

COGNITA

St Margaret's Preparatory School



Accessibility Plan

December 2019-2022

Our Ethos

The **ethos** of St Margaret's is to provide a high-quality all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

Our Aim

Our **aim** is for every child to enjoy their learning journey, achieve their very best and to become responsible global citizens who can work together co-operatively and with respect for others.

This policy applies to the whole School and to The Nursery at St. Margaret's.



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.

- 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.

Accessibility Plan

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
Staircase – Upgrades to provide contrasting colour risers vs nosings in Main Building.	Ongoing: Academic year 2019-20 Academic year 2020-21 Academic year 2021-22	Facilities Manager/ Site Manager	Enables staircases to be clearly visible for unaided use by staff, Pupils, Visitors and Parents with VI.
Corridors – Improve décor to provide colour contrast to Skirting boards, Window sils, Doors and/or door frames.	Ongoing: Academic year 2019-20 Academic year 2020-21 Academic year 2021-22	Facilities Manager/ Site Manager	Provide clear visibility for unaided negotiation of corridors for Staff, Pupils, Visitors and Parents with VI.
Parking bays – Provide 2no. permanent disabled parking bays within reasonable distance of the trio of School Buildings.	Ongoing: Academic year 2019-20	Facilities Manager/ Site Manager	Provision of this facility for use by genuine blue badge holders whether Staff, Visitor or Parent/Guardian.
Maintain Clear Corridors and Fire Escape routes	Ongoing: Academic year 2019-20 Academic year 2020-21 Academic year 2021-22	Facilities Manager/ Site Manager/ Caretaker	Enable unobstructed access for Wheelchair users, VI and Temporary Impaired users at all times.
Ramps – improve on and install suitable and sufficient access ramps to all entrance/exit areas where possible.	Ongoing: Academic year 2019-20 Academic year 2020-21 Academic year 2021-22	Facilities Manager/ Site Manager	Wheelchair users are able to use all entrances/exits unaided.
Access – Corridor to Rooms. Remove raised thresholds where possible.	Ongoing: Academic year 2019-20 Academic year 2020-21 Academic year 2021-22	Facilities Manager/ Site Manager	Provide greater accessibility and ease of access for physically impaired and VI, eradicating potential trip hazards.

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular access	Ongoing: Academic Year 19-20 Coloured overlays Pencil grips Dyslexia friendly font Year 20-21 Year 21-22	SENCo Class Teachers	All children to have access to coloured overlays, pencil grips and dyslexia friendly fonts by Easter 20
Access for students with additional needs	Year 19-20: Desk screens to help children with ADHD type tendencies Year 20-21 PASS screening to determine needs – budget required. Year 20-21 Year 21-22	SENCo Class Teachers	Higher level of focus and attention as a result of using the screens. PASS screening to be used to ascertain underlying needs.
Resourcing to support access to curriculum and learning	Year 19-20 Laptop available to help HB typing in some lessons Year 20-21 Year 21-22	SENCo Class Teachers	Higher level of recording of key ideas for HB
Transportation of students to include home to school, curriculum and sporting fixtures, and school trips	Year 19-20 – no needs identified Year 20-21 Year 21-22		

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

Targets/Strategies	Timing	Responsibility	Success criteria
Internal signage -	Year 19-20 – signage in Library for children with reading needs Year 20-21 Year 21-22	SENCo Head of English Librarian	Higher level of access to reading material
Large print resources and use of coloured overlays	Year 19-20 Overlays in use for 8 children at present. 2 children have coloured glasses which we support the wearing of. Year 20-21 Year 21-22	SENCo Class Teachers	To ensure easier and more successful access to printed matter in lessons.
Pictorial or symbolic representations	Year 19-20 – visual timetables for Nursery for children with ASC and EAL. Used in Y2 and Y3 for one child each with ADHD and ASC. Year 20-21 Year 21-22	SENCo Class Teachers Key Workers	To ensure children with additional needs are confident that they aware of the structure of the day.
Readers/assistants for examinations	Year 19-20 undertaking a trial for a prompter for GL online	Deputy Head SENCo Class and Subject Teachers	To ensure a true picture of skills and abilities is recorded

Accessibility Plan

	assessments in May 20		
Additional time for examinations	Year 19-20 – additional time for 15 children with diagnosed and undiagnosed needs Year 20-21 Year 21-22	Deputy Head SENCo Class Teachers	To ensure all pupils perform at the best of their abilities and are measured accordingly.
Review of seating in classrooms and adapting lighting and equipment	Year 19-20 – seating arrangements are altered regularly to accommodate children with particular needs following discussions in departmental meetings Year 20-21 Year 21-22	SENCo Class Teacher	To ensure all needs of each child are considered.

