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Equal Opportunities & Accessibility Policy (Three Year Plan)



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Document title:	Equal Opportunities and Accessibility Policy (Three Year Plan)
Date Created:	April 2014
Author:	Head Teacher
Individuals Involved in Developing the Document:	Facilities Manager Executive Committee
Document Purpose:	To recognise that students, staff and members of the public shall not be discriminated against, due to the protected characteristics set out in the Equality Act 2010.
Related Documents:	Safeguarding Policy PSHE Policy
Date of Next Review:	September 2021
Change Log (what changes have been made, by who and when):	January 2016 Dates revised – MBR – January 2017 October 2017 – MBR – Equal opportunities commitment expanded June 2018 – MBR: minor word and formatting changes. September 2019 – RTA: minor word and name changes September 2020 – RTA: reference to school closure in August 2021



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Equal Opportunities and Accessibility Policy (Three-Year Plan)

Statement

The school recognises that students, staff and members of the public shall not be discriminated against, due to the protected characteristics set out in the Equality Act 2010 or their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. The school takes these factors into account in the care of students throughout the school day and as boarders, so that care is sensitive to different needs.

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that 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 that all disabled students receive the same opportunity to access education as able-bodied students.

Introduction

EF Academy 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~~ plan to show how, overtime, we will increase access to education for students who are disabled.

Through staff training, PSHE tutorials and reinforcement of our school's Community Values, we promote respect for other people and challenge all forms of discrimination.

We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (**Protected Characteristics**).

This policy and plan 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;



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3. improving the delivery who are disabled.

of the curriculum to students

The School is working within a national framework for educational inclusion provided by:

- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The SEND Code of Practice 2015
- Children and Families Act 2014
- The Education (Independent School Standards) Regulations
- The National Minimum Standards for Boarding schools

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 particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- Health and Safety requirements
- The interests of other students
- The need to maintain academic or other standards

Statement of Intent

EF Academy Torbay is committed to resourcing, implementing, reviewing and revising its Accessibility Policy and Three-Year plan.

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) 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 people is included within the definition of disability, including people with



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significant behaviour
underlying impairment. Not
learning difficulty or special
disabled.

difficulties which relate to an
all students who have a
educational need are

Identifying the needs of students

Parents, carers and teachers collaborate to identify and provide for the needs of individual students, as outlined in student profiles, individual educational plans and pastoral support plans. This process is managed in Lower School and Upper School by the respective Pathway Manager in conjunction with the Head Teacher and Deputy Head Teacher.

Coordination and Implementation

This is the responsibility of the Head, the Deputy and the Pathway Managers, and all teachers.

Responsibility

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

Concerns or complaints

The School has a complaints procedure available via its website - <http://www.ef.co.uk/academy/campuses/torbay/> (see Complaints Policy). In addition, Disability Rights UK provides advice and guidance <http://www.disabilityrightsuk.org/> and operates a Disabled Students Helpline on 0800 328 5050.

The School also recognizes that 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 that bullying behaviour of any kind is not acceptable and will be taken very seriously.



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Accessibility Plan

The Executive Committee will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant students' needs

Monitoring will be a constant process and the Head Teacher and Site and Maintenance Manager will review the plan once per term and make the necessary amendments and discuss planning, budget and other concerns.

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 Teacher, Site and Maintenance Manager, Course Coordinator and Pathway Manager 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 following:

Further development of the Accessibility Policy throughout to include:

- Full disclosure of relevant information on Admission.
- A commitment to In-Service Training for staff to support any student with a disability.
- Access will be provided for specialist help to occur which is reasonable and practical. Where physical access to the site is difficult for a prospective student, the school recognises the need to be proactive in enabling such access.
- The Head Teacher will arrange for an annual Disability Discrimination Audit to be carried out.
- The timetable will be constructed to accommodate any student or students with disability
- Students with disability will be given additional reasonable time between lessons.

Disabled Students Participation in Boarding

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



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With consideration to budget expectations, the School will the following:

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Further development of the Accessibility Policy throughout to include:

- Full disclosure of relevant information on Admission.
- A commitment to In-Service Training for House Parents and Host Families to support any student with a disability.
- Access will be provided for specialist help to occur which is reasonable and practicable.
- Where physical access to the Residence or Home is difficult for a prospective student, the school recognises the need to be proactive in enabling such access.

Improvements to the Physical Environment of the School

The building of new classrooms and refurbishment of old has meant that provision has been made for increased disabled access. Improvement to the existing buildings will be governed by the long term budget put aside for maintenance and improvement. 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.

