

COGNITA



Oxford House School

Accessibility Plan

September 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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Accessibility Plan - This plan will be shared with the FVI Diversity & Wellbeing Ambassadors.

Targets/Strategies	Timing	Responsibility	Success criteria
<p>Review of any adjustments that might be made to curricular provision to ensure schemes of work in all subjects are accessible.</p> <p>Differentiated teaching strategies to be adopted</p>	Spring 2025 for 2025/26 Budget	SENDCo	<p>SEND resources e.g. cream exercise books, sensory items, visual respurces, specific items from external assessments and IEP etc.</p> <p>The School can provide a curriculum that is accessible for visually impaired, EAL and SEND pupils</p>
<p>Training for staff for example:-</p> <ul style="list-style-type: none"> • Mental Health & Wellbeing • Mindfulness • SEN • EAL • Differentiating the curriculum • Equality& Diversity • Ed Tech • Girls on Board 	Ongoing and part of the Let's Talk cycle.	SLT	Various training booked and organised for key staff to support pupils, access learning effectively, understanding of learning needs
<p>Review programme of trips and excursions to ensure adequate enabling access.</p> <p>Reminder to all trip organisers and Heads of Department to take account of all pupils needs</p>	Ongoing	EVC	<p>Review programme of trips and excursions to ensure adequate enabling access.</p> <p>Reminder to all trip organisers and Heads of Department to take account of all pupils needs.</p> <p>To plan local trips which do not require additional incurring costs to parents.</p>
Appropriate learning support assistance to be provided in accordance with the Care Plan and as agreed as practical and reasonable with parents.	Autumn 2024 for 25/26 budget	SLT	Equality of opportunity for SEND children

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

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Targets/Strategies	Timing	Responsibility	Success criteria
Audit of site access for those with a physical disability. Ensure rooms that aren't accessible are made accessible if possible using ramps/ hand rails etc.	Spring 2025 for 2025/26 Budget	SLT	Full access to curriculum areas for children on roll and staff.
Consideration of appropriate seating arrangements or special provision for any children with visual impairment or hearing impairment. Provide soft cushioning pads to chair and table legs to help prevent additional noise for pupils with a hearing impairment	Autumn 2024	SLT	Equality of opportunity for SEND children to access information during lessons. Ability for children with hearing impairments to hear with less distraction of outside noises. Action completed resulting in lower noise levels for pupils with a hearing impairment.
Provide appropriate facilities for anyone undergoing or considering gender reassignment, to include off-site visits.	Summer 2025	SLT	Development plans for toilet facilities. Trip leaders will consider the needs of all children within their group, and ensure wherever reasonably possible that arrangements are made for any anyone undergoing or considering gender reassignment. Review of uniform as required.
First Aid – Introduction of transparent plasters for all pupils.	Spring 25	First Aid Coordinator	Inclusive.
Treads of staircases in the school buildings to be maintained and replaced as required.	Summer 2025	SLT	Safe passageway on staircases to be provided for all persons. Journey through the school site is seamless for the visually impaired.

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

Targets/Strategies	Timing	Responsibility	Success criteria
Halt termly audit of headphones.	Autumn 2024 Ongoing	ES – IT Technician	Ensure all headphones are in working order.
To be able to respond efficiently to requests to provide written material in alternative formats	Summer 2025	SLT	Delivery of information to disabled pupils and parents improved

Accessibility Plan

Ownership and consultation	
Document Sponsor	Director of Education Europe
Document Reviewer	Director of Education Europe and Head of H&S Europe
Consultation & Specialist Advice	
Document application and publication	
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Wales	Yes
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