

# COGNITA



Huddersfield  
Grammar School

The whole child is the whole point

## Accessibility Plan

September 2019

### 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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#### Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Review of SEN provision to support all pupils with SEN and to enable the school to become dyslexia friendly	Annually, prior to the start of the academic year	SENCO	Excellent provision for all pupils with SEN
Availability of written material in alternative formats to support visually impaired and EAL pupils as required.	From September 2019	SENCO (through consultation with LEA)	School can provide written information in alternative formats, thus improving delivery of information to relevant pupils.
Training for teachers on differentiating the curriculum	Each INSET workshop	Deputy Head (Pedagogy)	Increase in access to the curriculum; teachers equipped to fully meet the needs of children with SEN.

#### 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
Access to Work to advise on requirements for any member of staff with a registered disability to support their work	As soon as notified of requirements	Headmaster	Staff member will be able to function as normal.
Improve access to the Performance Studio and Sports Hall (both used by parents to attend school events and activities) through provision of ramps and handrails as required	From September 2019	Headmaster (through discussion with Cognita re: possible Schools Access Initiative Funding)	Physical accessibility of the school site is increased.

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

Targets/Strategies	Timing	Responsibility	Success criteria
Ensure teaching staff are fully aware of desirable seating arrangements for visually/hearing impaired pupils.	Ongoing	SENCO	Class seating plans are fully adapted to meet the needs of visually/hearing impaired pupils.
Clear and enhanced signage around the school site.	Ongoing	Business Manager	Journey through the school site is seamless for the visually impaired.

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Ensure the relevant SEN pupils are provided with readers/assistants for examinations and, as necessary, are provided with additional time to complete examinations	Ongoing	SENCO	Relevant pupils are fully equipped to undertake examinations with due accord of their SEN.
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## Accessibility Plan

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Operations
Document author (name)	Melissa Jones – Health and Safety Manager, Europe

  

<b>Audience</b>	
Audience	Heads and staff in Cognita schools

  

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	No

  

<b>Version control</b>	
Implementation date	June 2019
Review date	The school or proprietor will keep this policy under review and will update from time to time, as deemed necessary

  

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