

# COGNITA



**Oakfields**  
Preparatory School

## **Accessibility Plan**

## **United Kingdom**

## **September 2025**

### 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 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.
- 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
- 5.2. 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
Staff recognise and allow for the additional time required by some pupils to use equipment in practical work [Audit of any needs at start of each term]	Start of each term	SENCo / Class teachers	Should such a pupil be present, discussions with child and parents, progress reports and assessments would all evidence success.
When needed, staff provide alternative ways of giving access to experience or understanding for pupils who cannot engage in particular activities, for example some forms of exercise in physical education due to physical impairment [Audit of any needs at start of each term]	Start of each term	Sports Team / Class teachers	Should such a pupil be present, discussions with child and parents, progress reports and assessments would all evidence success.
School visits are made accessible to all pupils irrespective of attainment or impairment [teachers to inform Head and assessments made to ensure accessibility]	As required	Headteacher / Class Teachers / First Aid Coordinator	All pupils able to attend visits
Extra time available in examinations/assessments	NGRT/CAT 4 – Autumn  PTE/PTM Summer	Class teachers / Deputy Headteacher / SENCo	Children are able to complete assessments without time restrictions.
Use of 1:1 devices to support voice notes for input vs writing	As Required	Class teachers / Deputy Headteacher / SENCo	Teaching resources can be accessed by all
Immersive reader on 1:1 devices	As required	Class teachers / Deputy Headteacher / SENCo	Children that are struggling to read or have diagnosed dyslexia can use immersive reader to support with the reading of texts.
Hearing impaired children are to sit at the front of the class.	As Required	Class teachers / Deputy Headteacher / SENCo	Hearing impaired children are able to fully access the learning.
Use of coloured overlays	As Required	SENCo	Children find reading the texts easier
Provide staff CPD on inclusive teaching strategies and universal design for learning	Annual training: Years 1, 2 & 3	SENCo	100% of teaching staff trained; lesson observations show inclusive practice embedded
Audit and adapt curriculum materials to be accessible for all learners (e.g., EAL, SEND, disadvantaged)	Year 1 (audit); Year 2–3 (adaptation & monitoring)	SENCo / Heads of Phase	All subject areas provide differentiated resources; improvement in student progress data across targeted groups

## Accessibility Plan

Establish a Resource Bank for differentiated and accessible learning materials	Launch in Year 1; ongoing updates through Years 2 & 3	Teaching Assistants / Subject Leads	Bank available to all staff; increased use reported in staff feedback
Review and improve access to school transport for students with physical, sensory, and medical needs	Transport audit in Year 1; Implementation in Years 2 & 3	Headteacher / Assistant Headteacher / SENDCo / Operations Manager	All students with needs have appropriate transport; reduction in attendance issues linked to transport
Provide targeted in-class support for students with additional needs (1:1s, small group support)	Ongoing across all 3 years	SENCo / HLTAs / Class Teachers	EHCP targets met or exceeded; positive student and parent feedback
Embed inclusive extracurricular and enrichment opportunities (clubs, trips, sports)	Year 1 (policy review); Years 2–3 (full integration)	Trip Coordinator / SENCo / Sports Team / EVC	Participation in extracurricular activities from students with additional needs increases by 50%
Increase access to mental health and wellbeing services to support learning	Year 1 (service mapping); Years 2–3 (delivery of targeted support)	Assistant Headteacher	Reduction in behaviour incidents and exclusions; improvement in engagement for vulnerable students
Develop parent/carer workshops on supporting learning at home for students with additional needs	Annual workshops across 3 years	SENCo	Positive feedback from parents; improved home-school collaboration measured via surveys

### **Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities**

<b>Targets/Strategies</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Success criteria</b>
Ensure that information is presented to groups in a way which is user friendly for people with disabilities eg, by reading aloud overhead projections and describing diagrams	As need arises	Class Teacher/ SENCo	Enquiry routine enables any needs to be explained in advance of visit  Disabled individuals are able to receive all the information provided
Have the facilities such as IT to produce written information in different language formats	As need arises	SENCo	Should people without English skills make enquiries, we are able to provide relevant information for them

## Accessibility Plan

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<b>Ownership and consultation</b>	
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Related documentation	Special Educational Needs and Disabilities Policy Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010