

COGNITA



Oakleigh House

Accessibility Plan

September 2024

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Accessibility Plan

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 (Wales).

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 ALN system (i.e. IDP) 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.

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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 ALN 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 to ensure that the plan is reviewed annually and is fit for purpose.

Actions to increase access to the curriculum and learning.

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular access for pupils with additional needs, including extra support classes, curriculum support, resources	As diagnosis is recognised and documented	ALN co-ordinator	Access to curriculum with no barrier to achievement.
Resourcing to support access to curriculum and learning	Academic Year 2024-2025: Laptops available, coloured overlays, pencil grips, desk slope, ear defenders, VI resources, large print resources, and desk screens to support pupils with ADHD. Visual aids/timetables for ASC, EAL and younger years.	ALNCo and class teachers	All children to have access to laptops, coloured overlays, pencil grips and dyslexia friendly fonts, Microsoft Accessibility Tools. RNIB access for VI. Font 36 for pupil 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 children with additional needs are confident that they are aware of the structure of the day
Seating plans and adapting equipment	Academic Year 2024-25: Seating arrangements are altered regularly to accommodate children with particular needs	Class teachers and ALNCo	To ensure all needs of each child are considered
Transportation home to school/sporting fixtures/school trips	As diagnosis is recognised and documented	ALN co-ordinator, head Of P.E. and the Educational Visits Coordinator.	Access to school, fixtures, and trips within school guidelines.
Review programme of trips and excursions to ensure adequate enabling access. Reminder to all trip organisers and Heads of Department to	Ongoing	ALN co-ordinator, Visit Leaders and the Educational Visits Coordinator.	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 ALN to take part.

take account of all pupils needs.			Each trip is evaluated to ensure there is appropriate inclusion for all children
Large print resources and use of coloured paper and coloured overlays. individual tablets.	As diagnosis is recognised and documented e.g. by Dyslexia Action staff.		Pupils able to access all learning materials.

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
Where possible timetable disabled pupil's classes on the ground floor, easily accessible classrooms.	As requirement is recognised	ALNCo	Pupils can access all lessons.
Maintain Clear Corridors and Fire Escape routes	Academic Year 2024-25	Operations Manager + Site Manager	Provide clear visibility for unaided negotiation of corridors for staff, pupils, visitors and parents

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.	As requirement is recognised	ALNCo and Head of Admissions	Pupils, staff, parents, and visitors can access all information

Any information published on the website or to social media to be accessed via high visibility option. Pictures to include captions. We encourage the use of web browsers such as Chrome, Safari, Firefox, and Microsoft Edge as they have appropriate accessibility tools built in.	Available throughout academic year	ALNCo, admin staff	Pupils, staff, parents, and visitors can access all 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

Version control	
Implementation date	September 2024
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