

COGNITA



GLENESK
Pre-Prep School & Nursery

Accessibility Plan

July 2019-2022

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 Staffing/outside Agencies	Timing	Responsibility	Success criteria	Rag rating
To appoint new well qualified SENDCO	Begin process 01.06.19 Appoint by 05.09.19	SB	New Sendco begins work 05.09.19. masters in SEND	
To engage new SLT	Begin process 05.09.19 Finalise by 04.11.19 Reappoint new SLT 04.09.20	JC	Appointment of SLT to work one day a week and support children	
To continue to work with outside agencies such as Speech and Language Therapists, Occupational Therapists, behavioural therapist 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.</p> <p>Parents fully involved in the referral process.</p> <p>Regular communication between school, therapists and parents to monitor progress.</p> <p>All children’s specific needs and barriers to learning addressed.</p> <p>Specialists to support SENDCO and class teacher with ISP target setting.</p>	ongoing

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Targets/Strategies Promoting Inclusion	Timing	Responsibility	Success criteria	Rag rating
Inclusion Inset, led by SENDCO	08.01.18	HG	To create an inclusive classroom environment To provide inclusive teaching Aim to develop a greater awareness of inclusion and its impact in the classroom. Good and varied examples of full inclusion being observed during Peer Observations	ongoing
Year 1 and 2 staff moving classroom to implement inclusion ideas in new settings	Begin 12.07.19 Completion 04.09.19	HC/DP		
All staff to attend two Attachment Disorder INSET sessions with Behavioural Therapist Gaynor Sbuttoni. (in response to support children within the school with a particular need in this area) SENDCO to attend an Attachment Disorder Training Course	Session 1 03.09.18 Session 2 24.04.19 13.05.19	SENDCO	Staff to become more aware of the impact Attachment issues can have on many children and how best to support these children and their families. SENDCO to feedback to staff and roll out relevant ideas/resources and support staff in their classroom role	
Reception Teaching Assistant training in “difficult, demanding learners” (Fin O’Regan) (in response to support children within the school with a particular need in this area)	05.03.19 Feedback at staff meeting 11.03.19	AT	TA able to support particular child with appropriate strategies	
EAL Training for Nusery staff led by the SENDCO.	08.01.18 Input by staff ongoing	SENDCO/Nursery Teaching & Support Staff	To consider all possible potential barriers to learning for a child who speaks English as an additional language. To introduce and utilise the	

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	within classroom practice		concept of scaffolding language. To share ideas for strategies and resources, including how best to support home/school links.	
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Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
Supporting Fine motor skills				
Topic researched	Presented at Inset 02.01.19	SB	To support whole school target to develop fine motor skills	
Fine motor skills focus within every classroom	03.09.18	SB		
Baseline assessment	17.09.18	SB		
Staff meeting assessment	24.09.18	SB		
Developing writing inset	24.04.19	RP Head of Early Years		
Changes made to forming of letters in RR	Discussed 24.04.19 To be rolled out in RR 05.09.19 Progress assessed 06.01.20 Reassessed by Reception teacher 01.12.20 Findings presented to all staff at Inset April 21.04.2021	NS/AM RP	To support the formation of letters ready for Reception	
All Staff to attend Occupational Therapy INSET (led by outside	02.04.2020	JC	To empower staff to use OT strategies in class to support all children, resulting in early	

