

COGNITA  
TEACHING EXCELLENCE



**DOWNSEND**  
PRE-PREP SCHOOL  
— Ashted —

# **Accessibility Plan**

(Whole School, including Early Years)

June 2017

### KEY FACTS:

- ✦ **This plan enables schools to ensure compliance with laws regarding opportunity for pupils/potential pupils.**
- ✦ **It is reviewed every three years.**
- ✦ **Cognita will comply with statutory requirements and guidance.**
- ✦ **Individuals are responsible for their discriminatory actions.**
- ✦ **The school's liability extends beyond the life of the pupil at the school.**
- ✦ **The spirit of the law is to make/consider reasonable adjustments.**
- ✦ **The plan outlines Cognita Schools' duties around accessibility and how to deal with claims.**
- ✦ **Guidance for creating each school's unique plan is given in the Appendix.**

## 1 Background

- 1.1. On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equality and Diversity Policy).
- 1.2. The Act makes it unlawful for **Cognita and the school's governance committee**, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil in relation to:-
  - 1.2.1. Admissions;
  - 1.2.2. The way we provide education for pupils;
  - 1.2.3. The way we provide pupils access to any benefit, facility or service;
  - 1.2.4. By excluding any pupil or subjecting them to any other detriment.
- 1.3. The protected characteristics are:
  - 1.3.1. sex;
  - 1.3.2. race;
  - 1.3.3. disability;
  - 1.3.4. religion or belief;
  - 1.3.5. sexual orientation;
  - 1.3.6. gender reassignment;
  - 1.3.7. pregnancy or maternity;
- 1.4. There is a still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.
- 1.5. The Equality Act applies to all independent schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). Furthermore, as proprietors Cognita are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

- 1.6. Any person such as staff in schools who act on behalf of the proprietor, Cognita and any governance committee, are responsible for their own discriminatory actions and the Proprietor (Cognita Schools and the governance committee) is also liable unless it can prove that it has taken all reasonable steps to stop the staff member from doing the discriminatory action, or from doing anything of that kind.
- 1.7. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but relates also to events afterwards such as the provision of references, or old pupil networks.

## 2 Disability Discrimination Act

- 2.1. The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-
  - 2.1.1. the definition of disability is less restrictive;
  - 2.1.2. direct discrimination can no longer be defended as justified;
  - 2.1.3. failure to make a reasonable adjustment can no longer be defended as justified;
  - 2.1.4. from September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

## 3 Definition of Disability

- 3.1. The Act defines disability as *when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.*
- 3.2. Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.
- 3.3. Long term is defined as lasting, or likely to last, for at least twelve months.-

## 4 Reasonable Adjustments

- 4.1. 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.
- 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 SEN system (ie 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 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.

- 4.5. 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.
- 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; eg 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, but we would not cancel the trip because to do so would be detrimental to other pupils.

## 5 Our Vision

- 5.1. Downsend Pre-Prep Ashted is a school which nurtures the individuality of each child. It's happy and caring atmosphere is one where children are valued and respected and their achievements celebrated. Our school is a place where children make discoveries which excite and inspire their love of learning, within a challenging, energetic and creative environment.
- 5.2. Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

## 6 Our duty around Accessibility for Disabled Pupils

- 6.1. Our accessibility plan focuses on the following areas for implementation:--
  - 6.1.1. increasing the extent to which disabled pupils can participate in the curriculum;
  - 6.1.2. improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
  - 6.1.3. improving the availability of accessible information to disabled pupils.
- 6.2. Our plan also includes the resource implications of implementing the Plan.
- 6.3. Our approach includes the following:-
  - 6.3.1. access, audit and review (**See appendix 2**) (ie the nature of the schools' population, context, future pupil numbers, staff training needs, impact of anti-bullying strategies, timetabling, trips, medicines, clubs, outcomes for SEND in external exams, views of parents, pupils, voluntary sector, symbols, signage, font size etc);
  - 6.3.2. identify actions;
  - 6.3.3. set goals and targets;
  - 6.3.4. consult on the proposed plan;
  - 6.3.5. publicize the plan;
  - 6.3.6. implementation; and
  - 6.3.7. evaluate the effectiveness of the Plan.
- 6.4. Our accessibility plan is outlined on the attached proforma at **Appendix 1**.

### 7 Discrimination Claims

- 7.1. Claims for discrimination on the grounds of disability against our school must be heard by the First Tier Tribunal (SENDIST) in England.
- 7.2. Such claims of discrimination or harassment which would be brought by a parent of a pupil against our school, would be brought to the Tribunal by the parent. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.-

### 8 Monitoring & Evaluation

- 8.1. The named person in our school who is responsible for this plan is **Tessa Roberts**
- 8.2. The Headteacher is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all.
- 8.3. It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.
- 8.4. Our Accessibility Plan and any updates will be shared with our Cognita Operations Building Manager **Hugh Doherty**.
- 8.5. Progress reports are provided termly to our school's compliance committee by **Tessa Roberts** and thereafter reported to our Senior Leadership Team.

