Lesson observations demonstrate consistently inclusive teaching and pupils with additional needs make good progress.
Ensure curriculum resources are available in accessible formats including digital resources, enlarged text, coloured backgrounds, assistive technology and alternative methods of recording where appropriate.	Ongoing	SLT, SENDCo	Pupils can access curriculum materials without unnecessary barriers.
Ensure educational visits, sporting fixtures and enrichment opportunities are planned with accessibility in mind, including risk assessments, reasonable adjustments and the use of accessible transport providers where possible.	Ongoing	SLT, HO PE, SENDCo	All pupils are able to participate safely in off-site learning wherever reasonably practicable.
Review transport arrangements for school visits and fixtures, ensuring third-party coach providers can accommodate pupils with mobility or other accessibility needs where required.	Ongoing	SLT, HO PE, SENDCo	Appropriate transport is identified for all educational visits, ensuring equitable access for pupils with disabilities.

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
Review the physical environment to identify reasonable improvements to accessibility, including entrances, internal signage, accessible toilets, lighting and circulation routes.	Ongoing	AKE	Accessibility considerations are incorporated into planned maintenance, refurbishment projects and estates improvements where reasonably practicable.
Ensure classrooms and specialist teaching areas are adapted to meet individual needs through appropriate room allocation, furniture, seating and lighting adjustments.	Ongoing	SLT, SENDCo, AKE	Learning environments support full participation for pupils with disabilities.
Ensure corridors, stairways and emergency escape routes remain accessible and unobstructed.	Ongoing	SLT, SENDCo, AKE	Safe access and evacuation arrangements are maintained for all users.
Consider accessibility within all planned maintenance and refurbishment projects, making reasonable improvements wherever practicable.	2026–2029	SLT, SENDCo, AKE	Accessibility is routinely considered as part of capital investment and maintenance planning.

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

Targets/Strategies	Timing	Responsibility	Success criteria
Ensure school communications and key information are available in accessible formats (e.g. accessible PDFs, electronic copies and large print where required) for pupils, staff, parents and visitors.	Ongoing	SLT, SENDCo	Information is provided promptly in an appropriate format to meet individual needs.
Provide examination access arrangements in line with JCQ regulations, including modified papers,	Ongoing	SLT, SENDCo, Data manager and exams officer	Approved access arrangements are implemented consistently, enabling pupils to access examinations fairly.

Accessibility Plan

readers, scribes, word processors and additional time where appropriate.			
Review the accessibility of digital communications and learning platforms, ensuring pupils and families can access information using built-in accessibility features and compatible technologies.	Ongoing	SLT, SENDCo	Digital resources and communications are accessible and support a wide range of learner needs.
Ensure internal signage and visitor information are clear and accessible, with reasonable adjustments made where required for pupils, staff or visitors with disabilities.	Ongoing	SLT, SENDCo, AKE	Visitors and members of the school community can navigate the school confidently and safely.

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