

# COGNITA



**DOWNSEND**  
SCHOOL

## **Accessibility Plan**

**September 2017-2020**

## Accessibility Plan

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### 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.

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- 3.3 Where an auxiliary aid is not provided under the SEN 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 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 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.

## Accessibility Plan

### Accessibility Plan

#### Data Collection and Planning Phase – 2017/18

| Targets   | Strategies  | Responsibility       | Criteria & Timescale  |
|---|---|----------------------|---|
| Site Survey   | In order to deliver the best possible outcomes, the plan should be based on quality data. A site survey was undertaken to produce layout plans of buildings and external areas  | Facilities/Marketing | Site plans delivered with each area identified including rooms and external areas                     |
| Review Policy   | The Accessibility Policy has been reviewed and updated. It has also been aligned with other policies and procedures to ensure that these complement each other  | SLT/HF               | Policies updated and agreed Sept 2017<br>Reviewed at H&S Meeting Oct 2017                             |
| Liaison Review  | Review current measures to ensure they promote close liaison and collaboration particularly between school, parents and external agencies   | SENCO/HF             | Meeting between SENCO and HF to identify improvements to existing measures Sept 2017 (see Appendix 1) |
| Space Utilisation   | Following receipt of the layout plans, an in depth review of space and timetabling will aim to identify issues and help determine priorities. Some of these changes may be easier to implement to improve inclusivity (location, room selection, ground floor access etc) | SLT/LBr/Facilities   | List of priorities and room changes produced July 2017  |
| Identify Barriers (existing)<br>- Built environment       | Survey the site to identify existing physical barriers such as:<br>Narrow doorways, steps, level access   | Facilities/CD/HF     | Produce a list of recommendations by Dec 2018   |
| Identify Barriers (existing)<br>- Delivery of information | Survey students, parents and staff regarding how information is communicated and identify improvements  | SLT                  | Produce a list of recommendations by Dec 2018   |
| Personal Emergency Evacuation Plans (PEEPS)               | Complete and implement a PEEPS procedure for all staff and pupils who might require help in an emergency and record the measures to be taken  | SLT/HF               | PEEP procedure completed and sent to all staff Sept 2017  |
| Review  | This year is concerned with collecting quality information to allow targeted and accurate improvements  | SLT/HF/Facilities    | Agree and establish a development plan by July 2018   |

#### Development Phase – 2018/19

## Accessibility Plan

| Targets              | Strategies  | Responsibility    | Criteria & Timescale   |
|----------------------|---|-------------------|--|
| Development Plan     | Establish a plan of minor & major projects which will strongly improve accessibility and secure better access to buildings and grounds  | SLT/Facilities/HF | Agree project priorities based on the weight of improvement by July 2018   |
| Maintenance Plan     | Establish continuous planned works which contribute to accessibility improvements in line with annual PRM which can be worked on throughout the year/school holidays such as:<br>Door widening/ Automatic door opening<br>Access control to buildings (Paxton)<br>Switch and socket re-location<br>Welfare facilities<br>Whiteboard walls | Facilities/CD     | Produce the Planned Preventive Maintenance schedule including accessibility upgrades by May 2018 – schedule to be maintained by WB |
| Communications Plan  | Scrutinise how information to outside agencies, parents and pupils is conveyed and how successful it is. An in depth review of the IT infrastructure will show areas for improvement and whether this allows improved access to information.  | SLT/IT            | List of priorities to be produced by July 2018   |
| Building Projects    | Implement agreed refurbishment and new building priorities.<br>Design, cost and submit planning.  | SLT/Facilities    | Dependent on the size of the project forecast completion dates by July 2018  |
| Maintenance Projects | Plan work to be completed from the PRM schedule. Agree projects with the wider school and set timescales, order materials and submit any building regulation notices  | SLT/Facilities    | Complete schedule by Aug 2018  |
| Review               | Review this year's progress and adjust the next years plan to accommodate any recommendations   | SLT/Facilities/HF | Ensure that the responsibilities are recorded and any measures implemented by July 2019  |

Continuation of Development Phase – 2019/20

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| Targets                          | Strategies  | Responsibility    | Criteria & Timescale  |
|----------------------------------|---|-------------------|---|
| Building Projects                | Continue with the implementation of agreed refurbishment and new building projects  | Facilities/CD/HF  | Complete projects by Sept 2020  |
| Maintenance Projects             | Plan work to be completed from the PRM schedule at the start of year 3. Agree projects with the wider school and set timescales, order materials and submit any building regulation notices | Facilities/CD/HF  | Complete schedule by Sept 2020  |
| Communication Projects           | Implement projects to upgrade communications infrastructure relating to data, phone & mobile devices, classroom technology etc.   | Facilities/CD/IT  | Complete projects by Sept 2020  |
| Review                           | Review this year's progress and feed recommendations into the new 3 year plan.  | SLT/Facilities/HF | Analyse performance against the aims and objectives of the plan and policy by Sept 2020 |
| Formulate subsequent 3 year plan | Based on the analysis of the previous 3 year plan, devise the next 3 year plan and allow for further surveys if necessary   | SLT/Facilities/HF | Ensure that new plan is agreed in time for the start of the new term by Sept 2020       |