The development of classrooms in the Tower and Castle buildings has included the implementation of a lift to aid access to all areas and the provisions of accessible toilets and disabled emergency stations.

- The School will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable.
- The School will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a particular disability might compromise safety in event of a fire.
- Any new building will be constructed to be fully accessible to disabled students, staff, parents and visitors.
- All new equipment purchased for teaching will be considered as to the suitability of its use by students with disabilities, and every reasonable effort made to purchase equipment that meets the need of such students in a better way than the existing equipment it replaces.
- Diffusing lights is installed where computer use makes it necessary. In normal circumstances, faulty lighting will be replaced within 24 hours.
- Promote the good practice of the 'buddy' system to help students with disability.
- When transport is hired for outside events and trips, due consideration will be given to providing facilities for disabled students, if relevant.

Delivery of Information to Disabled Students



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The School will undertake to allow:

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consider where budgets

- All school documents will be available in large print format if requested. To continue to provide training for staff in order to support them to be more effective in their communication with students with disabilities. 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

Castle Building:

The Main Building is a three storey building with a lift giving access to all floors. An accessible toilet is available on both ground and first floors. A ramp is available for fitting at the front entrance to allow wheelchair access. This is not a permanent situation and must be erected prior to an event where a disabled person is expected. The ramp permits entry to the Ground Floor from whence the lift can be accessed.

The Tower Building:

The Tower Building is a three storey building and access to the ground floor is available via a bridge from the Castle building. Disabled access to all classrooms is available through a lift. An accessible toilet is available on both ground and top floor.



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Three-Year Plan June 2018 – June 2021

Reference	Priority	Required Actions	Responsibility for Leading	Timescales
1	Establish a School Accessibility Group to lead the monitoring of the Accessibility Policy and Three-Year Plan	<ol style="list-style-type: none">a. Agree membership of group with the Chair of Executive Committeeb. Draft and agree the group's terms of referencec. Review, revise and confirm Accessibility Policy and Three-Year Plan	Head Teacher	For March 2019
2	Undertake a full accessibility audit of the school, existing boarding residences and the facilities the school uses to support extra-curricular activities	<ol style="list-style-type: none">d. Identify a specialist auditor to undertake a review.e. Receive and review report and subsequently make changes to the Accessibility Policy and Three-Year plan.f. Brief the Executive Committee on the changes to the Accessibility Policy and Three-Year Plan	Chair of School Accessibility Group	For May 2019



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3	Identify a member of the Executive Committee to hold responsibility for SEND and ensure that individual is trained appropriately and understands their responsibilities.	<ul style="list-style-type: none"> a. In conjunction with the Chair of the Executive Committee, identify the individual who will hold responsibility. b. Identify an appropriate training programme via ISA/BSA to enable 	Chair of Executive Committee	<p>For June 2019</p> <p>Note: Governor for Safeguarding takes responsibility for oversight of SEND / safeguarding matters.</p>
		<ul style="list-style-type: none"> individual to understand key responsibilities. c. Establish monitoring and reporting mechanisms between Executive Committee and the School Accessibility Group. 		
4	Ensure that the School SEND Lead is trained to the appropriate standard and is supported by the School SLT in delivering the School SEND Policy and Procedures.	<ul style="list-style-type: none"> a. Identify an appropriate training programme via ISA/BSA to enable individual to understand key duties and responsibilities. b. Develop and agree an annual CPD programme for SEND Lead SLT to c. review SEND Policy and Procedures in light of (a) 	<ul style="list-style-type: none"> a. Head Teacher b. Deputy Head Teacher c. Head Teacher 	For June 2019
5	Improve understanding of accessibility needs amongst staff and student population	<ul style="list-style-type: none"> a. Audit student and staff population to ascertain accessibility needs. b. Report findings to School Accessibility Group 	Chair of School Accessibility Group	For October 2019



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6	Improve the communication of information to students, parents, staff and visitors to the School.	<p>a. Develop the ability and identify the supporting resources to allow admissions material to be provided in a range of formats.</p> <p>b. Develop the ability and identify the supporting resources to provide highly differentiated</p>	<p>a. Head Teacher</p> <p>b. Deputy Head Teacher</p> <p>c. Deputy Head Teacher</p>	For June 2019
		<p>teaching and learning resources to those students that require them.</p> <p>c. Develop the ability and identify the supporting resources to allow for information to be provided to parents/guardians in a range of formats.</p>		
7	Make residential boarding accommodation available to all students.	<p>a. Develop an estates strategy that provides boarding residences that can be delivered within strategic and operational business constraints and are fully accessible and that meet the expectations of students and parents/guardian and the expected standards of regulators.</p>	Head Teacher	June 2018 – June 2021