



THE AMERICAN SCHOOL IN ENGLAND

# Accessibility Plan

## March 2024 – March 2027

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

### Document

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## 1. Introductory statement

- 1.1. TASIS England is an independent, co-educational school for day (ages 3-18) and boarding students (ages 13-18). Students from more than 70 countries contribute to a unique and dynamic learning environment, thriving in an atmosphere that encourages character development and academic achievement and celebrates the School's international population.
- 1.2. All Schools are required to have an Accessibility Plan under the Equality Act 2010 to support students with disabilities in school. The purpose of the plan is to:
  - Increase the extent to which students with disabilities can participate in the school curriculum
  - Improve the physical environment of the school to increase access to education by students with disabilities
  - Improve the delivery of written information to students, faculty and staff, parents and visitors with disabilities
- 1.3. The plan has been drawn up in consultation with the management of the School and covers the period up to and including April 2027.
- 1.4. 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.
- 1.5. We are committed to providing an environment which values and includes all students, staff, parents and visitors. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of fairness and inclusion.
- 1.6. The plan will be made available online on the school website, and paper copies are available upon request.
- 1.7. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.8. 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 concerns.
- 1.9. **Definitions:**
  - **Definition of disability** (Equality Act 2010): A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.
  - **Definition of Special Educational Needs (SEN)** (SEND Code of Practice – September 2014): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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## 2. Background

- 2.1. TASIS England is based upon a traditional boarding house structure. The buildings are widely dispersed around campus and consist of multi-storey buildings with accommodation, social and catering facilities on several floors. Again, given the age and layout of many of the buildings, students are required to use stairs and steps for routine access and emergency evacuation purposes. The School is committed to making reasonable adjustments to allow students with disabilities to access educational provision at the school.
- 2.2. Teaching takes place in fixed classrooms for each subject which means students move widely around campus. This requires students to go from classroom to classroom, often under tight time pressures using steps, stairs and, in parts, uneven ground.
- 2.3. It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.4. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - School Prospectus
  - Single Equalities Policy
  - Health and Safety Policy
  - Special Educational Needs Policy
  - Curriculum Policy
  - Risk Assessment and Student Access to Risky Areas Policy
  - Mental Health and Wellbeing Policy
- 2.5. The Plan will be monitored by the Director of Inclusion, Wellbeing and Compliance. There will be a full review of the Plan on an annual basis during the lifetime of the Plan reporting the implementation of the Plan to the Head of School. The Plan will be renewed on a three-yearly cycle.

## 3. Welcoming and Preparing for Students with Disabilities

- 3.1. Where it is practicable to make reasonable adjustments to enable prospective students to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 3.2. Where the School agrees to provide additional services or put in place reasonable adjustments, the School will consider the cost of those adjustments and will discuss with parents how those costs would be met. The School will meet costs of adjustments that are considered to be “reasonable”. Details of any additional costs would be fully assessed and agreed in writing beforehand between the parent and the School.
- 3.3. In order to meet the needs of students with disabilities, the School requires full information. The School will ask all applicants on admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 3.4. In assessing the student or prospective student, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

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- 3.5. Reasonable adjustments can be made to ensure that any student (boarding and/or day) with disabilities is provided with appropriate assistance to eat, use the bathroom, and take part in lessons and activities in a manner which promotes dignity and choice.

#### **4. Sports activities**

- 4.1. The government sport strategy [“Sporting Future: A New Strategy for an Active Nation”](#), published by the Department of Culture, Media and Sport in December 2015, updated September 2023, and the paper by the Center for Disease Control and Prevention’s School and Youth Programme: [“Active People, Healthy Nation”](#) place a particular emphasis on helping inactive people to become more active.
- 4.2. Achieving this goal will include helping students with disabilities to maintain an achievable level of activity, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are appropriately represented among sport volunteers, coaches, the wider workforce and leadership.
- 4.3. TASIS England will work with faculty and staff and outside suppliers to offer the widest possible range of sports and physical activities using the existing campus facilities.

