



Accessibility Plan

September 2025

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 student or potential student or staff in relation to:
- admissions;
 - the way we provide education for students;
 - the way we provide students access to any benefit, facility or service;
 - by excluding any student 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 Quinton House School aims to treat all its students, staff and visitors fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind
- 2.3 Quinton House School ensures 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 student at a disadvantage compared to other students. 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 student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.
- 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 students 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 students 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 students, 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 student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students

4 Aspects of the Plan

- 4.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which disabled students can participate in the curriculum
 - Improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled students, staff, parents and visitors

5 Responsibility

- 5.1 It is the responsibility of the Headmaster to ensure that Quinton House School has an Accessibility Plan which matches the needs of the school and to ensure that it is available on Quinton House 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
To identify pupils who may need additional provision to ensure smooth transition.	On-going for transition of mid-year joiners. summer term for transition and autumn term. Follow-up each term.	Headmaster; Deputy Head Academic and SENDCO	Procedures, resources/equipment and strategies in place · Parents are kept informed of provision and consulted
Differentiated teaching strategies to be adopted.	All lessons – immediate	Headmaster and Deputy Head Academic	Equality of access to the curriculum for all children.
Laptop provision for students assessed to require word processors in external examinations	Rolling programme over three years	Deputy Head Academic	All students Year 3 upwards to be provided with ipads or HP laptops, September 2020
Consideration for written material in different formats	As required by individual students	SENCO Deputy Head Academic	
Extended provision of colour overlays	Rolling programme over three years	SENCO and Deputy Head Academic	Audit of student needs and increase stock
To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	Ongoing	SENCO and Deputy Head Academic	Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Audit and replace any outstanding text books which are not dyslexia friendly Develop curriculum resources to support our desire for Dyslexia Friendly Classrooms	Ongoing	SENCO & Heads of Department	Enhanced resources and levels of achievement for dyslexic students

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Additional time provided for tests and exams as required by SEN register	As required	SENCO & Heads of Department	Equality of opportunity for SEND children.
Revised rooming arrangements to be put in place to allow access to timetabled lessons, or provide the best environment for use of specialise equipment such as induction loops, if required.	As required	Deputy Head Academic	Children requiring special access arrangements to classrooms to be able to have their timetabled lessons.
Appropriate learning support assistance to be provided in accordance with the Care Plan and as agreed as practical and reasonable with parents.	As required	SENCO	Equality of opportunity for SEND children.
Chaperone to be provided and training to be provided for staff to enable all children to attend school educational trips and activities	As required	Headmaster and Educational Visits Co-ordinator	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

Targets/Strategies	Timing	Responsibility	Success criteria
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils. Continue to use responses to student surveys and school council meetings to inform need.	On-going		Classroom environment is accessible and meeting the needs of pupils wherever possible The environment is suitable for disabled children entering school
To ensure classroom environments meet the needs of students. Monitoring to take place on a regular basis through learning walks, and observations.	Ongoing	Teachers; HoDs SENDCO & Headmaster	Access to the curriculum improved through learning in an environment that offers the right level of stimulation.
To ensure risk assessments are in place for key pupils; updated as required and shared with staff.	Annually and regularly	Facilities Manager/ Operations Manager; SENDCO & Headmaster	All staff aware of risks and pupils safely accessing the curriculum and school grounds. Risk Assessments are understood and followed up
Audit of site access, including fire evacuation routes for those with a physical disability.	Annual audits	Facilities Manager Operations	Full access to curriculum areas for children on roll and staff.

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		Manager & Headmaster	Access to appropriate buildings for parents' evenings and school events for any disabled parents or visitors. To include toilets. Consideration for suitable adaptations for the Grade I Listed Building.
Continued maintenance programme for the Sports Hall lift, including the disabled toilets and annual service of the disabled lift.	Ongoing	Facilities Manager	Access to all areas within the Sports Hall building.
Clarify the actions needed to provide appropriate facilities for anyone undergoing or considering gender reassignment, to include off-site visits.	Ongoing	Deputy Head (Pastoral) Director of Sixth Form	Building development plans to include toilets and changing facilities.
Annual review at SLT for any children with specific physical disabilities such as hearing impaired and eyesight impaired.	Annual discussions of relevant students and access solutions	Headmaster and SLT	Introduction of appropriate strategies to support access.
Facilities to be developed and adapted in response to the review above.	Ongoing	Headmaster	Appropriate access to facilities for all students.
Treads of staircases in the three school buildings to be maintained and replaced as required.	Annual maintenance programme	Facilities Manager	Safe passageway on staircases to be provided for all persons.
Disabled parking bays to be re-painted.	Annual maintenance programme	Facilities Manager	Disabled parking spaces to be clearly visible and protected.
Sixth Form village accessible to all students	Ongoing and checked regularly	Business Manager, Director of Sixth Form	Ramps on pods where accessibility an issue. Spacing in pods allow for Wheelchair access

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

Targets/Strategies	Timing	Responsibility	Success criteria
Differentiated teaching strategies to be adopted.	All lessons – immediate and ongoing	Headmaster and Deputy Head Academic	Equality of access to the information for all children.
Consideration for written material, including examination transcripts, in different formats.	As required	SENCO; Heads of Department; Exams Officer	Enhanced access to curriculum information for children with special educational needs.
Additional time/ reader/ scribes provided for tests and exams as required by SEN register.	As required	SENCO & Heads of Department	Equality of opportunity for SEND children to access test and examination information.
Consideration of appropriate seating arrangements or special provision for any children with visual impairment or hearing impairment.	Immediate and as required and advised	SENCO & Classroom Teachers	Equality of opportunity for SEND children to access information during lessons.
Staff are aware of students and parents' needs for adapted material.	Ongoing	Teachers; HoDs; SENDCO; Operations Manager; Headmaster and Deputy Head Academic	All staff aware of the needs of the students and their parents. The school is able to provide written information in different formats. The school website is fully accessible and up-dated regularly. All parents are connected to the different apps used by the school for communication.
To continue to ensure that the school environment offers further information to pupils and visitors.		Facilities Manager Operations Manager & Headmaster	Visual and written environment offers support and is consistent around the school



Accessibility Plan

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Document Reviewer	Director of Education Europe and Head of H&S Europe
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