EF ACADEMY

International
Boarding Schools

OXFORD ACCESSIBILITY POLICY 2026-28

Document title:	Accessibility Policy
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Document Purpose:	To safeguard the rights of individuals, protecting them from unfair treatment and promoting a fair and more equal experience and education at the School
Related Documents:	Equality Act 2010
Date of Next Review:	August 2028 (reviewed every two years)
	New layout, some new wording and formatting (i.e .the absorption of Health & Safety Officer's role with Operation Manager's role and responsibilities etc.) Aug.'21 (Mark Fletcher-Single) developed policy to reflect the School's current leadership restructure Sept.'22 (Mark Fletcher-Single): - reviewed to reflect the School's continued leadership restructure during academic yr. Aug.'22 to Jul.'23 - reviewed to reflect the changes to National minimum standards for boarding schools (from 5th Sept.'22) - reviewed to reflect change of DSL roles and updates to staff changes and changes to KCSiE in Sept.'22 Jul.'23 (Mark Fletcher-Single) updated policy with some new wording and formatting, and to reflect the School's continued leadership restructure May '24 (Rob Tasker) Direction of policy moved back from Head of School to Deputy Head of School (after a Jan '24 appointment) August '26 (Rob Tasker) Updated to reflect new SLT structure and removal of Facilities Manager role

Statement
The School recognises many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise for some students, the nature of their disabilities may mean they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure disabled students receive the same standards of education as students without a disability.

Introduction
EF Academy Oxford has an obligation under the Equality Act 2010:

- not to treat students who are disabled less favourably for a reason related to their disability
- to make reasonable adjustments for students who are disabled, so they are not put at a substantial disadvantage
- to draw up plans to show how, over time, we will increase access to education for students who are disabled

This policy sets out the proposals of our school to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

1. increasing the extent to which students who are disabled can participate in the School curriculum
2. improving the environment of the School so students who are disabled can take greater advantage of education and associated services
3. improving the delivery of the curriculum to students who are disabled

What defines 'reasonable adjustments'?
In determining what is reasonable the School will have regard to:

- the financial resources available to the School
- the costs of any alteration to the premises, staffing arrangements, or special equipment required
- the practicality of making reasonable adjustments
- Health & Safety requirements
- the interests of other students
- the need to maintain academic or other standards

Statement of Intent
EF Academy Oxford is committed to resourcing, implementing, reviewing, and revising this Accessibility Policy bi-annually.

What constitutes a disability?
The Equality Act describes a person who is disabled as having

- a physical or mental impairment which has a substantial and long-term (more than 12 months)
- an adverse effect on his or her ability to carry out normal day-to-day activities

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy, or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children and young people are included within the definition of disability, including children and young people with significant behaviour difficulties which relate to an underlying impairment. Not all students who have a learning difficulty or special educational need are disabled.

Identifying the needs of students
Parents and staff collaborate to identify and provide for the needs of individual students, as outlined in any student profiles, individual educational plans and pastoral support plans. This process is managed by the respective Pathway Manager in conjunction with the UPAWs meeting group, Facilities Manager and Health & Safety Officer, senior leadership team and Principal. The views and aspirations of students who are disabled, their families and designated professionals are an important part of our development planning. Parents or guardians of children and young people with disabilities are expected to notify them to the School at the point of registration via the admissions team. If these are not known at the time, the School should be notified as soon as they are recognised.

Coordination and Implementation
This is the responsibility of the Deputy Head of School (DSL, Facilities Manager and Health & Safety Officer), Pathway Managers, PLT meeting group, pastoral team and teachers.

Responsibility
All staff are made aware of the duties towards children and young people who are disabled, and the 'reasonable adjustments' needed for particular students, as and when required.

Concerns or Complaints
The School has an internal complaints procedure (see policy document). Beyond this, the Disability Rights Commission (www.drc-gb.org, 08457 622 633) provides a confidential help line and a conciliation service. The School also recognises disabled students or those with special educational needs or learning difficulties may be at risk of being bullied. The School has an Anti-bullying Policy which makes it clear bullying behaviour of any kind is not acceptable and will be taken very seriously.

Accessibility Plan
The School will evaluate:
- the effectiveness of the action taken in the previous school years
- targets moving forward
- responses to any legislative changes
- changes or expected change to relevant students' needs

Monitoring will be a constant process and the Deputy Head of School and Facilities Manager and Health & Safety Officer will make the necessary amendments and discuss planning, budget and other concerns. The Health & Safety Committees - run by the Director of EF Oxford Language Centre (ILC) for the Cherwell campus - may raise action points and these will, in the main, be dealt with by the Facilities Manager and Health & Safety Officer, as they relate to the Cotuit Hall site of EF Academy Oxford. ILC is responsible for the Cherwell site. EF Academy Oxford's Facilities Manager and Health & Safety Officer runs the Cotuit Hall campus and chairs the EF Academy Oxford's Health & Safety Committee. If a student with special medical

requirements and a particular disability which restricts mobility around the school site is offered a place, a committee will be convened consisting of the Deputy Head of School, Facilities Manager and Health & Safety Officer and a school nurse to assess needs and provision.

Disabled Students Participation in the School Curriculum

With consideration to budget restrictions and reasonable expectations, the School will maintain and encourage the full provision of education to any student with a disability.

Disabled Students Participation in Boarding / Residence at Cotuit Hall

Due to the nature of the current school residences access is limited. Students requiring access arrangements will be housed in a suitable Host Family.

Improvements to the Physical Environment of the School

There is an ongoing commitment to upgrade facilities to enable all students to work in a good, comfortable, and safe environment given the budget available.

Delivery of Information to Disabled Students

The School will undertake to consider where budgets allow:

- all school documents will be available in large print format if requested · to continue to provide InSeT training for staff to support them in better communication with students with disabilities as needed
- the School will plan / invest in classroom technology to better facilitate communication to students with disabilities
- specific attention will be given to enable clear provision of images and text in a large print format
- the use of high-quality audio / visual material
- the easy dissemination of printed handouts of appropriate clarity

Schedule of Buildings

Cotuit House is a four-storey building with a ramp access to the ground floor reception. A disabled toilet is available on the ground floor. There is a sloped access to the backdoor and basement. The Student Lounge and Lecture Hall are accessible by wheelchair. The Student Lounge has a disabled toilet. Cherwell building ILC: disabled access to all classrooms is available via a lift. Disabled toilet facilities are available.