#### **5. Protected Characteristics**

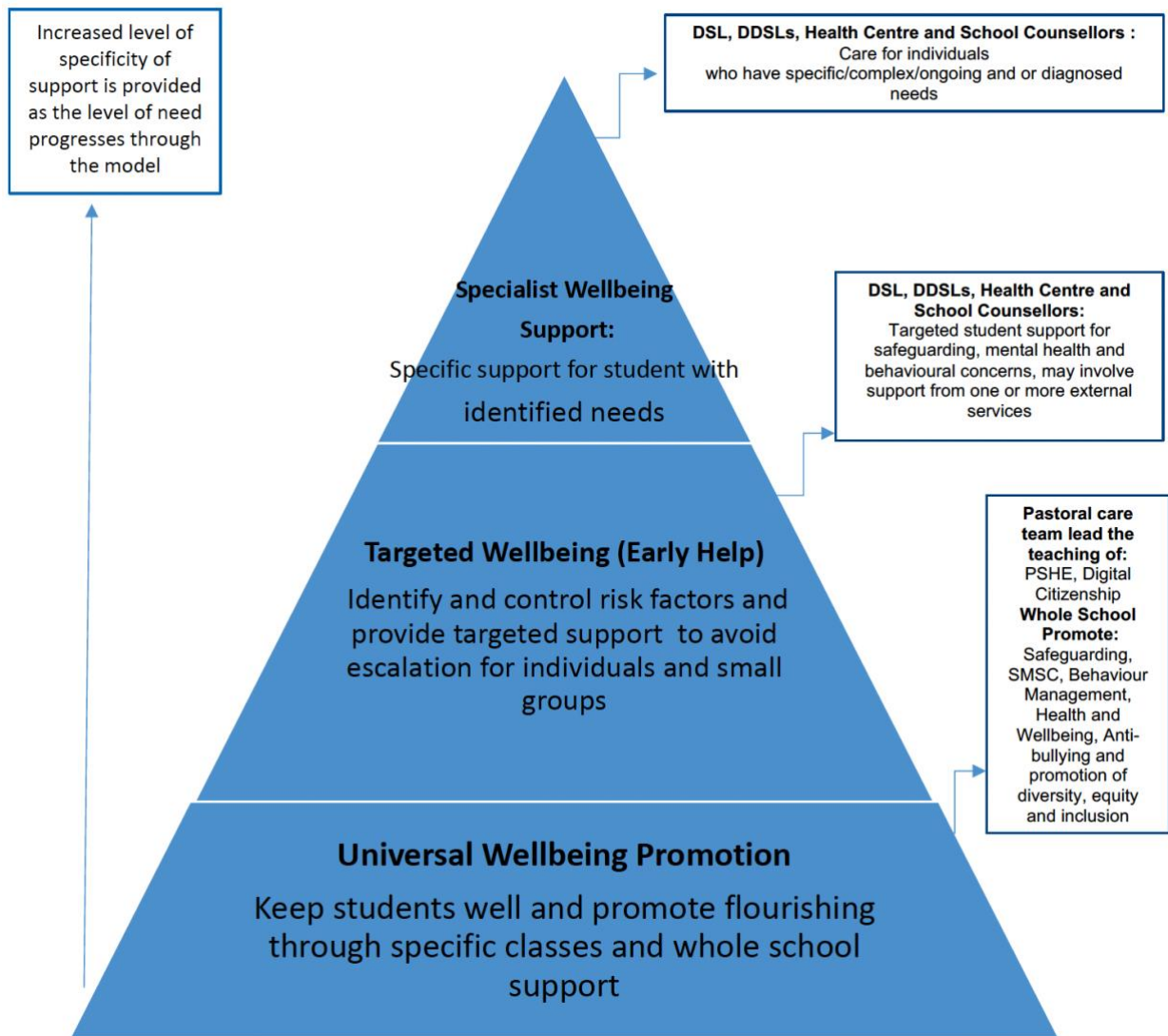
- 5.1. TASIS England is fully committed to supporting students with protected characteristics, as outlined in the Equality Act 2010, in accessing all aspects of school life.

