

Accessibility Plan

September 2023 - 2025

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 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.

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- 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.

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Charterhouse Square School is in a very exciting phase with regards to wheelchair accessibility for pupils, staff and visitors. From September 2023 the school will be fully accessible to wheelchair users with the installation of a lift accessing all floors, in addition to disabled toilets on every level.

Actions to increase access to the curriculum and learning

| Targets/Strategies | Timing | Responsibility | Success criteria |
|---|---|---|--|
| To consider offering a diagnostic screening process provided by The Key Clinic to parents for children in Year 2 or Year 3. | September 2024 if Year 3 or July 2023 if Year 2 pupils. | Head/Deputy Financial responsibility lies with parents who would pay for the service. | Children entering Year 3 with clear education diagnosis so that if needed they can be supported by the Pod team with IEPs/class support/OT/SALT etc. |
| To design a dedicated area where pupils can carry out OT exercises with SEND staff. | September 2024 | Premises Manager/SEND Dept | A decent sized area where required equipment can be used and stored to allow for OT exercises to be carried out safely and privately. |

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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 |
|---|---------------------|-------------------------------|--|
| Adaptable furniture | September 2025 | Premises manager/Head Teacher | Furniture that can be adjusted to suit and support all needs. |
| Acoustic wall coverings to replace display boards where possible. | From September 2023 | Premises manager | To provide better acoustics for all children, but in particular those who have hearing difficulties. |

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

| Targets/Strategies | Timing | Responsibility | Success criteria |
|--|---------------|------------------|---|
| To look at reading pens for dyslexic pupils and those with reading difficulties. | Spring 2024 | SLT | If deemed beneficial, reading pens available for pupils with their use embedded in teaching practice. |
| To change signage on toilet doors across the school to gender neutral images. | December 2023 | Premises Manager | Children clear that they can use any toilet in school removing any barriers. |

| 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 2023 |
| 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 |