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agency – The Sensory Smart Child Ltd)			intervention for all	
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Targets/Strategies One page Profiles and information packs	Timing	Responsibility	Success criteria	Rag rating
One Page Profiles.	Ongoing – in direct response to specific needs.	SENDCO	One Page Profiles devised for specific children to inform and guide all staff in understanding the individual needs, including how best to support the child and suggested strategies. Greater understanding and awareness of all pupils.	ongoing
Information Packs, created by SENDCO.	Ongoing – in direct response to specific children.	SENDCO	Information gathered and shared with all staff in response to a child’s specific Special Educational Need. Packs created in response to the needs of an individual child, usually following a formal assessment from a specialist.	
One page profile on Incognetia Pigmentia (in response to support child within the school with specific Syndrome)	Delivered to Nursery staff 03.09.18 Handover meeting to RR staff 11.07.19 Continued work with physiotherapist during school time. Room made available	SENDCo	To support child within the school with specific Syndrome	
To support children where needed through the use of Social Stories.	02.02.19 Ongoing – in direct response to specific	SENDCO/LSAs	Personalised Social Stories made for specific children who require support in order to cope with change, transition and new concepts.	ongoing

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	needs.			
Targets/Strategies FEET and Funding	Timing	Responsibility	Success criteria	Rag rating
FEET & Discretionary Funding.	Ongoing – in direct response to specific children.	SENDCO/ Class teacher/Parents	Discretionary funding in place for specific pupils which allows for 1:1 support in the classroom. Individual children’s specific needs and barriers to learning supported. Good, useful contacts made with Surrey County Council.	
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 Surrey County Council.	

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
Painting of disabled parking sign on tarmac following painting of parking bays in car park and reposition sign	Researched 09.09.19 Completed 01.11.19	MR	Dedicated parking	
Lower doorbell at front of school for wheelchair access		MR	Dedicated access for disabled	
New entrance hall rebuild -ensure access for wheelchairs at entrance and exit	Rebuilding 15.07.19 to 31.08.19	MR	Wheelchair and disabled access via graded slope	
Enable disabled access into into hall, music room and library from entrance hall	Quote for 01.11.20 Include in budget 01.02.21 To include in	MR	Remove step	

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	building work 12.07.21- 01.09.21			
Enable easier disabled access into into disabled children's toilets from outdoor area	Quote for 01.11.20 Include in budget 01.02.21 To include in building work 12.07.21-01.09.21	MR	Remove step and put in slope	
Directionality on the Year 1 & 2 stairs established to support pupil with no use of left arm Visual prompts in place	Discussed at meeting 02.09.19 In place by 05.09.19	CT	Children clear which side to walk up and down, ensuring safety and support for all pupils	
Year 2 Class room refurbishment – colour scheme in line with all new refurbishment	8-12 July 2019	MR	Calming colour scheme to support children with sensory overload	
Rebuilding of stage to include easy access for children with mobility issues. To include access steps across the whole width of stage. To redesign access to stage from corridor – stairs less steep	Quote obtained 12.09.19 Building work 21.10.19-04.10.19 New Date to be arranged for Jan 2020 Stair rails to be erected 09.09.20	MR	Easier access for children with mobility issues	
Rebuild corridor steps to side access of stage. Currently very steep	Quote obtained 12.09.19 Revisit in September 2020 – see diary note	MR	Younger children and those with mobility issues will find accessing side of stage during performances easier. Side access steps will not protrude into the corridor	

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

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Targets/Strategies	Timing	Responsibility	Success criteria	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.	SENDCO/All teaching staff/Specialists	Children with sensory needs and sensory overload have tools to enable effective learning	ongoing
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 limited mobility: paper control clamp, modified knife and fork	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	ongoing
'Flings' Display up in all 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.	

Actions to improve the mental health of children and school community

Targets/Strategies	Timing	Responsibility	Success criteria	Rating
Global be well day	Planned 15.16.19 at staff meeting Date 27.09.19	DP/SB	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	

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	Re-scheduled for September 2020			
To plant more small trees in garden area of school with the children	28.02.19 Put in budget for 2020-21 Plant as part of friendship week 12.09.October 2020 See diary	SB	Attention drawn to the benefits of gardening and nature	
Build a sensory garden	28.02.21 Put in budget	DP/SB	Children benefit from Herb garden, wind chimes and water fountain	
Introduce 5 a day fitness programme for wellbeing	28.02.120 Put in budget for 2020-21	DP		

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	June 2020
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