

AFNORTH International School

British Section Accessibility Plan



Last Reviewed in:	December 2023
Next review due by:	December 2024

At AFNORTH our ethos and values reflect our commitment to a school where everyone is important and included. Children are provided with high quality learning opportunities so that each child reaches their full potential. Everyone in our school is important and included. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Please note: The British Section works within the Dutch legislation and requirements specified by AFNORTH International School.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. AFNORTH International School British Section works under the supervision of the Ministry of Defence as an overseas school and will meet the legislation and requirements as far as it is reasonably practicable to do so. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that MOD Schools under the guidance of DCYP will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

At AFNORTH International School – The British Section is part of the wider AFNORTH International School and this policy is in conjunction with any policies for accessibility that are covered by the School Business Office.

Objectives

AFNORTH International School - British Section is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The School recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The AFNORTH International School - British Section Accessibility Plan indicates how access is enabled for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The AFNORTH International School - British Section Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, cultural activities and schools trips – it also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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;
- Improve the delivery of written information to pupils, 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.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: - Please note these are in conjunction with AFNORTH International School Business Office

- Behaviour Management Policy
- Curriculum Policies
- AFNORTH Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the

ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported biannually.

A plan of the school buildings can be viewed in the Business Office at AFNORTH International School

Action Plan A: Improving Physical Access

Ref	Objective	Action to be taken	Priority	Date Completed	Responsibility
1	All corridors-all buildings	Keep all corridors clear of obstructions	High	Ongoing	All staff
2	Disabled car parking	Ensure Disabled car parking is free of obstructions	High		Business Office
3.	Lift accessible for all	Ensure lift is accessible functional and free of obstructions	High		Business Office

Action Plan B: Improving Curriculum Access

Ref	Objective	Action to be taken	Priority	Date Completed	Responsibility
1	Maintain inclusive quality first teaching	SLT to monitor quality of teaching, planning and provision for SEND pupils	High	Ongoing	SLT
2a	Interventions	AHT SENDCo to audit current interventions and their success/impact on progress.	High	Ongoing	AHT SENDCO
2b	Interventions	Teachers to be using effective interventions to plan, record and monitor support for SEND	High	Ongoing	AHT SENDCO
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to ensure that lessons are planned to meet the needs of all pupils in the school	High	Ongoing	SLT

4	Staff training in supporting pupils with SEND- focus on key areas of need within the school.	Staff to be trained to meet needs of all children in school. Identify gaps in knowledge and seek external advice if necessary from MOD SEND Support and Speech and Language Therapist.	High	Ongoing	AHT SENDCO & MOD SEND Support
5	Parental and pupil feedback	Questionnaire to all parents and pupils with SEND	Medium	Ongoing	SLT
6	Appropriate use of specialised equipment to benefit individual pupils and staff	Make ipads, Surface Pros available. Use sloping boards or adjustable tables for pupils with fatigue or physical disability. Use coloured overlays for pupils with visual difficulty	Low	Ongoing	AHT SENDCO
8	Ensure the school develops children's awareness of disability	Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light.	Low	Ongoing	All leaders

Action Plan C: Improving the Delivery of Written Information

Ref	Objective	Action to be taken	Priority	Date Completed	Responsibility
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1	Ensure parents/carers with visual disability have equal opportunity to access information from school	Highlight on school website to parents that documentation is available in larger print on request	Medium	Ongoing	Administration
2	Improvements to assist parents/carers/ children and visitors with hearing loss	Ensure that all staff aware of any parents/carers/children and visitors with hearing loss are dealt with sensitively and spoken to clearly, facing them should lip reading be necessary. Use of text messages when appropriate	Medium	Ongoing	All staff
3	Parents with EAL School website communications	Offer assistance for communications to our parents with EAL	Medium	On-going	Administration