

# COGNITA



## **Accessibility Plan**

### **September 2024**

### 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 Definitions of Disability - The school will treat each case in which a pupil or adult considers that they have a disability individually and with sensitivity. Under the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his/her ability to carry out normal daily activities.
- 1.3 The definition of disability includes a wide range of identified needs including hidden needs such as dyslexia, autism, special speech and language needs, ADHD. These may all amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. The effect on normal day-to-day activities is on one or more of the following:
- Mobility
  - Manual dexterity
  - Physical coordination
  - Continence
  - Ability to lift, carry or otherwise move everyday objects
  - Speech, hearing or eyesight
  - Memory or ability to concentrate, learn or understand
  - Perception of risk of physical danger
- 1.4 This plan fulfils the requirements of the Independent School Standards
- 1.5 St Clare's School is an independent school with pupils from the age of two and a half to eighteen. We welcome all pupils who can make the most of the opportunities that we offer and can flourish in our caring environment. We aim to provide all our pupils with a school career that promotes intellectual, emotional, social and physical development, allowing them to emerge as confident, well-educated and well-rounded adults.
- 1.6 The school asks parents to make a declaration regarding disabilities and learning difficulties in respect of a prospective pupil when accepting the offer of a place. This declaration forms part of the admissions form. In assessing any pupil or prospective pupil the school may seek advice and/or assessments as it regards as appropriate in order to best support the pupil. Subject to this, the school will be sensitive to any requests for confidentiality. If a pupil, who has a history of a learning disability, is successful in being offered a place all reasonable adjustment will be made to support their needs.

### 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 ALN 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.
- 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 ALN 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

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- 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.

### 6 Welfare

6.1 We review and agree suitable arrangements in consultation with relevant professional advisers, parents and the pupil themselves.

6.2 The school curriculum and all staff promote equality and the acceptance of difference.

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

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular access for pupils with additional needs, including extra support classes, curriculum support, resources	As diagnosis is recognised and documented	Mrs Sophie Griffiths, ALN co-ordinator	Access to curriculum with no barrier to achievement
Transportation home to school/sporting fixtures/school trips	As diagnosis is recognised and documented	Mrs Sophie Griffiths, ALN co-ordinator and the Educational Visits Coordinator	Access to school, fixtures and trips within school guidelines
Curriculum amended. AQA ELC Science Single award/ Double award. WJEC Entry Pathways Mathematics and Additional English	2 year / 1 year course or as required	Mrs Sophie Griffiths, ALNCo with support from relevant teaching staff	Completion and passing of EP. Levels 2 and 3. AQA Single and Double award
Study Support programme provided Reduced academic curriculum to allow focus on chosen subjects.	2 Years	Mrs Griffiths/ Mrs M Layland, Head of Academic and relevant teaching staff	Improved VA and attainment
Large print resources and use of coloured paper and coloured overlays. Use of Claro-read pens, individual tablets. School Reader Pens. EAA Testing for all monitored pupils, full assessment at the end of Year 9	As diagnosis is recognised and documented	ALN co, Mrs Griffiths EAA testing Mrs Shelia Thomas and Mrs Ann Rees of Dyslexia Action.	Pupils able to access all learning materials

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Transcripts of exams in different formats	As diagnosis is recognised and documented	Mrs Griffiths and Mrs C. Farmer, exams officer	Pupils able to access all relevant exams
Readers/prompts for exams. Additional time for exams/ separate exams rooms made available	As diagnosis is recognised and documented	Mrs Griffiths, Mrs C. Farmer	Pupils able to access all relevant exams
Provision of ALN rooms in Senior School.	Available throughout academic year and fully utilised during exam periods.	Mr Yemm, ALNCo and TAs	Pupils able to access additional support.

### 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
Where possible timetable disabled pupil's classes on the ground floor, easily accessible classrooms.	As requirement is recognised	ALNCo, Mr Leon Yemm	Pupils can access all lessons.

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

Targets/Strategies	Timing	Responsibility	Success criteria
All information for pupils, staff, parents and visitors can be printed in large print.	As requirement is recognised	ALNCo and Head of Admissions	Pupils, staff, parents and visitors are able to access all information
Any information published on the website or to social media to be accessed via high visibility option. Pictures to include captions. We encourage the use of web browsers such as Chrome, Safari, Firefox and Microsoft Edge as they have appropriate accessibility tools built in.	Available throughout academic year	ALNCo, Mrs Holly Fowlkes and admin staff	Pupils, staff, parents and visitors are able to access all information

## 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 2023
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 Supporting Pupils with Medical Conditions Policy Equality Act 2010