#### **6. Implementing Reasonable Adjustments**

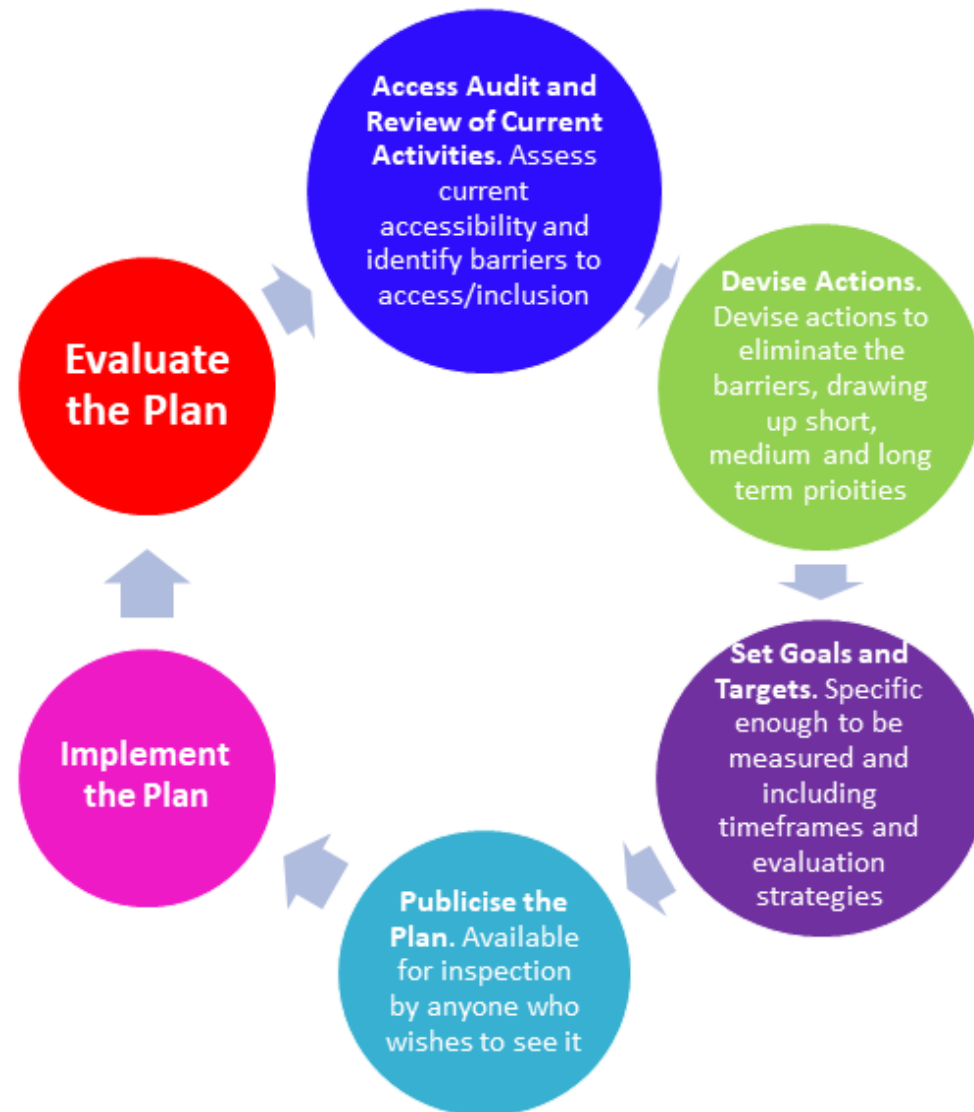
- 6.1. Any Reasonable Adjustments that the School implement are undertaken in line with government guidance on the [the Equality Act 2010 Advice for Schools](#).

