



North Bridge House
Prep School

COGNITA

Accessibility Plan

September 2023

Date Policy Reviewed	Policy Reviewed by	Reason/ Outcome	Next Review Due
September 2023	Tom Le Tissier	Plan implemented	September 2024

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

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Accessibility Plan - The plan runs for three years from September 2022 and is reviewed yearly

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
<p>Review of adjustments that might be made to curricular provision to ensure schemes of work in all subjects are accessible.</p> <p>Differentiated teaching strategies to be adopted</p>	Spring Term 2022	SLT in conjunction with SENCo, Heads of Year and Heads of Department	<p>Equality of access to the information for all children.</p> <p>The School provides an excellent provision for all pupils with SEND.</p> <p>The School can provide a curriculum that is accessible SEND and EAL pupils.</p> <p>Increased access to the curriculum with teachers equipped to fully meet the needs of the pupils.</p>
<p>Consideration of appropriate seating arrangements or special provision for any children with visual impairment or hearing impairment.</p> <p>Review resources including classroom teaching aids to ensure an adequate provision via an audit of all resources.</p>	Ongoing, as required	<p>SENCo & Classroom Teachers</p> <p>SLT, Heads of Year, Heads of Dept.</p>	<p>Equality of opportunity for SEND children to access information during lessons.</p> <p>Increased access to the curriculum via classroom resources with teachers and classrooms equipped to fully meet the needs of the pupils.</p>
<p>Review programme of trips and excursions to ensure adequate enabling access.</p> <p>Reminder to all trip organisers and Heads of Department to take account of all pupils needs.</p>	Ongoing	Asst. Head (Co-Curriculum) and EVC	<p>Trip leaders will consider the needs of all children within their group and ensure wherever reasonably possible that arrangements are made for any disabled children or those with SEN to take part.</p> <p>Each trip is evaluated to ensure there is appropriate inclusion for all children</p>
Additional time provided for tests and exams as required by SEN register	Ongoing	SENCo & Head of Exams	<p>Equality of opportunity for SEND children to access test and examination information</p> <p>Access arrangements register is updated and relevant showing</p>

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			clear information about the requirements of each child for example use of laptop for longer writing pieces/ worksheets printed on coloured paper, use of separate room to read aloud.
Appropriate learning support assistance to be provided in accordance with the Care Plan and as agreed as practical and reasonable with parents.	Ongoing	SENCo in conjunction with Class teachers	Equality of opportunity for SEND children

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 access for those with a physical disability. Ensure all buildings that aren't accessible are made access – using ramps/ handrails by improving areas at each budget cycle	Spring 2022	SLT and Estates Manager	Full access to curriculum areas for children on roll and staff. Access to appropriate buildings for parents' evenings and school events for any disabled parents or visitors. To include toilets.
Provide appropriate facilities for anyone undergoing or considering gender reassignment, to include off-site visits.	Spring 2022	Senior Teacher	Development plans to include toilets and changing facilities – unisex
Annual consideration at SLT for any children with specific physical disabilities such as hearing impaired and eyesight impaired. Ensure teaching staff are fully aware of desirable seating arrangements for visually/hearing impaired pupils.	Annual discussions of relevant students and access solutions from September 2021	SENCo/ SLT	Introduction of appropriate strategies to support access. Class seating plans are fully adapted to meet the needs of visually/hearing impaired pupils. Equipment is purchased to support pupils and support access to curriculum and learning.

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Ensure the relevant SEN pupils are provided with readers/assistants for examinations and, as necessary, are provided with additional time to complete examinations		SENCo & Heads of Department / Exams Officer	Relevant pupils are fully equipped to undertake examinations with due accord of their SEN.
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Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
To be able to respond efficiently to requests to provide written material in alternative formats, The school will make itself aware of the services available through its LEA or other service providers e.g. Examination boards for converting written information into alternative formats	Ongoing	SLT – Deputy Head and Head of Exams	Delivery of information to disabled pupils and parents improved
Additional time provided for tests and exams as required by SEN register	Ongoing	SENDCo & Head of Exams	Equality of opportunity for SEND children to access test and examination information

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Ownership and consultation	
Document sponsor (role)	Director of Operations
Document author (name)	Melissa Jones – Health and Safety Manager, Europe

Audience	
Audience	Heads and staff in Cognita schools

Document application and publication	
England	Yes
Wales	Yes
Spain	No
Switzerland	No

Version control	
Implementation date	Sept. 2022
Review date	The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary

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