

COGNITA

Accessibility Plan

1st September 2021 – 31st August 2024



Oakfields
Preparatory School

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
 - Marriage and civil partnership
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
- 1.2 This plan fulfils the requirements of the Independent School Standards. It succeeds the previous Accessibility Plan, dated September 2017. The previous Plan identified shortcomings in potential issues and improvements were implemented:
- SEND lead has now been employed Staffing for SEND provision is being carefully monitored to ensure progress for those identified.
 - All pupils from Year 3 and above receive personal laptop devices, enabling enhanced accessibility especially for pupils with any sensory impairments.
 - Audits completed on how any potential pupil with sensory or mobility impairment (temporary or permanent) would be able to access the site and curriculum to the fullest extent. These audits are also reflected our PEEPS.

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 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.
- 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 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.
- 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 all 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.
- 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

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Large print available for identified pupil(s) with visual impairments. [Initially costed at £100 from Head's budget]	Sept 21 – ongoing	SG/MB and class teacher	Pupil has a rich range of appropriate material available for reading alongside peers. Children with visual impairment continue to make progress.
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	SG/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	CP/NF/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	MB/AW	All pupils able to attend visits
Extra time available in examinations/assessments	NGRT/C AT 4 – Autumn PTE/PT M Summer	Class teachers/ SG	Children are able to complete assessments without time restrictions.
Use of 1:1 devices to enlarge teaching resources	Sept 21 and ongoing	Class teacher/ MB	Teaching resources can be accessed by all
Immersive reader on 1:1 devices	Sept 21/ ongoing	Class teacher/SG	Children that are struggling to read or have diagnosed dyslexia can use immersive reader to support with the reading of texts.
Visual and hearing impaired children are to sit at the front of the class.	Sept 21/ongoing	Class teachers	Visually impaired and hearing impaired children are able to fully access the learning.
Use of coloured overlays	Sept 21/ongoing	SG	Children find reading the texts easier

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
Parking arrangements safe, routes logical, contrast painted and well signed for visually impaired pupil [Costed at £300 from site budget]	Sept 21 – August 22	GM/MJ	Full audit made of pathways of travel, parking arrangements and signage of whole site. Plans made for changes and improvements subsequently. Pupil able to negotiate around school without increased risk.

Accessibility Plan

Physical accessibility of school has increased, with ramps and access to the school via the side entrance	Sept 21	MJ/GM	Non-visual guides are in place
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Section 1 : Is your School designed to meet the needs of all pupils?		
Questions	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	N/A	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted & located appropriately?	✓	

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

Targets/Strategies	Timing	Responsibility	Success criteria
Provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information [Costed as £100 within stationery budget]	As need arises	SG/HB	Have appropriate materials whenever requested Discussions with Admissions team at regular intervals to identify potential problem areas
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	KC/LB/SM/SG	Enquiry routine enables any needs to be explained in advance of visit Disabled individuals are able to receive all the information provided

Accessibility Plan

Have the facilities such as IT to produce written information in different language formats	As need arises	SG/HB	Should people without English skills make enquiries, we are able to provide relevant information for them
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Accessibility Plan

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 2021
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