

COGNITA

Accessibility Policy

Mainland Europe and the USA



GLENESK
Pre-Prep School & Nursery

2025-2028

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 Policy. This policy applies to staff, pupils, parents and all users of the school site and services. The policy is in place to ensure that no one discriminates against, harasses, or victimises a pupil, potential pupil, or staff member 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

2. Definition

- 2.1. In line with international and national legislation across the countries in which the school operates, a person is considered to have a disability if they experience a physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. This definition is consistent with:
- The United Nations Convention on the Rights of Persons with Disabilities (CRPD), ratified by Spain, the UK, Italy, Switzerland, the USA, and Greece, which frames disability as arising from the interaction between impairments and attitudinal or environmental barriers.
 - The Equality Act 2010 (UK), which defines a disabled person as someone with 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.
 - Spain's Organic Law 1/2013 (General Law on the Rights of People with Disabilities and their Social Inclusion), which defines disability as any condition that significantly limits a person's participation in society on an equal basis, with emphasis on removing social and physical barriers.
 - Italy's Law 104/1992, which defines a person with a disability as someone with a physical, mental, or sensory impairment, whether stable or progressive, that results in difficulty in learning, relationships, or work integration, requiring specific educational, social, or medical measures of support.
 - Switzerland's Federal Act on Equal Rights for People with Disabilities (BehiG), which defines disability as a presumed permanent physical, mental, or psychological impairment that substantially restricts the performance of daily activities, access to education, or social participation.
 - The Americans with Disabilities Act (ADA), which defines disability as a physical or mental impairment that substantially limits one or more major life activities, including but not limited to walking, seeing, hearing, speaking, learning, reading, concentrating, and working.
 - Greece's Law 4488/2017 and related frameworks, which define disability as any permanent or long-term physical, mental, intellectual, or sensory impairment that creates barriers to equal participation in education, work, and social life.

3. Purpose

- 3.1. The purpose of this Accessibility Policy is to outline how the school actively works to remove barriers to access in the physical environment, curriculum, and communication, in accordance with local and national expectations in the countries where the school operates.
- 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/ASN/NEAE/BES Policy.
- 3.3. The school ensure all staff are trained in understanding equality and disability issues.

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 under the school's SEND/ASN/NEAE/BES system 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. We interpret the term 'auxiliary aids' 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/ASN/NEAE/BES 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.
- 4.8. It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility policy 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. Responsibility

- 5.1. The headteacher is responsible for ensuring that accessibility is actively considered in school planning and day-to-day practice. All staff are responsible for identifying and addressing barriers to participation in their areas of work.

5.2.

6. Local Accessibility Action

- 6.1. Schools are encouraged to maintain a local accessibility record which may include actions in the following areas:
 - Curriculum adjustments and resourcing
 - Physical environment improvements
 - Provision of accessible information
 - Transportation and trip access arrangements
 - Each school is encouraged to regularly reflect on and document how they are improving accessibility within their unique context
- 6.2. Where regional guidance or legislation places a legal requirement on schools to develop an accessibility plan, such as Spain's Plan de Autoprotección, schools must ensure full compliance with these local mandates and follow the specific procedures and expectations outlined by the relevant regional or national authorities

- 6.3. Where schools require guidance on how to structure or maintain an accessibility record or plan, they may use the Accessibility Plan proforma provided below as a template.

Accessibility Plan

Actions to increase access to the curriculum and learning				
Targets/Strategies Staffing/outside Agencies	Timing	Responsibility	Success criteria	Rag rating
To continue to work with outside agencies such as Speech and Language Therapists, Occupational Therapists, Behavioural Therapists and Educational Psychologists.	Ongoing	SENDCO/ Headmistress/ Teaching & Support Staff	<p>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.</p> <p>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.</p> <p>All children's specific needs and barriers to learning addressed. Specialists to support SENDCO and class teacher with ISP target setting.</p>	
New Headteacher to ensure the targets are in process and review termly	Sept 2025	LMB	Current SLT to support	
1:1 support	Sept 2025	CH	Children with an EHCP or application in process to be supported with SENDCO overseeing.	
Bitesize training for staff on different learning needs e.g. ADHD, Dyslexia. Autism etc	Jan 2026	LMB/CH	<p>Advice and teaching tips to be provided within staff meeting time</p> <p>1:1 support teachers to be provided with targeted training where appropriate.</p>	
Audit of SEND resources e.g. wobble cushions, writing slope, fidgets etc	Sept 2025	CH	<p>Provide a register of SEND resources available</p> <p>Order resources required for specific children's needs as and when appropriate</p>	

Education and Health Care Plans (EHCPs)	Ongoing – direct response to specific children	SEND/CO/ 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 Surrey County Council.	
Continue offering FEET to 2 year olds with a disability or for Looked After children	Sept 25 and ongoing	Admissions	Places offered as required	

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	Rag rating
If required a wooden ramp will be installed at the entrance to Nursery	As required	OW	Ramp installed if required	
Use of classrooms would be adapted if necessary for a child in a wheelchair or has difficulty managing stairs	As required	LMB	Appropriate modifications would be put in place according to individual child's needs	

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

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
To support children with Sensory needs Specialist equipment provided includes sensory cushions, OT brushes, chewy toys, fiddle toys etc.	Ongoing – in direct response to specific needs.	SEND/CO/All teaching staff/Specialists	Children with sensory needs and sensory overload have tools to enable effective learning	ongoing

Accessibility Plan

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	
To support pupil with hearing aid: positioning in class, extra written instructions if required, visual timetable	Ongoing – in direct response to specific needs as directed by specialist support	Class teacher	To support specific need	
Pictorial Timetables to support children who need support with change	ongoing	Class teachers	children who find change a challenge are supported throughout a busy school day	
Support EAL children and families	Ongoing	Class Teachers SENDCO Headteacher	Follow EAL policy Contact Surrey for specialist support if required e.g interpreter	

Accessibility Plan

Ownership and consultation	
Document Sponsor	Director of Education Europe
Document Reviewer	Director of Education Europe and Head of H&S Europe
Consultation & Specialist Advice	
Document application and publication	
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Wales	Yes
Spain	No
Switzerland	No
Italy	No
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Related documentation	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010