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

Version control	
Implementation date	June 2019

Accessibility Plan

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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Related documentation	
Related documentation	Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010

This audit covers the following three areas:

1. Physical access – improving the extent to which disabled students are able to take advantage of education and intervention (given the limitations of the building)

There are four sections in this part of the audit:

Main building – ground floor

Main building – first floor

Sports Hall building

LAF building

2. Learning access – the extent to which disabled students can participate and achieve within the school's curriculum
3. Access to information – the delivery of information to students with disabilities

Key:

1 = Yes – in place - or situation is satisfactory

2 = Yes – in place but with limitations

3 – Not in place – action required

4 = Not in place – no action required or not possible due to limitations of the building / physical environment

VI = Visually impaired

HI = Hearing impaired

PI = Physically impaired

ACCESSIBILITY AUDIT SECTION 1 PHYSICAL ACCESS AUDIT AND PLAN

Key:

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2 = Yes – in place but with limitations

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4 = Not in place – no action required or not possible due to limitations of the building / physical environment

VI = Visually impaired

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Note 1:

- The majority of the main building comprises the former coach house and stables for Gosfield Hall. It was built in the 1700's and is Grade 2 listed.
- There are steep steps in confined areas with narrow corridors.
- We will make every effort we can to accommodate visitors who are wheelchair users by risk assessing their visit and putting in place appropriate measures where possible.

Note 2:

- Anyone visiting the school who has a disability or particular should, where possible, let the school know in advance that they have particular needs
- They will have their needs discussed with them either prior to, or at the start of their visit. Arrangements will be put in place for emergency evacuation if necessary.
- Any child attending the school with a disability or a particular need will have a Personal Emergency Evacuation Plan (PEEP) prepared for them (see the Fire Safety Management Policy?)
- Any member of staff with a disability will have a PEEP and risk assessment prepared for them.

Note 3:

- The X numbers in the Audit should be cross referenced to the Action Plan below.

Item	Issue	Main Building				Sports Hall Building				LAF Building			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Is furniture and equipment selected, adjusted and located appropriately?	X				X				X			
2	Are pathways and routes logical and well signed	X				X				X			
3	Do you have emergency and evacuation procedures to alert all students	X				X				X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students	X				X				X			
5	Do furniture layouts allow easy movement for students with disabilities	X2				X				X			
6	Are quiet rooms available to children who need this facility	X				X				X			
7	Are car park spaces reserved for people with disabilities near the main entrance		X4			X17				X23			
8	Are there any barriers to easy movement around the site and near the main entrance?			X5 X6	X6	X							N/A
9	Are steps needed for access to the main area?			X6		X				X			
10	Do all those steps have a contrasting colour edging?	X				X				X			
11	If there are steps, is a ramp provided to access the main entrance?			X6		X				X23			
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		X			X				X			
13	Is it possible for a wheelchair user to get through the principal door unaided?			X6			X19				X19		
14	If no, is alternative wheelchair accessible entrance provided				X6				X				X
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			X6		X							X
16	Do all internal doors allow a wheelchair user to get through unaided?				X6			X20		X			
17	Do all of the corridors have a clear unobstructed width of 1.2m?			X6		X				X			
18	Does the building have a wheelchair accessible toilet?				X10				X10				X10
19	Does the building have accessible changing rooms / shower facilities				X11				X				X
20	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?	X							X11				X11
21	Is there a continuous handrail on each internal stair flight and landing	X							X11				X

Accessibility Plan

22	Does the building have a lift that can be used by wheelchair users				X12				X11				X11
23	Do you have any other sort of mechanical means provided to move between floors?				X12				X11				X11
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				X13			X21				X24	
25	Are non-visual guides used to assist people to use the buildings?		X14				X14				X14		
26	Could any of the décor be confusing or disorientating for people with disabilities?	X				X				X			
27	Is a hearing induction loop available (either fixed or portable) in the school?	X				X				X			
28	Do emergency alarm systems cater for those with hearing impairment?				X16				X16				X16