## Accessibility Plan

## Accessibility Plan

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### Actions to increase access to the curriculum and learning

|  | Targets/Strategies | Timing | Responsibility | Success criteria |
|--|--------------------|--------|----------------|------------------|
| Curricular Access  |                    |        | SENCO          |                  |
| Access to Students with Additional Needs   |                    |        | SENCO          |                  |
| Resourcing to support access to curriculum and learning  |                    |        | SENCO          |                  |
| Transportation of Students to include Home to School, curriculum, sporting fixtures and school trips |                    |        | SENCO          |                  |

### 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 |
|---|--------------------|--------|----------------|------------------|
| Stairs                                  |                    |        | Facilities     |                  |
| Corridor access                         |                    |        | Facilities     |                  |
| Parking Bays                            |                    |        | Facilities     |                  |
| Entrances                               |                    |        | Facilities     |                  |
| Ramps                                   |                    |        | Facilities     |                  |
| Toilets                                 |                    |        | Facilities     |                  |
| Changing facilities                     |                    |        | Facilities     |                  |
| Internal signage                        |                    |        | Facilities     |                  |
| Emergency escape routes                 |                    |        | Facilities     |                  |
| Lighting                                |                    |        | Facilities     |                  |
| Classroom and specialist teaching areas |                    |        | SENCO          |                  |

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

## Accessibility Plan

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|   | <b>Targets/Strategies</b> | <b>Timing</b> | <b>Responsibility</b>   | <b>Success criteria</b> |
|---|---------------------------|---------------|-------------------------|-------------------------|
| Internal Signage  |                           |               | Facilities              |                         |
| Large print resources and use of coloured paper                     |                           |               | SENCO                   |                         |
| Induction Loops   |                           |               | SENCO                   |                         |
| Pictorial or symbolic representations                               |                           |               | SENCO                   |                         |
| Transcripts of exam papers available in different formats           |                           |               | Curriculum Manager      |                         |
| Readers/prompts for examinations                                    |                           |               | SENCO                   |                         |
| Additional time for examinations                                    |                           |               | SENCO                   |                         |
| Review of seating in classrooms and adapting lighting and equipment |                           |               | SENCO/<br>Class teacher |                         |

## APPENDIX 1

### IDENTIFYING BARRIERS TO ACCESS – September 2017



## Accessibility Plan

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*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?   |            |           |

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|  |            |           |
|--|------------|-----------|
| 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 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?  |            |           |

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|   |            |           |
|---|------------|-----------|
| 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?   |            |           |

<Each section should be populated. Note that the plan needs to run for 3 years>

## Accessibility Plan

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### Actions to increase access to the curriculum and learning

| Targets/Strategies | Timing | Responsibility | Success criteria |
|--------------------|--------|----------------|------------------|
|                    |        |                |                  |
|                    |        |                |                  |
|                    |        |                |                  |

Prompts to help with completing this section. Note this is not an exhaustive list. It is not necessary to address each prompt, only those that are relevant. Please delete all highlighted text before finalising the plan.

- Curricular access
- Access for students with additional needs
- Resourcing to support access to curriculum and learning
- Transportation of students to include home to school, curriculum and sporting fixtures, and school trips

### 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 |
|--------------------|--------|----------------|------------------|
|                    |        |                |                  |
|                    |        |                |                  |
|                    |        |                |                  |

Prompts to help with completing this section. Note this is not an exhaustive list. It is not necessary to address each prompt, only those that are relevant. Please delete all highlighted text before finalising the plan.

- Stairs
- Corridor access
- Lifts
- Parking bays
- Entrances
- Ramps
- Toilets
- Reception area
- Changing facilities
- Internal signage
- Emergency escape routes
- Lighting
- Classrooms and specialist teaching areas

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

| Targets/Strategies | Timing | Responsibility | Success criteria |
|--------------------|--------|----------------|------------------|
|                    |        |                |                  |
|                    |        |                |                  |
|                    |        |                |                  |

Prompts to help with completing this section. Note this is not an exhaustive list. It is not necessary to address each prompt, only those that are relevant. Please delete all highlighted text before finalising the plan.

- *Internal signage*
- *Large print resources and use of coloured paper*
- *Induction loops*
- *Pictorial or symbolic representations*
- *Braille*
- *Transcripts of exam papers available in different formats*
- *Readers/assistants for examinations*
- *Additional time for examinations*
- *Review of seating in classrooms and adapting lighting and equipment*

## Accessibility Plan

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| <b>Ownership and consultation</b> |   |
|-----------------------------------|---|
| Document sponsor (role)           | Director of Operations                            |
| Document author (name)            | Melissa Jones – Health and Safety Manager, Europe |

| <b>Audience</b> |                                    |
|-----------------|------------------------------------|
| Audience        | Heads and staff in Cognita schools |

| <b>Document application and publication</b> |     |
|---|-----|
| England                                     | Yes |
| Wales                                       | Yes |
| Spain                                       | No  |

| <b>Version control</b> |  |
|------------------------|--|
| 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 |

| <b>Related documentation</b> |   |
|------------------------------|---|
| Related documentation        | Health and safety policy and related documentation<br>Supporting Pupils with Medical Conditions Policy<br>Equality Act 2010 |