

Accessibility Plan

Table of changes

Date	Version	Summary of Amendments	Author
15.07. 2021	1	n/a	JC
05.01.2023	2	To reflect change from BIS to SEI	JC
To be reviewed 05.01.2024		n/a	

Statement

South England International School is an inclusive school where every member is equally valued. SEI wants all students to be able to access its rich curriculum and school community and all staff and visitors to be able to access all areas of the school site.

SEI is aware that this is work in progress and has created this accessibility plan to identify key areas needing improvement and to develop strategies to achieve accessibility in those areas. It is acknowledged that this plan cannot provide for all eventualities – those should be covered by individual accessibility plans.

Legislation and Guidance

The following legislation, guidance and publications are taken into consideration:

- Equality Act 2010
- The Equality Act 2010 and Schools. Departmental advice for school leaders, school staff, governing bodies and local authorities

- JCQ publication “Access Arrangements and Reasonable Adjustments” (current version 1 Sep 2022-31 Aug 2023)

Links with other policies

This policy ties in with

- SEND, EHC and EAL policy
- Equality policy
- Admissions policy
- Health and safety policy

Definition

A disability is defined as a physical or mental impairment which has a substantive and long-term effect on a person’s ability to carry out their normal day-to-day activities (s.6 Equality Act 2010). The adverse effects must have existed or be expected to last for a minimum of 12 months.

Objective	Strategy	Status	Responsibility	Success Criteria
Identification of individual needs at an early stage	<ul style="list-style-type: none"> -Applicants are interviewed by partners abroad and, if required, by the principal before admission. -where useful, report from school in home country requested -Up-to-date medical information kept for all students -Staff asked about medical and health requirements at interview stage 	ongoing	<ul style="list-style-type: none"> -Principal -Family liaison coordinator (CEE) 	<ul style="list-style-type: none"> -legal compliance -positive feedback -annual review does not identify ongoing problem

<p>Identification of individual needs for examination purposes</p>	<ul style="list-style-type: none"> -assessment of student’s accessibility needs in cooperation with subject teachers -start process as soon as teaching starts to keep well ahead of any submission deadlines for accessibility requests -if required, involve external assessor (e.g. from CNCS) 	<p>ongoing</p>	<ul style="list-style-type: none"> -Principal -SENCo -subject teachers 	<ul style="list-style-type: none"> -legal compliance -positive feedback -annual review does not identify ongoing problem
<p>Free movement across CNCS site – see their accessibility plan</p>	<ul style="list-style-type: none"> -Lifts gaining access to all buildings. -Stair lifts where required. -Ramps where required. -Accessible toilets -Doors with full length glass panels where possible. -Door hinges maintained for ease of opening and closure. -New buildings adopt an open plan where appropriate e.g. Benedict Building. -New security gates are accessibility compliant. -Accessible parking spaces in close proximity to building entrances. -Specific profiles and plans developed for specific student needs. -Budget made available for 	<p>ongoing</p>	<ul style="list-style-type: none"> -Principal to inspect CNCS’ improvement measures and request change where required 	<ul style="list-style-type: none"> -legal compliance -positive feedback -annual review does not identify ongoing problem

Proprietor: South England Exchange Ltd.

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	<p>maintenance and further improvement.</p> <ul style="list-style-type: none"> -Training provided as required -Human resource made available to support users around the site where required 			
Free access to CNCS reception	<ul style="list-style-type: none"> -reception is accessible directly from Newman College Gate entrance 	complete	<ul style="list-style-type: none"> -Principal to inspect CNCS' improvement measures and request change where required 	<ul style="list-style-type: none"> -legal compliance -positive feedback -annual review does not identify ongoing problem
Free movement across Wilbury Villas site	<ul style="list-style-type: none"> -removal of obstructions in corridors and classrooms -ramp to bridge stairs at entrance -no lifts available. For wheelchair users, either use only ground floor room or devise timetable which moves all classes and meetings at more accessible rooms in CNCS building. This should include the entire class to avoid the feeling of "being a problem" 	ongoing	<ul style="list-style-type: none"> -Principal -subject teachers 	<ul style="list-style-type: none"> -visual inspection -ramp operational -revised timetable for classes with wheelchair users
EAL (English as an Additional Language)	<ul style="list-style-type: none"> -see SEND, EHC and EAL policy -partner agencies abroad to help parents with no English understand progress reports 	ongoing	<ul style="list-style-type: none"> -Principal 	<ul style="list-style-type: none"> -positive feedback from parents and partner agencies

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<p>EHC (education, health and care plan)</p>	<p>-students arrive from abroad and will not have an EHC plan issued by UK authorities -most students will be able to be successfully supported without a formal EHC plan. Explore if this is preferable; bear in mind that the length and intrusiveness of the process are in conflict with a student's brief stay in the country - where it is thought that a plan may be beneficial, an assessment will be sought from the ISEND Assessment and Planning Team east Sussex</p>	<p>ongoing</p>	<p>-SENCo -Principal</p>	<p>-internal support plan OR completed official assessment process leading to optimal individual support strategy</p>
<p>Emergency Evacuation</p>	<p>-create individual emergency evacuation plan for disabled persons -liaise with CNCS to identify best procedure for evacuation of such persons from CNCS site -ensure CNCS are aware of persons with individual evacuation plan and include practise in joint fire drills</p>	<p>ongoing</p>	<p>-Principal -SENCo -subject teachers</p>	<p>-existence of individual evacuation plan -successful drills</p>

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South England International School

URN: 18591

DfE Registration: 846/6030

www.southenglandinternational.com

Known as Brighton International School until January 2023



Trips	-individual tailoring of trips including disabled persons. This will include the entire class and ensure no learning objectives are missed out on	ongoing	-subject teachers	-all trips to be accessible for all students
Training	-ensure relevant staff have required training: Principal, subject teachers, SENCo, DSL, DDSL	ongoing	-Principal to organise and monitor training	-legal compliance -compliance with examination qualification awarding body's requirements
Host Family	-ensure prospective host family is informed about special needs if they impact on where student can be hosted -host family home to be risk assessed for special need -host family members to be suitable to care for SEN student	ongoing	-Family liaison coordinator (CEE)	-positive feedback from student and family during monthly meetings, initial and exit meeting -where social services are involved, positive feedback

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