

COGNITA



Salcombe
Preparatory School

Accessibility Plan United Kingdom

**September 2025 – 2028
(Last Review Jan 2026)**

This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory and Preparatory School

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.
- 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 2010

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.

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- 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 under the SEND 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.
- 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.

7. Current Barriers to Accessibility

7.1. Curriculum Access Barriers:

- No dedicated sensory regulation areas currently available at either site
- Limited dedicated spaces for 1:1 and small group intervention work
- Visual timetables not yet implemented in all form rooms
- Some pupils require additional support from outside agencies (SALT, OT, EP)

7.2. Physical Environment Barriers:

- Internal staircases at both sites lack yellow contrast strips for visually impaired pupils
- External steps require repainting for improved visibility
- Heavy internal doors at Green Road site difficult for younger pupils to open independently
- Classroom acoustics could be improved to support deaf pupils
- No dedicated intervention rooms currently available

7.3. Information Access Barriers:

- Entrance signage at Chase Side unclear for visitors
- No hearing loops currently available for deaf pupils or visitors
- General signage around both sites needs improvement
- Some pupils require large print resources and coloured paper

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Salcombe Prep has 2 sites: the Prep School on Chase Side (CS) and the Pre-Prep & Preschool on Green Road (GR).

A permanent ramp has previously been installed to the School Hall at Chase Side, to accommodate any wheelchair users attending school assemblies and meetings.

This plan will be monitored termly and reviewed annually.

Actions to increase access to the curriculum and learning

Targets/Strategies	Site(s)	Timing	Responsibility	Success criteria
Resourcing to support access to curriculum and learning	CS GR	Autumn Term 2025	SENDCo/ All Teachers	Staff aware of dyslexic friendly fonts to use for PowerPoints and other resources for lessons. DONE
Staff awareness	CS GR	By Spring Term 2026	SENDCo/ All Teachers	All staff aware of where to locate all SEND Salcombe resources. DONE
Access for pupils with additional needs	CS GR	By Spring Term 2026 and Reviewed Termly	SENDCo/ All Teachers	Interventions carried out and adapted to meet individual pupil needs as required, whilst minimising time that pupils are removed from lessons.
Adaptive teaching skills and differentiation in lesson planning	CS GR	By Spring Term 2026 and Reviewed Termly	SENDCo/ Assistant Head Academic/ All Teachers	Pupil profiles (and IEPs as appropriate) maintained with accurate and up to date information, and are always referred to and considered when planning and adapting lessons.
Staff training	CS GR	By Spring Term 2026 and reviewed annually	SLT	Training to be delivered at Inset on documentation, IEPs and adaptive teaching. DONE
To work with outside agencies such as Speech and Language therapists, Occupational Therapists, Behavioural Therapists and Educational Psychologists	CS GR	By Autumn Term 2026	SENDCo	Strong links established and maintained with outside agencies.

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Carry out review of educational visits to ensure accessibility for all pupils	CS GR	By Spring Term 2027	SENDCo/ EVCs/ All Teachers	All pupils able to access educational visits, including residential. Sufficient risk assessments in place and all visits approved via Evolve within required timescales.
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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	Site(s)	Timing	Responsibility	Success criteria
Continue to respond appropriately for pupils with temporary needs such as broken arms/legs	CS GR	Autumn Term 2025 and Ongoing	SENDCo / Class Teachers / First Aid Coordinators	These pupils are supported to access as much of the education and facilities as possible, safely - Care plans, risk assessments, PEEPs in place.
Continue to support all SEND pupils who may require additional support in the event of an emergency evacuation	CS GR	Autumn Term 2025 and Reviewed Termly	SENDCo / All teachers	PEEPs in place for all SEND pupils who require, or could benefit from, additional support in the event of an emergency evacuation.
Maintain all emergency escape routes	CS GR	Autumn Term 2025 and Ongoing	Facilities Manager / Caretaker/ All staff	Emergency escape routes are accessible and not obstructed
Repaint external steps to support safe movement around school sites	CS GR	By Summer Term 2026 and Ongoing	Facilities Manager / Caretaker	Clearly visible painted lines on all external steps. External escape staircase at CS has yellow lines on treads.
Ensure the best acoustics possible for classrooms, minimising background noise for deaf pupils.	CS GR	By Summer Term 2026	Facilities Manager / Caretaker	Rubber feet on all chairs in both halls. Felt added to equipment baskets and sideboards to dampen noise. Felt chair leg covers to lesson classroom white noise.
Develop a dedicated sensory regulation area within the Library	CS	By Autumn Term 2026	SENDCo / Facilities Manager	Sensory equipment in place and available for use by pupils.

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Develop a sensory regulation area in the EYFS shared area	GR	By Autumn Term 2026	SENDCo / Facilities Manager	Sensory equipment in place and available for use by pupils.
Add yellow strips to all internal staircases to provide contrast and improve visibility.	CS GR	By Spring Term 2027	Facilities Manager / Caretaker / All Teachers	Clearly visible contrasted strips on all staircases.
Dedicate a room to be developed for use for 1:1, small group, intervention work and for outside agencies and specialists to use when working with pupils	CS GR	By Summer Term 2027	SENDCo / Facilities Manager	Suitable rooms available for this work to be carried out with pupils
To consider installing Freedor or similar devices to heavier doors to support younger children to be able to safely open internal doors independently	GR	By Autumn Term 2027	Facilities Manager	All pupils Reception-Y2 able to open internal doors independently as appropriate

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

Targets/Strategies	Site(s)	Timing	Responsibility	Success criteria
Access to examinations and assessments, to include additional time where appropriate	CS GR	Autumn Term 2025 and Ongoing	SENDCo/ Teachers	All pupils able to access examinations with reasonable adjustments as appropriate.
Large print resources and use of coloured paper	CS GR	Autumn Term 2025 and Ongoing	SENDCo/ Teachers	Those with Dyslexia able to access all relevant school information
Review seating arrangements in classrooms to ensure all pupils can access information.	CS GR	Autumn Term 2025 and Ongoing	SENDCo/ Teachers	Seating arrangements for all lessons tailored to individual pupil needs
Visual Timetables	CS	By Spring Term 2026	SENDCo/ Class Teachers	Visual timetables in place in all form rooms

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Clear signage around the school	CS GR	By Autumn Term 2026	Facilities Manager / Caretaker	Clearer signage around the school to support pupils, staff and visitors.
External and entrance signage to be improved	CS	By Summer Term 2027	Facilities Manager	Clearer signage to direct parents and visitors
To consider the benefits of introducing hearing loops	CS GR	By Summer Term 2028	Head/ Facilities Manager/ SENDCo	All those with deafness are able to access all relevant information.

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