

COGNITA



Oakfields
Montessori School

Accessibility Plan

September 2020

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.

Accessibility Plan

- 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 - The plan runs for three years.

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Identify students with Classroom accessibility needs.	Ongoing	Admissions with SLT	+Can all children access their classrooms?
To ensure appropriate differentiation.	Autism training 2017 Differentiation training 2018 Moderation - Ongoing	SLT	+ Are lessons differentiated 4 ways in English and Maths? +Are foundation lessons differentiated 3 ways?
Improve the use of ICT to support learning	As required	HT and DHT	+Wifi improved +4 – 6 laptops per classroom +22 laptops to replace the computing suite +Ipads for each class teacher +Ipads for interventions +Intervention apps placed on ipads
All educational visits to be accessible for all.	Ongoing	Class teachers and subject leads	+ Every child can take part in learning outside the classroom.
To embed home visits for EYFS	Before September 2019 intake starts	EYFS lead	+ Pupils are identified that need additional or adapted material prior to starting their school journey. +Liaise with educational establishments to prepare for the new intake

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
Fit ramps and handrails to all entrances and exits.	By September 2017	Cognita, Project one and SLT decision.	+Can all children enter and exit the main school building? + Can all children successfully enter and exit the main school building by the use of hand rails?
Order and fit blinds to ensure all children (including those with visual impairments) can view the interactive screens.	By end of academic year 2018/2019	Cognita, Project one and SLT decision.	+Can all children see the board from their seating position? +Can all children write and view their school books?
To consider safe evacuations for all pupils with known disabilities.	By September 2017	Cognita, Project one and SLT decision.	+Can all children enter and exit the main school building quickly?
Ensure there is a disabled space available in the car park.	By January 2019	Site manager	+Disabled people can park on site close to the entrance.

Accessibility Plan

Layout of school to allow access to all pupils – classes can move between floors to ensure a disabled person is on the ground floor.	Ongoing	HT, Site team	+Children can access their classroom safely.
Ensure hearing and visual environments in classrooms are monitored to support hearing and visually impaired children.	Termly	HT and DHT Advisory teachers	+Hearing and visually impaired children can access the curriculum.

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 use of coloured paper for anyone who require this.	As required	Class teacher Office staff	+Everybody can access the necessary information for communication and learning purposes.
Educate our school community on guidance available on accessible formats to improve information.	Ongoing	SLT Office staff	+Teaching staff to be produce accessible resources.

Accessibility Plan

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 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