**Appendix 1**

**TASIS Health and Wellbeing Model**



### Developing Our Accessibility Plan



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EQUALITY OBJECTIVE TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	UPDATED TIMEFRAME AND COMMENTS	SUCCESS CRITERIA
Complete full-site accessibility audit. Including boarding house checks	Board of Directors and Estates Manager	Estates Manager	Reviewed - December 2023. Process reviewed annually in October	Monthly Health and Safety inspections undertaken by Housekeeping, Maintenance and Security identify any areas where access is difficult or risky. Database drafted that captures this data. An independent auditor will continue to oversee this process. Reviewed annually in October	Site fully compliant with all stakeholders able to access required areas of the campus.
Consider options to provide ramped accesses to ground floor corridors if required	Executive Director Finance and Operations/Bursar, Director of Inclusion, Wellbeing and Compliance, Director of Boarding and Heads of Section to understand the physical environment and its challenges	Estates Manager	Reviewed annually – in June	Not required at present, alternative routes into campus have been identified as rampless. All new building works are governed by building regulations which are complied with. Planning applications are subject to listed Building Status.	All areas are accessible for people with mobility challenges or reasonable adjustments can be made where required.
Investigate feasibility of improving access within any plans for refurbishment of buildings. All re-signing should consider the impact on any students with visual	Where required, advice will be taken from members of the Finance Committee	Estates Manager	Reviewed December 2023 and annually in December	Upcoming plans include new classroom space for Upper School, accessibility has been considered within the plans. All regulatory requirements for all H&S/fire signage will be followed.	Upper School classrooms (August 2024); Athletics field improvements and potential additional boarding provision (within 3 - 5 years). All new building work and

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<p>impairments</p> <p>Improve and maintain access to the physical environment of the School, adding specialist facilities as necessary – this covers improvements to the physical environment of the School and physical aids to access education within a reasonable timeframe</p>	<p>Ensure the facilities meet the needs of all students with protected characteristics and ensure that any adjustments made are reasonable and timely.</p>	<p>Pastoral Team, Heads of Section, Director of Boarding</p>	<p>August 2024 and annually in August</p>	<p>Completion by August 2024</p> <p>March 2019 - Refurbishment of gym toilets and changing room facilities can now accommodate wheelchair access and people with restricted mobility. 2019-2023 - all boarding houses upgraded/ redecorated to enhance consistency of room quality July 2023 - replacement of cobble stones outside Thorpe Place catering/Lodge area with appropriate paving option to reduce risks and ease access for all and for supplies August 2023 and January 2024 - new toilet facilities added for US Review – August 2024</p>	<p>refurbishment work to incorporate accessibility and people with mobility challenges. Consideration being given to requirements for the arts (music and art) and sports as well as further boarding provision</p> <p>As above.</p>
<p>To promote awareness of the Accessibility and</p>	<p>Board of Directors to adopt plan, publish on website,</p>	<p>Senior Leadership Team to promote</p>	<p>August 2024 and annually</p>	<p>To be reviewed by December 2023</p>	<p>All stakeholders aware of plan and actively consulting</p>

