

COGNITA



AKELEY WOOD
SCHOOL

Accessibility Plan

September 2018

Adopted: September 2018
Next Review Date: September 2019

Signed _____

A handwritten signature in black ink, appearing to read 'C G Page', written over a horizontal line.

Mrs C G Page
Headteacher

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 (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.

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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 (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

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Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Availability of written material in alternative formats	By end of academic year 2018/9	Deputy Head SENCo	Delivery of information to disabled students improved.
Training for teacher in differentiating the curriculum	By end of academic year 2018/9	Deputy Head	Increased staff confidence in supporting students with disabilities. Delivery of information to disabled students improved.
Staff members may need training in particular disabilities if needs are beyond remit of the SEN department.	Unknown as required by student intake	SENCo	Teachers are able to more fully meet the requirements of disabled student's needs. Increase in access to the school's curriculum.
The school will provide alternative ways for students to access the curriculum in the event of a short term medical issue i.e. broken limb. ICT equipment could be used for students who cannot write. Location of lessons altered should access be a difficulty.	As needed	SENCo	Children with short term medical needs will be supported in order to maintain lessons as normally as possible.

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
Improve the physical school environment so as to take account of the needs of pupils with physical difficulties and sensory impairments when planning refurbishments of the site/premises over successive financial years. This could include lighting, colour schemes, clear signage and more accessible facilities/fittings	2019-2021	Business Manager	Evidence that appropriate considerations have been made wherever physical school improvements have been carried out. Improved access.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs, through personalised risk assessments and access plans for individual pupils. Ensure that actions, including emergency evacuations procedures are clear and that all staff are capable of carrying them out.	On going as needed.	All staff	As full as possible inclusion for all pupils. Safe emergency evacuation plans in place.

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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
Large print resources and the use of coloured paper	On going as needed by student intake	SENCo	Delivery and access of information to disabled students improved
Readers/assistants for assessments	As required	SENCo	Improved access to information for disabled pupils
Additional time for assessments	As required	SENCo	Improved access to information for disabled pupils
Review of seating in classrooms and adapting lighting and equipment	By end of academic year 2019-20	Business Manager	Improved classroom environment

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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