



Accessibility Plan

Alleyn's Hampstead Senior School

UK

2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
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COGNITA

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.

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Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Develop and implement a consistent classroom accessibility framework covering reasonable adjustments, differentiated resources, assistive technology, accessible assessment arrangements, sensory needs and graduated support. Include practical guidance and exemplar resources for teaching staff.	Year 1; reviewed annually	SENCO; Curriculum Lead; Heads of Department	Framework approved by the Senior Leadership Team and used in all departments. At least 95% of teaching staff complete related training. Department reviews show documented accessibility strategies in schemes of work and lesson resources.
Introduce a structured pupil support profile for pupils with disabilities or additional learning needs. Profiles should record strengths, preferred approaches, reasonable adjustments, communication needs, exam access arrangements and strategies that reduce anxiety without lowering expectations.	Year 1, then ongoing	SENCO; Heads of Year; Pastoral Leads	All identified pupils have an up-to-date profile reviewed at least twice each academic year. Pupil and parent/carer feedback confirms that adjustments are understood and consistently applied in at least 90% of sampled reviews.
Expand access to assistive technology and accessible digital learning materials.	Year 2; ongoing	IT Lead; SENCO; Digital Learning Lead	At least 90% of identified users receive training within one term of allocation, and termly reviews demonstrate improved access or independence for participating pupils.
Review curriculum participation and assessment practices to identify unnecessary barriers, including excessive copying, unstructured transitions, inaccessible practical work and high-pressure	Year 3; ongoing monitoring	Deputy Head Academic; Curriculum Lead; SENCO; Heads of Department	Each department completes an annual accessibility review and implements at least two documented improvements. Participation data and pupil voice show a reduction in reported barriers, with at least 85% of surveyed pupils reporting that they

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assessment conditions. Offer flexible pathways, staged deadlines, quiet working spaces and alternative ways to demonstrate learning where educationally appropriate.			can access learning and assessment fairly.
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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
Complete a full accessibility audit of teaching areas, social spaces, sports facilities, dining areas, toilets, routes between buildings, emergency exits and visitor areas. Consult disabled pupils, staff and families and prioritise actions according to risk, educational impact and feasibility.	Year 1; updated annually	Head of Facilities; SENCO; Health and Safety Lead	Audit completed and approved by the Senior Leadership Team. A prioritised three-year works schedule is published internally, with all high-priority hazards assigned an owner, budget and target completion date.
Improve physical access and navigation by addressing priority route issues, including door access, thresholds, lighting, signage, contrast, seating and accessible toilet provision. Provide temporary adjustments promptly while capital works are planned.	Year 1–2	Head of Facilities; Estates Manager; Business Manager	All identified high-priority access issues are resolved or have documented interim controls within the agreed schedule. At least 90% of sampled accessible routes meet the school's agreed standards for clearance, signage, lighting and usability.
Create inclusive quiet and recovery spaces that can be used by pupils who need reduced sensory stimulation, mobility support, medical privacy or a calm transition between lessons. Establish clear referral, supervision and safeguarding arrangements.	Year 2	Pastoral Lead; SENCO; Head of Facilities; DSL	At least one appropriately equipped space is available during the school day. Usage and feedback are reviewed termly, and at least 85% of users report that the space helps them remain engaged with learning and school life.

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Strengthen accessibility arrangements for trips, events, examinations, sports and emergency evacuation. Require accessibility planning at the point of booking and maintain individual emergency evacuation plans where needed.	Year 3; ongoing	Educational Visits Coordinator; Examinations Officer; Health and Safety Lead; SENCO	100% of new trips and major events include a recorded accessibility assessment. Required evacuation plans are reviewed at least annually and practised where appropriate. No pupil is excluded from a planned activity solely because accessibility arrangements were not considered in advance.
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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
Adopt an accessible communications standard for school documents, websites, portals, letters, presentations and learning materials. Include readable structure, heading styles, appropriate contrast, alternative text, captions, plain English and accessible digital formats.	Year 1; ongoing	Communications Manager; IT Lead; SENCO	Standard approved and published for staff use. At least 95% of newly sampled public-facing documents meet the standard by the end of Year 1, rising to 100% for priority communications by Year 3.
Provide a clear process for pupils, staff, parents and visitors to request information in alternative formats or communication methods, such as large print, electronic text, audio, captions, British Sign Language support or additional explanation.	Year 1; ongoing	School Office Manager; SENCO; HR Manager	Request route is visible on the website, parent portal and key school communications. Requests are acknowledged within three working days and fulfilled, or an agreed timescale is provided, in at least 95% of cases.
Provide staff training and induction on accessible communication, disability awareness, respectful language and responding to individual communication preferences. Gather feedback from disabled pupils, families, staff and	Year 2; ongoing induction	Deputy Head Pastoral; SENCO; HR Manager; Communications Manager	At least 95% of relevant staff complete training annually or through induction. Feedback is collected at least twice each year, and the school records and acts on at least three communication improvements annually.

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visitors to identify further information barriers.			

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