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<p>Equality Plan amongst School stakeholders</p>	<p>intranet (LMS). Promote to parents through School newsletter, TPA, website and the PIRC.</p>	<p>awareness</p>	<p>in August–ongoing as new stakeholders join the School.</p>		<p>it.</p>
<p>TASIS England does not have a Special Educational Needs Coordinator (SENCO). The Learning Support and SEN Policy and Procedures guide the provision and support for students and for faculty</p> <p>All school staff ensure that all students with protected characteristics and a diagnosed mental health condition are supported within the School</p>	<p>The Board of Directors and Head of School annually review and all teachers receive professional development on the Learning Support and SEN Policy and Procedures.</p> <p>Learning Support Team and pastoral teams to create a programme which can be delivered to support staff with teaching and learning for SEN students and students with a diagnosed mental health condition</p>	<p>Board of Directors Head of School Heads of Section</p> <p>Learning Support Team, Pastoral Team, Faculty and Staff</p>	<p>May 2024 and reviewed annually in May</p> <p>May 2024 and reviewed annually in May</p>	<p>SENCO discussed and considered at SLT level. Not considered a requirement at present. Confirmed by ISA. We do have Learning Support Coordinators at each school section to ensure we coordinate services and accommodations</p> <p>The Learning Support and SEN Policy (Learning Support Handbook) is reviewed annually. The Learning Support and SEN Policy is available to all faculty, coordinators who work with individual teachers on differentiation and this will be an area of continued focus both through our Professional Learning Journeys and the Curriculum Development Project.</p>	<p>All staff are aware of students with protected characteristics.</p> <p>Learning Profiles for both SEN and EAL are created and reviewed in each school section and shared with faculty.</p> <p>The Learning Support and SEN Policy (Learning Support Handbook) guides the provision and is the support for faculty and staff. The Learning Support handbook guides the provision and is the support for faculty and staff. Annual review and all teachers receive annual handbook and processes for Learning support. * Learning Profiles recorded and shared with parents, teachers and students every marking period. *Meeting with subject</p>

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	<p>Pastoral and Counseling teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics and/or mental health conditions. Training is available to all staff to ensure up-to-date methods of support are being utilised. Relevant care plans and risk assessments are put in place and reviewed on a regular basis to ensure accessibility is fully supported.</p>	<p>Pastoral Team</p>	<p>May 2024 and reviewed annually in May</p>	<p>All staff have undertaken relevant training to support them with their understanding of working with students with protected characteristics such as anti-homophobic bullying training, Diversity, Equity and Inclusion training, Safeguarding and Mental Health First Aid. Regular training will continue to be provided to staff in this area.</p> <p>Training provided each year.</p>	<p>teachers every quarter to support staff with teaching and learning for SEN students</p> <p>Students with protected characteristics have their needs met appropriately and feel supported. Supportive evidence - Student Voice page.</p>
<p>Monitor provision for students with disabilities on all off-campus residential visits including day, week or overseas trips. EVC to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific students including nut allergy sufferers, asthmatics and diabetics to be disseminated by senior first aider to trip organisers and leaders; trip</p>	<p>Blanket medical form which enables students to go on all educational trips throughout the year. Currently there is a space for special or medical needs on the 'School Visits' form. EpiPen training for staff. Review how allergy information is initially sought/received, coordinated, and who is in charge of keeping track. Risk assessments completed for those who require additional support. All staff can attend drop-in BLS and EpiPen</p>	<p>Educational Visits Coordinator (EVC) Health Centre Manager/Lead Nurse</p> <p>Pastoral Team, Event Leader</p>	<p>Ongoing</p>	<p>Since March 2018 - New protocol for EpiPen's developed and shared with all staff. EVC to ensure paperwork is updated accordingly and reviews policy annually for applicable updates. Continue to Risk Assess as and where required.</p> <p>Annually - Defib locations outlined each year and on school maps - first aid training cycles established</p>	<p>All students enjoy the same school experience. All students with medications have a medication risk assessment and have orientation and full contact details and operational times (including out of hours) of the Health Centre. The Health Centre liaises with Trip leaders and informs them of students who administer daily medications and any medical conditions. Students can safely and happily engage</p>

