FELIXSTOWE
INTERNATIONAL COLLEGE
FRIENDSHIP THROUGH EDUCATION

Accessibility Policy

Version Date:	September 2024
Signed:	Principal
Signed:	Chair of Governors
Review cycle:	2 years
Date of next review:	September 2026

Contents

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

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

Our school aims to treat all its pupils and their families fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It also includes supporting the needs of families of young carers, and making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, removing any barriers to communication – including for the many of our families who live overseas and communicate with the school remotely.

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 procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Differentiated curriculum; tailored resources; progress tracking; appropriate target setting; curriculum reviewed to meet all pupils' needs. Lessons on the Equality Act and disabilities taught through PSHE, RSHE, careers, workshops and assemblies. [Update to reflect progress since September 2024.]	Curriculum resources to include examples of people with disabilities. Maintain and refresh Equality Act and disability content in the PSHE scheme of work. SMSC and careers audits across the curriculum.	Review and update PSHE scheme of work; conduct SMSC and careers audits each summer term.	BM and SB	Summer term 2027, then annually	Lessons taught to all year groups; PSHE, SMSC and careers audits completed in summer term.
Improve and maintain access to the physical environment	Site is rented; lift cannot be retrospectively fitted. Ground floor lessons arrangeable for wheelchair users. Outside space monitored for trip hazards. [Update: confirm status of front door ramp, downstairs bathroom conversion and tarmac repairs targeted for 1/9/2026.]	Long term: provide ramp to front door for wheelchair access. Convert downstairs bathroom for wheelchair accessibility. Remove trip hazards from outdoor space.	Install front door ramp; convert downstairs bathroom; fill in tarmac holes; continue regular monitoring of the site.	BM / RM	1/9/2026 / Ongoing	Ramp available; bathroom converted; holes in tarmac filled; no outstanding trip hazards.
Improve the delivery of information to pupils with a disability	No current pupils with hearing or visual disabilities. Range of communication methods available, including digital formats.	Reasonable adjustments made as needed: large print resources, Braille, induction loops, pictorial/symbolic representations, internal signage, and digital, audio or video formats.	Implement adjustments when required based on pupil needs; review needs of each new pupil on admission.	BM	When required	Hearing and visual support provided when required.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	Small school where pastoral and boarding staff know pupils and families well. Remote meetings (video/telephone) offered for parents/carers overseas or unable to attend in person, including parents/carers with disabilities or illness.	Identify any young carers on admission and monitor their needs. Ensure school events and communications are accessible to all families.	Add young carer identification to admissions and induction processes; offer flexible arrangements for parents' evenings and school events, including home visits or remote meetings where needed.	[Pastoral lead]	Ongoing	Young carers identified and supported; all families able to engage with school events and communications.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Rebecca Mainprice (Principal) and Robert Noakes (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 (SEND) policy
- SEN information report
- Medication policy (supporting pupils with medical conditions)
- Complaints policy

Appendix 1: Accessibility audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of floors	Stairs 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 – site is rented and a lift cannot be retrospectively fitted; ground floor rooms used as needed	N/A	N/A	N/A
Parking bays	Disabled parking bays marked	None required	N/A	N/A
Entrances	Automatic front doors, enclosed lobby	[Add: front door ramp – see action plan]	SLT	Ongoing
Hoists	None required	None required	Maintenance staff	Ongoing
Toilets	Toilets have disabled access and alarms	[Add: downstairs bathroom conversion – see action plan]	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; personal emergency evacuation plans (PEEPs) prepared for pupils or staff who need them	Ensure weekly testing of system and maintenance	Pastoral house staff on duty and maintenance staff	Ongoing