



Accessibility Plan

Charterhouse Square School

UK

2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

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.

This plan should be read alongside the School's SEND Policy, Curriculum Policy, and arrangements for spiritual, moral, social and cultural development and the promotion of Fundamental British Values.

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.

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 through an Education, Health and Care Plan or other statutory arrangement, the school will nevertheless consider whether it is required 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
- 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

From September 2023 the school has been 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 2026 Year 3.	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 2026	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.
Quiet sensory regulation area in the EYFS area	January 2027	EY Lead	Sensory equipment purchase
Quiet area for sensory regulation or any other quiet time for Upper House	Summer 2027	MJ	POD/ SENDCO available
Dyslexia awareness raised as part of good classroom practice	Annual Refresh	SEND Team	Staff to be trained on what a dyslexic friendly classroom looks like. Use of Dyslexia Gold online to support students Teachers given 2 documents to refer to which can help them identify and support pupils with all learning difficulties: Quality first teaching booklet and pathway for pupils with SEND in the classroom
To continue to work with outside agencies such as Speech and Language Therapists, Occupational Therapists, Behavioural	Ongoing	Teaching & Support Staff	Strong links formed with outside agencies. Working with a strong team of outstanding professionals who can be called upon to address our children's needs.

Therapists and Educational Psychologists.			SEN Steps process to be followed by all staff members as a means of establishing whether outside intervention is required. Parents fully involved in the referral process. Regular communication between school, therapists and parents to monitor progress. All children's specific needs and barriers to learning addressed. Specialists to support SENDCO and class teacher with ISP target setting.
Training for staff in inclusive ethos and practices e.g, INSET/staff meetings/ external providers/My Cognita online training	ONGOING	SLT/Teachers	Better knowledge of staff Introduce termly training with teachers and TAs focusing on: • Quality first teaching • SEND pathway for children with additional needs • SEND journey at CHSS • Scaffolding learning support • Zones of regulation Reasonable adjustments needed to support learners
Digital upskilling	SEND training April 2027	JK	Upskilling of all staff
Readers / Prompters for examinations	Sept 26	MJ	Professional medical report received containing a diagnosis and recommendation for a reader or prompter.
Tailored behaviour strategies for children	Summer 2026 Ongoing	Teachers	Pupil profiles / behaviour management plans created for individual children. Plans reviewed every half term with parental involvement.

Accessibility Plan

To support children where needed through the use of Social Stories.	Ongoing – in direct response to specific needs.	SENDCos	Personalised Social Stories made for specific children who require support in order to cope with change, transition and new concepts.
Assessment and Screening on entry and regularly through the child's journey through school	ONGOING	JS/Teachers	Use of CATS, PTE, PTM NGRT etc to identify pupil strengths and weaknesses and any significant anomalies. Track this from year to year.
Development of the PSHE and RSE curriculum alongside Voice of Student	ONGOING	TG	Increasing pupils' awareness of different beliefs, learning styles, backgrounds etc. enabling pupils improve each others' accessibility Purchase of Jigsaw Scheme of Work DONE
Development of the Educational Visits programme	ONGOING	CJo	To provide opportunities for a range of learners to gain new learning opportunities.
Development of the schools' response to Gender Separation expectations	ONGOING	TG	Introduce gender neutral toilets DONE Provide a range of sporting opportunities and competitions to boys and girls. Gender neutral non-uniform
Education and Health Care Plans (EHCPs)	Ongoing – direct response to specific children	SENDCO/ Class teacher/Parents	Funding in place for specific pupils which allows for specific provisions at school, specific to particular needs and barriers to learning. Good, useful contacts made with local council and SEND legal.

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 2026	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 2024	Premises manager	To provide better acoustics for all children, but in particular those who have hearing difficulties.
Response to noted examples of pupils with disabilities such as Pupils with broken arms/legs-on crutches etc.	WHEN NEEDED	SC	Care plans, risk assessments

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 2026	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 2024	Premises Manager	Children clear that they can use any toilet in school removing any barriers. DONE
Review seating arrangement in classroom	ONGOING	Teachers	Professional report received / pupil profile created / seating arrangement tailored to disability and need
A culture to declutter classrooms in order to reduce information overload for pupils who experience Cognitive Load issues. This then makes the relevant information more accessible.	ONGOING	All staff	Learning Walks to identify clutter sites and action points.
Transcripts available in different languages / formats	As required	JS	Explore if CATS and PTE/Ms can be administered in different languages if needed
Visual timetables and prompt cards	Annual Review Summer	JS/SENDCos	Visual timetable available in classroom / prompt cards for individuals

Accessibility Plan

EAL Support	Ongoing	SENDCO	Pupil can fully access curriculum All pupils with EAL are identified on entry All pupils are assessed by teachers and categorised according to ability. All pupils who are identified as a C, B or A (see EAL policy) are given extra support in class or in small groups.
Speech & Language Specialist	ONGOING	SENDCos	Pupils received specialist intervention with clearly defined objectives & monitored outcomes which are included in pupils' ISPs.
Clear signage around the school	ONGOING	SC	Clear appropriate signage throughout the site DONE
Continue to provide in-advance communications from the school to pupils and parents ensuring access to events and relevant information	ONGOING	SLT	Positive parental response on VOP
Restructure full time SENDCo	Sept 2026	TG	To meet the needs of the children in the school and improve SEND provision DONE
Wriggle cushions for those children who find it hard to sit	ONGOING	SENDCos	To meet the needs of the children in the school and improve SEND provision
To support children with OT needs Writing ramps provided, pencil grips, specialist scissors	Ongoing – in direct response to specific needs.	SENDCO/All teaching staff/OT Specialists	To support children with OT needs access learning more easily

Actions to improve the mental health of children and school community

Global be well day	Annual event	TG/Staff	Attention is drawn to the importance of Mental Health within the school community. Children and parents understand the importance of sleep on their mental health
--------------------	--------------	----------	--

Accessibility Plan

'Feelings' Display up in classrooms to support children in identifying and thus managing their emotions	ongoing	Class Teachers/ Sendco support	To support children understand how they are feeling and give them the context and language to discuss these emotions to help manage "negative" feelings.
Incorporate activities to support core strength in Preschool	From Autumn 2024	EY Lead	Soft play equipment cleaned and made ready for use Soft play equipment put out for use twice a week

Specific Actions To Improve Facilities

Finger guards on all doors following reminder in Cognita H & S newsletter	Checked May 2025	KH	All doors where children have access have heavy duty finger guards
To install LED lighting throughout the school	DONE	KH	Better lighting for academic work. Especially important in Reception & Music Room where lighting conditions that could be improved Survey carried out Lighting upgraded Summer 2023

Version control:

Ownership and consultation	
Document Sponsor	Director of Education, Europe & USA
Document Author / Reviewer	Regional Leader of Inclusion, Europe & USA and Head of H&S, Europe & USA
Consultation & Specialist Advice	Head of Legal – Europe and USA (Oct 2025) Regional Safeguarding Lead – Europe and USA (Oct 2025)
Document application and publication	
England	Yes
Spain	No
Italy	No
Greece	
Switzerland	No
Austria	
USA	
Version control	
Current Review Date	June 2026
Next Review Date	September 2028
Related documentation	
Related documentation	Special Educational Needs and Disabilities Policy Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010 Safeguarding and Child Protection Policy