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<p>leaders to receive EpiPen training. Students with protected characteristics enjoy the same 'school' experience, including access to trips and events</p>	<p>refresher sessions at the Health Centre weekly.</p> <p>Liaison with parents to formulate action plans. Risk assessments carried out for the activity.</p>			<p>for all faculty and staff</p> <p>May 2023 - following a review of Crisis Management Plan and related U.K. Protect briefings - 2 mass trauma kits purchased and located in security and Health and Wellbeing centre</p> <p>Reviewed December 2023</p>	<p>with the school experience including trips and events as all medical needs are shared and provided for in First Aid kits and other supplies.</p>
<p>Review provision for English as an Additional Language (EAL) Handbook</p> <p>Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly</p>	<p>All EAL students receive additional support.</p> <p>Heads of Department will consider syllabi to review accessibility to content within the lessons.</p>	<p>EAL Coordinator Heads of Section</p> <p>Section Heads Heads of Department</p>	<p>August 2024 and reviewed annually in August</p> <p>Annually in September</p>	<p>As per the current EAL Handbook reviewed annually. Annual phasing of terms of language acquisition to promote consistency across sections. Continuous reviewing of staffing to ensure meeting the provision requirements.</p> <p>EAL Handbook reviewed annually</p> <p>Digital art has been added into the Visual Art curriculum and renovated a space in the Art department to provide access.</p>	<p>Students with English as a second language are supported. EAL profiles created, shared and updated each year and throughout the year. The EAL Handbook is readily available to students, parents, staff and faculty across the LMS platform. 2023- 2024 EAL Handbook available to all stakeholders.</p> <p>Access to practical subjects is adequately supported and examination pathways are open to all the Arts programs</p>

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<p>catered for</p> <p>Develop Assessment materials to monitor students with difficulties writing at speed and other learning challenges</p>	<p>Learning Support Team to consider appropriate resources for assessments.</p>	<p>Learning Support Coordinators</p>	<p>August 2024 and reviewed annually in August</p>	<p>Ongoing. All educational assessments are conducted by external Ed Psychologists. Assessment outcomes are shared internally.</p> <p>Recommendations and adaptations for all students are considered and enacted. Support for classroom teachers provided by Learning Support Teams</p>	<p>Students with difficulty in writing and other learning challenges are adequately supported with technology. Learning Support also keeps in touch with outside professionals such as Occupational Therapists to enhance their recommendations at school</p>
<p>Expand touch typing programme to assist students with handwriting or poor coordination</p>	<p>Learning Support Team to review current provision to see if there is a shortage in resources with regard to Handwriting development.</p>	<p>Learning support Team</p>	<p>To be reviewed June 2024 and annually in June</p>	<p>Ongoing. Where applicable and required, one to one Mavis Beacon resources implemented</p> <p>To be reviewed each June. Next Review June 2024</p>	<p>Departmental assessments are in place and ongoing. The focus is now more about ranges of accommodations and skills rather than just touch typing programs.</p>
<p>Review departmental methods of assessment and learning support provision</p>	<p>Departmental methods of assessment and learning support provision will be reviewed by the Learning Support Coordinators and</p>	<p>Learning Support Coordinators, Heads of Department/Subject</p>	<p>May 2024 and annually thereafter in May</p>	<p>Continued exploration into available viable options as and when required</p> <p>Accommodations beyond</p>	<p>Consistency of provision established across all sections following the Learning Support Flowchart and Handbook</p>

