

Accessibility Policy

Felixstowe International College



Approved by: Governing Board

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	4
4. Monitoring arrangements	6
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are guided by the following principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect diversity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: Staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school (delete as appropriate).

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Curriculum resources include examples of people with disabilities.	Lessons on the equality act and disabilities in PSHE through scholar, RSE, Community work, workshops and assemblies	RG	1/9/2022	Lessons added to the PSHE SOW and taught to all year groups.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <i>We rent the school site and are therefore restricted regarding wheelchair access.</i> <i>A ramp can be added to the front door, however,</i> 	If a student wishes to enrol with wheelchair access, we would put in place a ramp at the front entrance and ensure all lessons are on the ground floor. The	<p>Long term – provide a ramp to the front door to allow wheelchair access.</p> <p>Convert a downstairs bathroom to be</p>	BM	1/9/24	<p>Ramp available</p> <p>Conversion of bathroom to accommodate a wheelchair user</p>

	<p><i>no lift can be retrospectively fitted to allow access to the dining hall or common room.</i></p> <ul style="list-style-type: none"> • <i>Ensure that outside space has no trip hazards, such as holes in the tarmac</i> 	<p>downstairs bathroom would need to be altered to accommodate wheelchair access.</p> <p>Remove any trip hazards in the outdoor space</p>	<p>wheelchair accessible.</p> <p>Fill in holes in the tarmac to remove trip hazards</p>	RM	Ongoing as and when required	Holes filled in outside
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>We do not currently have students on roll with hearing or visual disabilities.</i></p>	<p>The following could be put in place as needed by students:</p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 				

Accessibility audit

<i>For example:</i>			Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Maintenance and cleaning staff	Ongoing
Corridor access	Corridors are clutter free	Ensure pupil equipment does not block corridor	Maintenance and cleaning staff	Ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	Disabled parking bays marked	None required	N/A	N/A
Entrances	Automatic front doors, enclosed lobby	None required	SLT	Ongoing
Hoists	None required	None required	Maintenance staff	Ongoing
Toilets	Toilets have disabled access and alarms	None required	Maintenance staff	Ongoing
Reception area	Accessible to wheelchair users	None required	SLT	Ongoing
Internal signage	Large signs in place	None required	SLT	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Pastoral house staff on duty and maintenance staff	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by [Rebecca Mainprice \(Principal\)](#) and [Andy Byford \(Chair of Governors\)](#).

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Management policy
- Health and safety policy
- Special educational needs and disability policy
- Medication policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Narrow, with minimal passing room			
Lifts	None			
Parking bays	2 general parking bays; no designated disabled spaces	Disable space(s) could be designated as necessary for the use of staff and students		
Entrances	2: main entrance and boarding/dining room entrance			
Ramps	None			
Toilets	Toilets on each floor			

Reception area	Inside main entrance; one step up	A ramp could be installed if necessary		
Internal signage	Fire plan and emergency escape routes; Health and safety notices (covid); Room numbers	Additional signage (e.g. braille; pictoral) could be implemented as necessary to help those with special needs		
Emergency escape routes	One on teaching side of the building; boarding side?			