

**COGNITA**



**Breaside Preparatory School**

**Accessibility Plan**

**From September 2023 – August 2025**

### 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.

Breaside Preparatory School is arranged over two main educational buildings, Main School (Orchard Road) has the main building (Yr1 – Yr5) a Year 6 & Music Block and an Early Years block (2 ½ -5yrs). The Yr 6, Music and Early Years Blocks are all on one level and accessible for all. Widmore Road consists of 2, a main building and a Coach House building. Both main buildings on both sites consist of four floors including a basement cellar, ground floor, first floor and second floor. The Coach House (Widmore Road) is on 2 levels with a hall, kitchen on the ground floor and a staff room, shower/toilet, kitchen and small office on the second floor. There are no passenger lifts in any building so access to the upper floors are restrictive for physically or impaired pupils or adults. Both main School entrances are either via step, doors with a threshold or via the main gates which are accessible for all. The school does have portable ramps for wheelchairs where needed.

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### Accessibility Plan

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation	Ongoing	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	As required	ICT Lead	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	As required	EVC	All pupils in school able to access all educational visits and take part in a range of activities

- Curricular access – Our new Early learning block and Year 6 Block are wheelchair friendly. However, our main building is very old and access is poor.
- Access for students with additional needs.
- Resourcing to support access to curriculum and learning.
- Transportation of students - our Minibuses have a ramp for wheelchair access.

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Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, Parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and Ongoing if required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas (with the exception of upstairs classrooms)	Consider needs of disabled pupils, parents/ carers or visitors	As required	Head	Access for all
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	SENCO	All disabled pupils and staff working alongside them are safe in the event of a fire  Personal Emergency Evacuation Plans are put in place for any pupil or member of staff who requires assistance
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek Support from LA	Ongoing	SENCO	All children have access to the appropriate environment

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

#### Works Completed 2021

Addition of 'Sail Canopies' to the Astro Turf Area to give much needed shade for the Children on the hot Summer Days. Trimming/removal of trees where they have either been damaged by squirrels, disease or age.

#### Works Completed 2022

Resurface Astro Turf Area to give it an acceptable level area for sports as current surface was only designed for recreational use

#### Works scheduled for 2023

Resurfacing of Tarmac pathways where they have become uneven and a trip hazard. More Trimming/removal of trees where they have either been damaged by squirrels, disease or age.

#### Works scheduled for 2024

Addition of 2 Music Pods for Music Lessons for the purpose of noise reduction.  
Redo uneven front steps with the addition of a handrail.

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
Switzerland	No

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Review date	The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary

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<b>Version Control</b>	
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	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 201