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<p>If a student were to require a hearing aid, the school will explore the technological needs to ensure the student is appropriately catered for</p> <p>Learning Support Coordinators to ensure students with additional needs (e.g. with dyspraxia, dyslexia) receive accommodations such as extra time to complete longer projects and tests where appropriate. Tests may also be undertaken in a separate room to assist concentration and audio books may be provided for students who have difficulty reading. Where applicable,</p>	<p>Heads of Department/Subject Coordinators to ensure consistency where practical</p> <p>Learning Support Coordinators and IT Manager to organise review of technology requirements.</p> <p>Learning Support Team to review procedures and ensure appropriate action is Implemented.</p>	<p>Coordinators</p> <p>Learning Support Coordinators</p> <p>Learning Support Team</p>	<p>June 2024 and annually in June</p> <p>Ongoing</p>	<p>technology can also be made in terms of preferred seating, extended time, provision of class notes, using visual cues etc</p> <p>Reviewed on a case by case basis</p> <p>All such accommodations are provided in line with our policy</p> <p>Reviewed annually</p> <p>The provision needed is monitored at each intake and when reviewing each student’s learning plan and provision. As per Learning Support and SEN Policy.</p>	<p>Deaf or hard of hearing students are appropriately assessed and offered reasonable support according to their needs</p> <p>Awareness among faculty and students is appropriately increased and appropriate support offered according to a student’s assessed additional needs</p>
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neurodiverse students have a Learning Profile with accommodations and classroom strategies based on their individual needs					
If a visually impaired student is present within the school, investigate alternative forms of written materials and communication and an environmental audit	Learning Support Team to review procedures and ensure appropriate action is Implemented.	Learning Support Team	Reviewed Annually in August	Reviewed each August against new student intake through admissions for a general baseline assessment of provision.	Accommodations will be researched and provided as per Learning Support SEN Policy. Accommodations are shared with all teachers who work with the student receiving such accommodations.
Identify alternative methods of data collection and recording e.g. video/audio recording on a laptop or device for students with disabilities.	Learning Support Coordinators to determine accommodations and then to assist teachers in implementing the devices or alternative data collection methods. through the curriculum as required.	Learning Support Coordinators Faculty Hybrid Learning PD team	Reviewed Annually	Learning Programs provide access to a wide variety of differentiated learning materials	Schemes of work annotated and a range of resources are utilised for students - audio, visual and written
Ensure the curriculum promotes the School's commitment to the Accessibility Plan and future	Curriculum department and PSHEE schemes of work promote diversity and inclusion. Students with	Senior Leadership Team Director of Pastoral Care Director of Inclusion,	Review Annually	PSHEE schemes developed by the PHSEE Coordinators.	Evidence is available of diversity, equity and inclusion being explored throughout the school's curriculum and analysed through student

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<p>Inclusion and Wellbeing Strategies and that students make excellent progress in their learning</p>	<p>protected characteristics are monitored through assessment data if available</p>	<p>Wellbeing and Compliance PSHEE Coordinator. Heads of Section, Heads of Department</p>			<p>performance data.</p>
<p>The Learning Support Handbook for core subject departments includes subject specific information and useful teaching strategies to help teachers deliver the curriculum.</p> <p>Review strategies on use of the intranet and email to facilitate students with organisational or memory challenges</p>	<p>Section Heads and Learning Resource Coordinators to work together to review the Handbook specifically targeted at supporting teaching and learning throughout the curriculum</p> <p>Teachers to ensure students have access to the available systems to support their needs</p>	<p>Heads of Section/ Learning Support Team</p> <p>IT Manager Section Heads Hybrid Learning PD Team</p>	<p>Review Annually in August</p> <p>Review annually in August</p>	<p>We now view this in terms of our policy and supporting teachers with differentiation in terms of process, product and content. This support is provided for teachers with students in LRC</p> <p>These are accommodations that may prove useful for supporting students within LRC but not all students. If required, LRC supports teachers in implementing these accommodations</p> <p>Learning Programs provide learning and teaching for all students that can be accessed and reviewed as needed. Information available is accessible and is provided in various formats.</p>	<p>Always on-going as part of continuous development. The Learning Support Handbook is reviewed annually and is available to all faculty and staff. The review is ongoing and reviewed annually in August</p> <p>In addition, Upper School Learning Support provision has been doubled since August 2023 with the hire of an additional FTE and an LRC Assistant</p> <p>Hybrid learning remains available for future use if required but we have transitioned back to in person learning. Google classroom for lesson materials tasks and supplementary content has continued and supported in person learning.</p>

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<p>Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the School and school events; the information should be made available in various preferred formats within a reasonable timeframe</p>	<p>Many resources are now available via online platforms and include more visuals (pictures and infographics), videos and diagrams. The School website and other platforms are GDPR compliant.</p>	<p>Heads of Section, Learning Support Coordinators</p>	<p>Reviewed annually in August</p>	<p>Website, weekly school communications, surveys and the development of our learning programs have improved our communication and information sharing for all stakeholders</p>	<p>LMS for assessment, recording and feedback. Zoom can still be utilised for synchronistic and asynchronistic learners if required and a record of classroom engagement. Seesaw (Lower school only). Every stakeholder is able to access all information. The Assessment Policy outlines all our provisions, and we are happy to support access to this information</p>
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