

COGNITA



Accessibility Plan

Breaside Preparatory School

**UK
2026**

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THRIVE IN A RAPIDLY EVOLVING WORLD

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.

This plan should be read alongside the School's SEND Policy, Curriculum Policy, and arrangements for spiritual, moral, social and cultural development and the promotion of Fundamental British Values.

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.

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 through an Education, Health and Care Plan or other statutory arrangement, the school will nevertheless consider whether it is required 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.

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. There is no passenger lifts in any of the buildings so access to the upper floors are restrictive for physically or impaired pupils or adults.

Both main buildings on both sites consist of four floors including a basement cellar, ground floor, first floor and second floor.

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.

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.

The Upper floor in the Coach House is restricted to staff only.

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Embed multi-sensory learning approaches in all lessons to ensure accessibility for all learners	3 years	SENDCO Teachers SLT	100% of lessons include at least 3 sensory modalities (visual, auditory, kinesthetic); teacher observations and student feedback confirm increased engagement and understanding
Provide assistive technology training for staff	1 year	IT Lead SLT SENDCo	All staff attend training. 100% of eligible students have access to needed tools
Implement UDL principles in both Maths and Literacy.	3 years	Curriculum Leaders and Teachers	80% of lessons include multiple means of representation, engagement, and expression
Teach self-advocacy and self-regulation strategies	2 years	SENDCo Teachers 1:1	Pupils with a 1:1 can identify their needs and ask for help appropriately Pupils demonstrate increased self-advocacy and problem-solving skills
Create accessible assessment options for all pupils	Ongoing	Teachers SENDCo	Assessing and providing special access arrangements, based on evidence such as scribes, extra

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			time, readers, prompts or rest breaks where appropriate.
Lunch time support clubs	1 year	SENDCo	Nurture sessions offered during some lunchtimes to support children who find play and lunchtimes outside more challenging and appreciate a smaller, quieter environment
Pupil and parent voice in the development of SEND provision.	Ongoing	SENDCo Pupils Parents All staff	Ongoing termly analysis of SEND pupil representation in wider school life. Meetings with all pupils receiving SEN support to obtain their views and input into their provision maps. Termly meetings with SENDCo for parents/carers of pupils receiving SEN support.

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities and services provided by the school

Targets/Strategies	Timing	Responsibility	Success criteria
Review all pedestrian entrances and thresholds; improve step-free access where reasonably practicable and ensure portable ramps are readily available and maintained	Aug 2027	Facilities Manager	Improved access for wheelchair users
Provide adjustable-height tables/desks and suitable seating where required. Review furniture layouts to allow wheelchair manoeuvring and accessible seating positions.	As required	Facilities Manager & Operations Manager	Pupils can participate comfortably and independently
Review acoustics in classrooms and high-use areas, particularly for pupils with hearing	Ongoing	Facilities Manager SENDCo	Reasonable acoustic adjustments implemented

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impairment or sensory processing needs			
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Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
Audit all school websites and digital platforms for accessibility compliance	2 years	IT Lead SENCo	Gather feedback. Update website based on feedback.
Convert key documents into multiple formats upon request (large print, audio, braille, digital)	Ongoing	Admin staff Teachers	100% of essential documents available in required format.
Establish accessible communication channels for families and visitors	Ongoing	Teachers SENDCo	Multiple channels available (email, phone, in-person, class dojo); response times meet accessibility needs.
Consult with disabled students, staff, parents, and visitors on accessibility barriers	Ongoing	SENDCo	Gather feedback. Update accessibility plan based on feedback.
Create accessible assessment options for all pupils	Ongoing	Teachers SENDCo	Assessing and providing special access arrangements, based on evidence such as scribes, extra time, readers, prompts or rest breaks where appropriate.

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