

COGNITA



GLENESK
Pre-Prep School & Nursery

Accessibility Plan

September 2021-2024

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 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 engage new OT	Begin process 01.09.21 Finalised 30.10.21	JC	Engagement of a regular OT who can support staff and children with specific needs.	
To put in place mechanically raised and lowered interactive whiteboard system in Reception	Requested from Head Office 01.01.21 installed 01.04.21	HC IT Co-ordinator	To enable children to access IWB	
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	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. 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. All children's specific needs and barriers to learning addressed. Specialists to support SENDCO and class teacher with ISP target setting.	ongoing
Sendco goes on maternity leave March 22 Recruit maternity cover	Requested October 22	Business Manager Head	Staff member has knowledge of Send and also Glenesk. Handover time put in place	
Maternity ends. JC not to return	Request for replacement	Business Manager Head	Current maternity cover remains in place permanently	
Increase in numbers on SEND register. Extra day needed for	Request sort Dec. 2022	Head	Sendco increased hours to 2 days a week	

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SENDco				
Digital upskilling Sept 2022	MIC training	HC	Upskilling of all staff	
Engage new SLT	Jan 2023	CH	Current SLT is replaced	
1:1 support	July 2023	CH	To support 2 children both seeking EHCP	

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
Promoting Inclusion				
Self- regulation training at INSET, led by Michelle van Rooyen (OT)	04.01.21	JC	All staff able to incorporate regulation and body break movement strategies into their learning to empower children to be in the correct learning zone in the classroom.	
Verbal Dyspraxia training for staff – 1:1 for child with EHCP to hopefully attend Dyspraxia training provided by SCC	14.10.21	JC	Information for staff about what the diagnosis means and general strategies to be used in the classroom – particularly applicable to child with EHCP	

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
Supporting Fine motor skills				
Fine motor skills activities in place in Early Years classrooms	In place from 01.09.21 following 2018-2019 study	AT	Following fine motor skills staff study 2019, fine motor skills activities used as part of daily activities	

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
One page Profiles and information packs				
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	ongoing

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			support the child and suggested strategies. Greater understanding and awareness of all pupils.	
Information Packs/ online learning links 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.	
To support children where needed through the use of Social Stories.	02.02.20 Ongoing – in direct response to specific needs.	SENDCO/LSAs	Personalised Social Stories made for specific children who require support in order to cope with change, transition and new concepts.	ongoing
Targets/Strategies FEET and Funding	Timing	Responsibility	Success criteria	Rag rating
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
Lower doorbell at front of school for wheelchair access	To be timed with repainting of front door and front of building	MR	Dedicated access for disabled	
New entrance hall rebuild -ensure access	Rebuilding 15.07.21 to	MR	Wheelchair and disabled access via graded slope	

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for wheelchairs at entrance and exit	31.08.21			
Enable disabled access into into hall, music room and library from entrance hall	Quote for 01.11.21 Incude in budget 01.02.22 To incude in building work 12.07.22-01.09.22	MR	Remove step floor built up during rebuilding of hallway but no further improvements made.	
Enable easier disabled access into into disabled children's toilets from outdoor area	Quote for 01.11.20 Incude in budget 01.02.21 To incude in building work 12.07.21-01.09.21 July 2022, adjacent classroom to be rebuilt and step addressed	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 02.09.21 In place by 05.09.21	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 2021	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	MR	Easier access for children with mobility issues Awaiting further side rail Completed June 2021	
Rebuild corridor steps to side access of stage. Currently very	Quote obtained 12.09.19	MR	Younger children and those with mobility issues will find accessing side of stage	

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steep	Revisit in September 2020 – see diary note Still being considered May 2022		during performances easier. Side access steps will not protrude into the corridor	
Special loo seat to enable one child with EHPC to go to the toilet at school	Loo seat bought 13.07.21 and implemented same day	JC	Child able to stay at school all day and use toilet	

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.	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 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	ongoing
Introduce Sensory area into RR to address children's	Oct 2022	Class teachers	To enable sensory seeking children to self regulate	

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needs				
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Actions to improve the mental health of children and school community with adaptation to allow for COVID

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
Global be well day	Planned 15.16.19 at staff meeting Date 27.09.19 Re-scheduled for September 2020 And 24.09.21 And 27.09.22	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	annually
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 Keep on radar	
'Feelings' 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.	Ongoing

Specific actions following COVID

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
Incorporate activities	From	SB/AT	Soft play equipment cleaned	

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to support core strength in Nursery	Autumn 2020		and made ready for use Soft play equipment put out for use twice a week	
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Actions to improve facilities

Targets/Strategies	Timing	Responsibility	Success criteria	Rag rating
To install LED lighting throughout the school	Requested 01.09.21 To be installed July 22. Date not yet agreed (MR to monitor)	MR Business Manager	Better lighting for academic work. Especially important in Reception where one classroom has lighting conditions that could be improved Survey carried out Lighting completed Oct 2023	
Finger guards on all doors following reminder in Cognita H & S newsletter May 2022	Checked May 2022 Place order for more 2022 May	MR	All doors where children have access have heavy duty finger guards	
To install child sized toilet and sink in small toilet next to Reception classroom	Quoted for in April 2022 Install in Oct 2022	MR Business Manager	Will ensure a toilet is available next to classroom for emergencies or use for individuals during classroom time	

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