

COGNITA



Accessibility Plan

September 2018 - 2021

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 (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 not 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.

Appendix 1

Accessibility Plan for Charterhouse Square School

Charterhouse Square School is arranged across two buildings. In building 38 Charterhouse Square we have the ground and basement floors and in the building of number 40 the school occupies the entire building which consists of five floors. In building 38 there is a lift which allows wheelchair visitors to access the entire ground and basement levels of the school building including the main hall where all performances take place. There is no lift in number 40 and only one staircase making it extremely restrictive for physically impaired pupils or adults to access floors 1-3. There is not the available space to install a lift and due to fire regulations we have severe limitations due to our evacuation procedures. All ground floor entrances to the school are by means of steps, permanent step free access is not possible due to the rake required for such short projections. The school has a portable ramp for wheelchairs.

For the reasons above the school is severely limited in how it can improve access for physically impaired people.

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Short Term	Makaton training for 15 staff across the school including the SEND teaching staff.	Julia Maxwell to organise training as part of school INSET via the City of London.	Makaton awareness for staff and pupils. Staff able to make basic communication for any child arriving in school with severe hearing issues.	Sept 2018	Delivery of information to hard of hearing pupils improved. Improved awareness of Makaton and signing for all staff and children.
	Dyslexia training.	Allison and Laura to arrange staff training via Fairley House.	Training delivered to all class based staff.	End of academic year 2019	Staff aware of emotional issues for children suffering from dyslexia.
Medium Term	When refurbishing to install window blinds to benefit pupils with visual impairments and to improve IWB display.	Seek advice from Cognita's sensory support service on appropriate blinds.	Several classrooms are made more accessible to visually impaired children.	Sept 2020	Improvement to IWB display and for children with sight impairments.
	As and when required staff members may need training in particular disabilities if needs are beyond the remit of the SEND dept.	To attend training as required.	Teachers are able to more fully meet the requirements of disabled children's needs.	Unknown – as required by pupil intake.	Increase in access to the school's curriculum.
Long Term	To design a dedicated area	Planned use of major capital	A room equipped with various	Only an option if	The school would be able

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	where staff can carry out exercises/follow OT guidance for pupils in need.	delegated resources and discuss with Cognita using Schools Access Initiative Funding.	apparatus where children can safely carry out recommended exercises as detailed by OT reports.	school expands to larger site.	to support children physically with their disability.
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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 2018
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