Accessibility Plan

Item	Action Plan	Timescale for Action and who by?
X2	VI and HI Pupils - Classroom layouts will be reviewed if VI or HI pupils or staff join the School	Ongoing when necessary
X4	Parking spaces can be reserved immediately adjacent to the front door. Because of the Grade 2 listing on the courtyard we are unable to mark out specific car parking spaces however we can place temporary notices on the walls showing any allocated parking spaces.	As and when required
X5	None – other than cobble surface in the courtyard which can provide difficulties for VI and PI people. It was re-laid in 2014 but can still prove difficult	Ongoing
X6	Wheelchair access is currently limited due to the size of doorways and height of steps.	September 2018 - WILL acquire a portable wheelchair ramp to increase accessibility in the main building. COMPLETED 2019.
X10	There are no toilet facilities which are fully accessible to people in wheelchairs in the school. The toilet in the Sports Hall, although not capable of being fully compliant for use by wheelchair users, has been adapted as far as possible to assist people with disabilities (given the limitations in the size of the room and the doorway).	Main point of contact during visit or other allocated person (following risk assessment)
X11	Not applicable to this building	-
X12	There is no lift and no other mechanical means of moving between floors.	-
X13	The only exit that a wheelchair user would be able to use would be the door that they came in through. If this exit was blocked in the event of an emergency then assistance would be given to lift the person down the steps from an alternative exit.	As and when required See X6 above re portable wheelchair ramp. Assistance roles would need to be covered in the PEEP
X14	There are no non-visual aids in place in this building. A risk assessment of all VI pupils or staff will be carried out and all needs identified in the Individual Health Plan for pupils with VI to ensure familiarisation of the building and that support can be provided where necessary.	Ongoing monitoring of new pupils / staff Carolyn Moss / Form Teacher / Samantha Mondesir
X16	If the alarm went off, those pupils or staff with HI would be alerted by other people and would then follow the procedures for emergency evacuation. This would be covered in their PEEP.	Ongoing monitoring of new pupils / staff Carolyn Moss / Form Teacher / Samantha Mondesir
X17	Provision is made for wheelchair users to park close to the Sports Hall entrance when necessary	When necessary Corinne Walker / David Randall
X19	There is a ramp but additional support may be needed for a wheelchair user to get over the main step into the building	Main point of contact during visit or other allocated person (following risk assessment)
X20	Additional support would be needed for a wheelchair to negotiate the front door into the building.	Main point of contact during visit or other allocated person (following risk assessment)
X21	A wheelchair user would not be able to get out of the building from the fire exit leading directly onto the sports field due to the height of the step without assistance. A wheelchair user would normally exit through the front door with assistance and then go down the ramp. However, if this fire exit was blocked in the event of an emergency then assistance would be given to lift the person down the steps from an alternative exit. This would be addressed in their PEEP.	Main point of contact during visit or other allocated person (following risk assessment)
X23	Wheelchair users can gain access to the LAF Building by using the ramp leading into the art room. Parking near this area can be arranged if necessary.	When necessary Corinne Walker / David Randall
X24	A wheelchair user would need to exit the building through the Art Room using the ramp. If this exit was inaccessible because of an emergency incident then assistance would be given to lift the person down the steps from an alternative exit. This would be addressed in their PEEP.	Main point of contact during visit or other allocated person (following risk assessment)

**ACCESSIBILITY AUDIT – SECTION 2
LEARNING ACCESS – AUDIT AND PLAN**

Item	Issue	1	2	3	4	Action required / who by and by when
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				Training is carried out as and when required.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?	X				ASC training with Autism Anglia Autumn 19
3	Do all staff seek to remove all barriers to learning and participation?	X				
4	Is teaching appropriately differentiated to meet individual needs so that children make good progress?	X				Small classes and groups with differentiation for access for all
5	Are all children encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example, some forms of exercise in PE?	X				No children at present with physical disabilities
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	X				
8	Are all staff encouraged to recognise and allow for the additional time needed by some pupils with disabilities to use equipment in the workplace?	X				
9	Do you provide access to appropriate technology for those with disabilities?	X				
10	Are school visits made accessible to all children irrespective of attainment or disability?	X				
11	Do you ensure that all school staff are familiar with technology and practices to assist people with disabilities?	X				
12.	Are your classrooms optimally organised for disabled pupils?		x			Year 4-6 classrooms are on the first floor and would not be accessible. For September 20 we are discussing the location of a Y4 class to enable a mobility impaired parent to access the room.
13.	Do lessons provide opportunities for all pupils to achieve?	X				
14.	Are lessons responsive to pupil diversity?	X				
15.	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X				

Accessibility Plan

16.	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X				
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ACCESSIBILITY AUDIT – SECTION 2 INFORMATION ACCESS – AUDIT AND PLAN

Item	Issue	1	2	3	4	Action required / who by and by when
1	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X				Large print and coloured overlays available.
2	Do you have facilities such as ICT to produce written information in different formats?	X				
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				
4.	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X				