

St. Andrews International School Samakee

Document Information			
Policy Number:	PO-SEN-2	Created by:	Headteacher
Reviewed by:	The Board / All Staff	Responsibility:	All Staff
Last Review:	3/2026	Next Review:	3/2029
Review Cycle:	Triennial	Ratified by:	SLT

Accessibility Policy

1. Aims

The purpose of our accessibility 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 includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our Commitment to Equality and Inclusion

At St Andrews Samakee International School, we are committed to creating an inclusive environment where every member of our school community is valued, respected and able to reach their full potential.

Our principles:

- Equal opportunities for all: We believe that all pupils, regardless of their background or individual needs, deserve equal access to high-quality education and the opportunity to succeed
- High expectations: We set ambitious targets for all pupils and work to remove any barriers that may prevent them from achieving these expectations
- Celebrating diversity: We value the diverse backgrounds, experiences and abilities within our school community and recognise that this enriches our learning environment
- Eliminating discrimination: We actively work to eliminate discrimination, harassment and victimisation in all its forms
- Fostering good relations: We promote understanding, respect and positive relationships between all members of our school community

How we put these principles into practice:

- We quickly identify any areas of difficulty that pupils may have and provide appropriate support

St. Andrews International School Samakee

- We adapt our curriculum, teaching methods and resources to ensure all pupils can access learning
- We make reasonable adjustments for pupils with disabilities to ensure they can benefit equally from our provision
- We regularly review our policies and practices to ensure they promote equality and inclusion
- We provide training for staff to ensure they understand and can implement our commitment to equality and inclusion
- We work in partnership with parents, carers and external agencies to support individual pupils' needs
- This commitment aligns with our duties under the Equality Act 2010, the SEND Regulations 2014, and the SEND Code of Practice.

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

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.

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.

We 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.

Aims	Current Good Practice
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum progress is tracked for all pupils, including those with a

St. Andrews International School Samakee

	<p>disability (Cherry Tree SEND Curriculum)</p> <ul style="list-style-type: none"> ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils. High-quality adaptive teaching that responds to individual needs ● Use of assistive technology (e.g. speech-to-text software, tablets, coloured overlays) ● Differentiated resources and multi-sensory learning materials ● Visual timetables and now-and-next boards ● Flexible assessment arrangements (e.g. extra time, rest breaks, use of a scribe) ● Quiet spaces for sensory breaks when needed
<p>Improve and maintain access to the physical environment</p>	<p>Our school environment is adapted to meet the needs of pupils, staff and parents/carers as required. Current adaptations include:</p> <ul style="list-style-type: none"> ● Seating: Adjustable and specialist seating to support pupils with physical and postural needs ● Evacuation chair: To ensure safe evacuation for pupils and staff with mobility needs ● Ramps and lift: Providing access to all areas of the main building ● Corridor width: Sufficient space for wheelchair users and those using mobility aids ● Disabled toilets and changing facilities ● Toiletries for targeted children: To support pupils with specific personal care needs
<p>Improve the delivery of information</p>	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Providing documents in alternative formats upon request (e.g. large print, audio) ● Using clear signage with visual symbols ● Offering translation services for parents/carers whose first language is not English ● Ensuring our website meets accessibility standards ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● Digital, audio or video formats ● ACC Devices
<p>Staff training</p>	<p>All staff receive regular training on:</p> <ul style="list-style-type: none"> ● Understanding different types of SEND and disabilities ● Making reasonable adjustments ● Using assistive technology and accessibility features ● Inclusive teaching strategies ● Creating a welcoming and accessible environment for all ● Monitoring and Review ● Working with external specialists when required
<p>Offer additional support</p>	<ul style="list-style-type: none"> ● Parent evenings

St. Andrews International School Samakee

<p>to meet the needs of staff and families</p>	<ul style="list-style-type: none"> ● Parent consultations ● SIP School Inclusion Programme, meetings and training ● Open Door Policy ● Settling in period ● Tapestry ● Library access ● Workshops
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. We will monitor the impact of adjustments on pupil outcomes, updating our accessibility plan based on changing needs. It will be reviewed by the headteacher and the Senior Leadership Team. It will be approved by the Board.

5. Links with other policies

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

- Safety Risk Assessment Policy
- Good Health Policy
- Health, Safety and Security Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Inclusive Education at St. Andrews