

ACCESSIBILITY PLAN 2026-2029 September 2026

1. AIMS AND OBJECTIVES

EIFA International School (“EIFA”, “School”, “we”, “us” or “our”) strives to be a fully inclusive and welcoming school which aims to offer a higher quality of teaching and learning, and supports all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole School curriculum. We value the diversity of our School community and appreciate the contribution that pupils with special educational needs (SEND) and/or physical disabilities bring to school life. The School is committed to providing an environment that values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. LEGISLATION AND GUIDANCE

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirement of Schedule 10 of the Equality Act 2010. The Equality Act 2010 requires schools to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School’s Special Educational Needs and Disability (SEND) Policy sets out the School’s policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this policy.

3. DEFINITION OF DISABILITY AND SCOPE OF THE PLAN:

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

4. THE SCHOOL'S ACCESSIBILITY PLAN CONTAINS RELEVANT ACTIONS TO:

- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School,
- increase the extent to which disabled pupils can participate in the School's curriculum, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The School also recognise its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to enable them to carry out their work
- Undertake reasonable adjustments to enable staff to access the workplace.

The School's Senior Management considered the following when developing and reviewing the plan: Admissions, Attainment, Attendance, Exclusions, Education, Extra-curricular activities, Directors' representation, Physical school environment, Selection and recruitment of staff, Sporting education and activities, Staff training and Welfare.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

5. HOW THE PLAN IS REVIEWED AND MONITORED

The School's Board of Directors is ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years and reviewed on an annual basis. The plan should be read in conjunction with the following policies: Attendance and Punctuality Policy, Admissions Policy, Anti-bullying Policy, Child-Protection and Safeguarding Policy and SEND Policy.

6. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

SCOPE	TARGETS	ACTION AND RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	EVIDENCE OF IMPLEMENTATION
Short Term	Provide a ramp for wheelchair access to the School. Lifts available for access to higher floors Disabled toilets available for parents, pupils and visitors to the School	Ensure ramps are regularly maintained and stored in an easily accessible place. Ensure access to lifts is clear at all times and lifts meet statutory requirements. Disabled toilets are accessible, but wheelchair users need assistance. Two members of staff will be nominated to accompany the wheelchair user.	Ongoing Ongoing Ongoing	Building Manager Building Manager Senior Leadership Team for pupil access. Receptionists to inform SLT for parents and visitors requiring access	Certification and reports from lift servicing. Individual risk assessments.
Medium Term	Assess and improve working environment for any pupils or staff with visual or hearing impairment, or other identified disability	E.g. signage around the School; incorporated appropriate colour and lighting schemes and blinds installed on south-facing windows. Provide pupils with visual impairment or dyslexia with a laptop computer or iPad. Specific requirements are identified and discussed prior to visiting the premises.	Autumn Term of each academic year	Senior Leadership Team	Visually impaired people feel safe on School grounds. Disabled pupils are able to work independently in all teaching areas. Disabled staff are able to fulfil their responsibilities. Individual risk assessments kept on file.
Long Term	Future school expansions will ensure consideration of appropriate accessibility for people with a physical disability.	Part of planning procedure.	As required	School senior management	

7. IMPROVING ACCESS TO THE CURRICULUM

SCOPE	TARGETS	ACTION AND RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	EVIDENCE OF IMPLEMENTATION
Short Term	All school visits and trips need to be accessible to all pupils and properly vetted Promoting diversity To promote early identification of pupils with communication needs	Ensure venues and means of transport are vetted for suitability- check with SENCO using an amended trip checklist. Displays - adapted for pupils with a disability Curriculum resources accessible to all. Acquire and implement WellComm Screening Tool and train Early Staff on how to use it Assess all children from Nursery/PS to Year 1 within the school year Follow-up with parents when needed	Ongoing	Trip Leader Teachers/Teaching Assistants SENCo/Head of Early Years SENCo Early Years Teachers and Teaching Assistants	Visit and Trip Risk Assessments pupil and parent questionnaires. Celebration of cultural/international events. Pupils with communication needs are identified at an early age. Early prevention supports pupils and helps pupils to make progress.
Medium Term	Increase access to the curriculum for pupils with a disability	School to offer a differentiated and tailored curriculum for pupils with a disability. School to use resources tailored to the needs of pupils who require support to access our curriculum. Curriculum resources include examples of pupils with disabilities (pictures, clips, books). Curriculum progress and attendance is tracked for all pupils, including those with a disability, using CPOMS. Targets are set effectively and are appropriate for pupils with additional needs.	End of Autumn term Mid-point check at half-term	Senior Leadership Team SENCo Teachers/Teaching Assistants Teachers	Pupils have an increased access to the curriculum thanks to the resources available. Teaching staff to have a better knowledge on SEND topics. Pupils with a disability able to thrive at school and reach their potential. There are no significant barriers to learning.

Long Term	To train and support all teaching staff (teachers and teaching assistants) to address special educational needs and disabilities in their class and during lessons Curriculum review e.g. future expansions and ensuring the curriculum is accessible to all	Audit and/or survey to identify needs. Offer in-house training as required based on age groups (Early Years, Primary and Secondary). Offer training from external agencies and professionals as required, based on age groups (Early Years, Primary and Secondary). Teachers to be aware of the needs in their class (educational and physical) and plan differentiated lessons accordingly.	Ongoing feedback, review and development	Senior Leadership Team SENCo Key Stage/Subject Leaders Teachers Teaching Assistants SENCo/Teachers	Lesson plans and class observations. Increased confidence to support pupils from all staff. Better understanding of access arrangements. Improved provisions and tracking data to demonstrate progress.
-----------	--	--	--	--	---

8. IMPROVING ACCESS TO INFORMATION

SCOPE	TARGETS	ACTION AND RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	EVIDENCE OF IMPLEMENTATION
Short Term	Improve the range of formats our information is available in to ensure accessibility.	Make sure software installed where needed Ensure large print versions of policies and other relevant documents are available on request. Ensure pupils use a visual timetable where required. Review signs with symbols, welcome signs in different languages and formats.	As required	SENCo/teachers/external agencies Senior Leadership Team/ Administrative Team	Electronic reporting online teaching and virtual tour.
Long Term	Information supplied in adapted language, symbols, large print, or in braille	Prepare School information brochures in adapted formats.	As required	SENCo/teachers/external agencies Senior Leadership and Administrative teams	Pupils are able to understand school systems and structures.