

COGNITA



Accessibility Plan United Kingdom

**September 2025-2028
(Last review Sept 2025)**

1. Introduction

- 1.1. We are committed to creating an inclusive, respectful and equitable environment where all members of our school community are valued and supported. This commitment underpins our approach to accessibility and informs the principles set out in this plan. This document outlines our Accessibility Plan as required by the Equality Act 2010. This plan applies to staff, pupils, parents and all users of the school site and services. 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.
- 1.2. 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
- 1.3. This plan fulfils the requirements of the Independent School Standards.

2. Definition

- 2.1. In accordance with the Equality Act 2010 (UK), a person is defined as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

-*Substantial* is defined as more than minor or trivial.

-*Long-term* is defined as having lasted or likely to last for at least 12 months.

This definition includes individuals with sensory impairments (such as those affecting sight or hearing) and those with long-term health conditions, including but not limited to diabetes, epilepsy, and cancer.

3. Purpose

- 3.1. 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 and monitored annually to ensure progress is made against its objectives.
- 3.2. 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. This plan should be read alongside the school's SEND Policy and Equality and Diversity Policy
- 3.3. The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

4. Reasonable Adjustments

- 4.1. We are committed to ensuring that no aspect of school life places a disabled pupil at a disadvantage in comparison to their non-disabled peers. Where a potential disadvantage cannot be avoided, we take all reasonable steps to reduce or remove its impact.
- 4.2. 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.
- 4.3. Where an auxiliary aid is not provided under the SEND 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.
- 4.4. There is no legal definition of auxiliary aids. We interpret the term 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.
- 4.5. Our SEND 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.
- 4.6. 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.
- 4.7. 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.
- 4.8. 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.

5. Aspects of the Plan

- 5.1. 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

6. Responsibility

- 6.1. 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. All staff have a role in implementing the plan through inclusive practice and regular reflection on barriers to access within their areas of work.
- 6.2. 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

Breaside Preparatory School is arranged over two main educational buildings.

Main School (Orchard Road) has the main building (Yr1 – Yr5) across 4 levels. The 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 is 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.

Actions to increase access to the curriculum and learning

| Targets/Strategies | Timing | Responsibility | Success criteria |
|--|---------|----------------------------|--|
| Staff training and awareness | Ongoing | SENDCo SLT All staff | SEND register updated termly and shared with all staff to inform curriculum planning and deployment of resources. Information about individual pupils' needs accessible on TEAMs. Training teachers and support staff on identifying areas of SEND. Regular CPD on inclusive teaching and reasonable adjustments. |
| Curriculum adaptations / differentiation | Ongoing | All staff | Lesson plans include Quality First Teaching with adaptations so the outcomes are challenging but achievable for all learners. Using multi-sensory teaching approaches to support diverse learners. |
| Targeted support | Ongoing | SENDCo All staff | Providing small-group or 1:1 interventions. |

Accessibility Plan

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| | | | <p>Developing individual learning plans (Provision maps / EHCP) and reviewing them regularly.</p> <p>Using support staff strategically to enable independence, not dependence.</p> |
| Creating an inclusive classroom environment | September 2026 | SENDCo SLT All staff | <p>Clear visual timetables and routines.</p> <p>Sensory-friendly adaptations (e.g., wobble cushions, fidget tools, movement breaks).</p> <p>Flexible seating options or modified furniture.</p> |
| Assessment access | Ongoing | SENDCo All staff | Assessing and providing special access arrangements, based on evidence such as scribes, extra time, readers, prompts or rest breaks where appropriate. |
| Early intervention and collaboration with stakeholders | July 2026 | SENDCo SLT All staff | <p>Working with staff, pupils and parents to identify barriers and implement reasonable adjustments.</p> <p>Involving external professionals (SALT, OT, EP) to support curriculum access.</p> <p>Establishing regular communication and termly reviews.</p> <p>Ongoing coordination of themed coffee mornings/workshops for parents.</p> |
| Pupil and parent voice in the development of SEND provision. | Ongoing | SENDCo Pupils Parents All staff | <p>Ongoing termly analysis of SEND pupil representation in wider school life.</p> <p>Meetings with all pupils receiving SEN support to obtain their views and input into their provision maps.</p> <p>Termly meetings with SENDCo for parents/carers of pupils receiving SEN support.</p> |

Accessibility Plan

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| Lunch time support clubs | July 2026 | All staff | Nurture sessions offered during some lunchtimes to support children who find play and lunchtimes outside more challenging and appreciate a smaller, quieter environment |
| Accessible transportation for off-site activities | Ongoing | SENDCo SLT All staff | <p>Ensuring safe, inclusive transport arrangements for pupils with disabilities when travelling to the off-site PE field and sporting fixtures.</p> <p>Improve accessibility for wheelchair users.</p> <p>Ensuring sufficient staffing so pupils who need physical, sensory, or medical support can participate fully.</p> <p>Communicating plans with relevant stakeholders in advance to ensure needs are met.</p> <p>All out of school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> |
| SENDCo to hold relevant qualifications | Sept 2025 | SENDCo | School SENDCo to complete SENCO qualification and Level 7 Leadership course |

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 |
|---|----------|--------------------|--------------------------------------|
| Reconfigure front steps to the main entrance of number 41 | Aug 2027 | Facilities Manager | Improved access for wheelchair users |

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

| Targets/Strategies | Timing | Responsibility | Success criteria |
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| Accessibility of learning materials to all pupils | Ongoing | SENDCo All staff | Provide visual timetables, Widgit symbols, social stories, access to assisted technology and simplified instructional materials for pupils with communication or learning needs. |

Accessibility Plan

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| | | | <p>Printed handouts available, as required.</p> <p>Coloured overlays/paper/exercise books available for pupils with visual stress, where recommended by external professionals.</p> |
| Accessibility of information around the school. | Sept 2026 | All staff SENDCo | <p>Visual symbols used to support text.</p> <p>Large print handouts available where required.</p> <p>SENDCo learning walks to focus on physical learning environment, including visual displays, seating arrangements, lighting, accessibility of information presented on interactive whiteboards.</p> |
| Production of information in different formats | Ongoing | All staff SENDCo | <p>Information provided to parents in various formats – via School post, social media and emails.</p> <p>Ensuring letters, newsletters, homework instructions, policies, and school brochures can be supplied in large print, simplified language, audio format, braille, or translated versions, upon request.</p> <p>Train staff in producing accessible information, including use of plain English, symbol-supported text and awareness of SEND communication needs.</p> |
| Assessment access | Ongoing | SENDCo All staff | <p>Assessing and providing special access arrangements, based on evidence such as; scribes, extra time, readers, prompts, access to a laptop or rest breaks where appropriate.</p> |

Accessibility Plan

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| Ownership and consultation | |
| Document Sponsor | Director of Education Europe |
| Document Reviewer | Regional Leader of Inclusion and Head of H&S Europe |
| Consultation & Specialist Advice | |
| Document application and publication | |
| England | Yes |
| Wales | Yes |
| Spain | No |
| Switzerland | No |
| Italy | No |
| Greece | No |
| Version control | |
| Current Review Date | September 2025 |
| Next Review Date | September 2027 |
| Related documentation | |
| Related documentation | Special Educational Needs and Disabilities Policy Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010 |