



NORTH BRIDGE HOUSE

HAMPSTEAD ♦ SENIOR

COGNITA

Accessibility Plan

September 2025

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.

- 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.

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
To increase staff awareness of definitions of disability and potential barriers to learning for pupils with specific educational needs & disability: identify current pupils with disability and identify barriers to learning.	Ongoing	SENCo	Teachers more aware of the needs of existing pupils and how to identify barriers to learning.
Resourcing to support access to curriculum and learning	Academic Year 2025-26: Word Processors available, Access to Speech to Text and Computer Reader software, coloured overlays, ear defenders, large print resources. Visual aids/timetables for ASC pupils.	All teachers and SENCo	All pupils to have access to word processors, pupils who meet the criteria for access arrangements have access to Speech to Text and Computer Reader software, coloured overlays, and dyslexia friendly fonts, Microsoft Accessibility Tools. RNIB access for VI pupils (if required) to ensure access required for printed resources in lessons. Microsoft Accessibility Tools. Higher level of focus and attention as a result of using screens. To ensure pupils with additional needs are confident and aware of daily routines and structures.

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Seating, lighting and equipment	Academic Year 2025-26: Seating arrangements are regularly amended to accommodate pupils with particular needs. Suitable LED Lighting in all areas and equipment.	Teachers, SENCo and caretaker/ site staff	To ensure consideration of all needs of individual pupils.
Teachers trained to differentiate the curriculum and use Adaptive Teaching strategies to support all students including those with Additional Learning needs.	Ongoing training: Academic year 2025-26:	All Teachers, Teaching and Learning Lead, SENCo.	Delivery of information for pupils with additional needs improved and cohort of pupils able to access the curriculum at an appropriate level with Adaptive Teaching and Stretch & Challenge.
Classrooms are organised to promote the participation and independence of all pupils.	Academic Year 2025-26: SENCo to carry out an audit of classroom layout, organisation and resources to ensure the needs of all pupils are met.	SENCo	All pupils able to access the curriculum at an appropriate level with stretch and challenge.
To ensure compliance with Equality Act 2010 in planning processes e.g. in the planning of trips, extra-curricular activities and curriculum. Transportation of pupils for curriculum, sporting fixtures and school trips.	Ongoing	SENCo/EVC Lead/ Head of PE/ Trip Lead	Increases accessibility for all pupils on trips, extra-curricular and the general curriculum. Risk Assessments. EVOLVE paperwork approved Seating Plans on Coaches etc.

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Exam Access Arrangements	Academic Year 2025-26: Extra time to complete an exam paper, Green pen/font to check ET being used, modified papers, computer reader/reader, prompt, rest breaks, use of a word processor, font size, scribe, coloured overlay, headphones, tactile resources,	SENCo and Examination Officer	To ensure all pupils have reasonable adjustments for special educational needs, disabilities or temporary injuries to complete GCSE examinations and NBH assessments.
EAL Support	Ongoing	SENCo	Pupil can fully access curriculum All pupils with EAL are identified on entry All pupils are assessed by teachers and categorised according to ability. All pupils who are identified as a C, B or A (see EAL policy) are given extra support in class or 1:1.

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
To audit the school site and ensure entrances, exits and emergency exits are fully accessible.	Academic Year 2025- 26	Operations Manager/Site Manager	Improved/safe access/exit for pupils, staff and parents.
Signage around the school to be improved to support pupils.	Academic Year 2025- 26	Operations Manager	Clearer signage around school to support all pupils and visitors. Painted areas of highlighted zones for easier access for VI and visitors.
Disabled parking space available at school.	Academic Year 2025- 26	Operations Manager	Parking space available for disabled visitors.

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Lift available in Main building and Disabled lift available in Sports Hall	Academic Year 2025-26	Operations Manager	All visitors will have full access to upper levels of building and Sports Hall.
Disabled toilets available on ground floor, in Sports hall and on the 5 th Floor	Academic Year 2025-26	Operations Manager	All visitors will have access to disabled facilities in Main building and Sports Hall.
Gender neutral toilet on First floor	Done	Operations Manager	Students are able to use the gender neutral toilet removing any barriers.
Maintain Clear Corridors and Fire Escape routes	Academic Year 2025- 26	Site Manager/Site Staff	Provide clear visibility for unaided negotiation of corridors for staff, pupils, visitors and parents with VI.

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

Targets/Strategies	Timing	Responsibility	Success criteria
Large print versions of resources available and Modified Papers – increased font size.	Academic Year 2025- 26	SENCo/Heads of Department Learning Support Staff	Visually impaired able to access curriculum using resources.
Availability of written materials in alternative formats when requested.	Academic Year 2025- 26	SENCo to review services available for converting information into alternative formats. Subject HODs	Alternative formats available when requested. HOD modified exam papers.
Review documentation on website to check accessibility for parents with English as an Additional Language	Academic Year 2025 - 26	Admissions Manager SENCo	Accessibility for parents with English as an Additional Language
Review of seating arrangements for GCSE exam access arrangements	Academic Year 2025 - 26	Examination Officer/SENCo	JCQ requirements for pupils with anxiety/Social, Emotional, Mental health concerns etc.

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To continue work with outside agencies such as Speech and Language Therapists, Occupational Therapists, and Educational Psychologists and Psychiatrist as well as local CAMHS.	Ongoing	SENCo	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. SEN Steps 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.
Education and Health Care Plans (EHCPs)	Ongoing – direct response to specific children	SENCo/Subject teachers/parents	Funding in place for specific pupils which allows for specific provisions at school, specific to particular needs and barriers to learning. Good, useful contacts made with local councils.

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