APPENDIX 1

ACCESS PLAN – Downsend Pre-Prep Ashtead

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<b>Short Term</b>	<p>Continue to develop the use of 'Funky Fingers', movement breaks and outdoor learning especially for those children having difficulties with coordination/focus</p> <p>Introduce 'Dough Disco'</p> <p>Introduce Makaton</p>	<p>To continue to address good practice which meets the needs of these young children in staff meetings. Sharing good practice.</p> <p>Makaton training for Nursery staff</p>	<p>Planning will reflect the use of hand-eye co-ordination, fine/gross motor control and crossing the midline activities. Specific needs of individuals are noted.</p>	<p>On-going in daily/weekly planning</p> <p>Makaton training Jan 18 &amp; May 18</p>	<p>Funky Fingers is fully embedded in the continuous provision planning.</p> <p>Dough Disco is being trialed.</p> <p>Teachers trained in basic Makaton.</p>
<b>Medium Term</b>	<p>Training for teachers on Global Delay issues</p>	<p>A child has entered First Steps an Early diagnosis of Global Delay</p>	<p>Teachers are able to fully meet the requirements of this particular child.</p>	<p>Term 1 2017-18</p>	<p>Improved quality of Interactions and understanding of how to support physical challenges, global learning needs, use of Makaton.</p>
<b>Long Term</b>	<p>Staff training on issues of possible hearing impairment. Co-ordinate INSET with Downsend and Pre-Preps. Consider facility for hearing loop to be included in next budget</p>	<p>I.S.P. in place. Advice may be sought by Surrey Support Service for appropriate provision. Ensure all staff and children are aware i.e. child sits near front, staff look directly at child when speaking Consider hearing loop facility if appropriate.</p>	<p>School will be better placed to support a child/children with hearing difficulties</p>	<p>Initiate from point of parental interest with a child requiring special accommodation</p>	<p>N/A at this point Sept 17</p>

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<p><b>Long Term cont.</b></p>	<p>Staff training on issues of possible sight impairment</p>	<p>I.S.P. in place. Ensure that all staff and children are aware. Have books with enlarged print available. Ensure classroom layout meets the needs of the child / children. Check lighting and enhance if necessary. Ensure that walkways and passageways are kept clear and clutter free. Ensure that surfaces are even.</p>	<p>School will be better placed to support child / children with sight impairment. Child/children will be able to navigate school more safely</p>	<p>Initiate from point of parental interest with a child requiring special accommodation</p>	<p>N/A at this point Sept 17</p>
	<p>Raise awareness and consideration for child who may be wheel chair bound/ have leg in plaster</p>	<p>Staff trained in lifting. Adapt classroom layout to suit needs. Further risk assessment carried out. Consult Mole Valley / Surrey for further advice.</p>	<p>Child / children able to access as much of the curriculum as possible. Consider alternative Downsend site</p>	<p>Initiate from point of parental interest with a child requiring special accommodation</p>	<p>N/A at this point Sept 17</p>
	<p>Consider the needs of pupils in terms of the school building programme over the coming years. Fit ramps and hand rails where necessary, ie front entrance</p>	<p>Discussion at appropriate level of planning and due consideration to be given to the needs of pupils parents and staff to those with disabilities.</p>	<p>The building should be adapted accordingly with suitable entrances and exits to cater for those with disabilities wherever possible</p>	<p>Initiate from point of parental interest with a child requiring special accommodation</p>	<p>N/A at this point Sept 17</p>

**APPENDIX 2**

**IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST**

*This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.*

<b>Section 1 : How does your school deliver the curriculum?</b>		
<b>Questions</b>	<b>Yes</b>	<b>No</b>
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organized for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups & the whole class?		
Are all pupils encouraged to take part in music, drama & physical activities?		
Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectation of all pupils?		
Do staff seek to remove all barriers to learning and participation?		
<b>Section 2 : Is your School designed to meet the needs of all pupils?</b>		
<b>Questions</b>	<b>Yes</b>	<b>No</b>
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		



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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?		
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?		
<b>Section 3 : How does your School deliver materials in other formats?</b>		
<b>Questions</b>	<b>Yes</b>	<b>No</b>
Do you 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?		
Do you 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?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

## Accessibility Plan

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<b>Ownership and consultation</b>	
Document sponsor (role)	Andy Moorhouse
Document author (name)	Ros Vahey, reviewed Melissa Jones June 2017
Specialist Legal Advice	n/a
Consultation	

<b>Compliance</b>	
Compliance with	Equality Act 2010

<b>Audience</b>	
Audience	Heads

<b>Document application</b>	
England	Yes
Wales	Yes
Spain	No

<b>Version control</b>	
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<b>Related documentation</b>	
Related documentation	Health and Safety Policy Supporting Pupils with Medical Conditions Policy Safeguarding Policy:Child Protection Procedures Safeguarding : Allegations of Abuse Against Teachers and Other Staff Compliments and Complaints