

ANGLO EUROPEAN SCHOOL



Accessibility Plan

To be read in conjunction with the Equality, Diversity and Inclusion Policy

Last reviewed 06/10/2026

This policy is regularly reviewed following recommended guidelines

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school in line with its Inclusion Strategy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

AES is committed to being an inclusive and welcoming community. We aim to ensure that every child can participate fully in all aspects of school life. The school is committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs.

Our Equality, Diversity and Inclusion Policy and Strategy outline our principles and values. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality diversity and inclusive issues with reference to the Equality Act 2010, including understanding disability issues. The school invites the support of any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIMS	OUR CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON(S) RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	Our school offers a broad and balanced international curriculum for all. Our curriculum is differentiated in order to stretch the more able and support those who need additional help. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities to enable representatives. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs.	To ensure that our curriculum meets the needs of all our learners in line with changes to GCSE and A Level examination. To continue to develop provision for young people with social, emotional and mental health needs. Continued training for staff on disability and Special Educational Needs and Disabilities issues – relating to both individual young people and areas of Special Educational Needs and Disabilities. Development of a whole school approach to Inclusion	Continue to monitor the changes to GCSE as set out by the Awarding Bodies and the Department for Education and the CAR review. Continue to support young people through counselling and with other experts at hand and agencies. Continuous Professional Development and Performance Management to ensure that all staff are highly trained and confident in delivering High Quality Teaching.	Deputy Headteacher Curriculum Deputy Headteacher – Personal Development/Pastoral SENDCO Assistant Headteacher– Teaching and Learning	Qualification routes offered to our young people are appropriate to their academic and physical ability. Young people leave with qualifications that will help them achieve their best on their chosen future pathways. High quality adaptive teaching in evidence for all pupils and curriculums and teaching methods differentiated to meet individual needs.

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	The curriculum is reviewed to ensure it meets the needs of all students. All young people have the opportunity to take part in school visits and exchanges. These are Risk Assessed individually.				
Improve and maintain access to the physical environment N.B. new build will enhance this further making whole site accessible (see additional section) Interim building site creates greater challenges and requires regular adaptations	The environment is adapted to the needs of students as required. This includes: • Ramps • Lifts • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Yellow stripes on steps and door entrances	To continue to develop our facilities in line with the needs of our students. To ensure that all additional equipment on the school site is maintained in line with the manufacturer's guidelines when in use.	SENDCO to work with a range of outside agencies on individual cases to ensure that the site can meet specialist needs. The SENDCO and Business Manager to work with Outside Agencies as required.	SENDCO Business Manager	All young people who attend our school are able to take part in all areas of school life.
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Induction Loops • Accessible font styles and styles N.B Braille not currently needed.	To continue to monitor signage to ensure that all members of the school community can access the information that they need.	Monitoring to be completed before young people arrive at the school in conjunction with professionals from outside agencies.	SENDCO	All young people who attend our school are able to access the information that they need in order to access a broad and balanced curriculum and the school site.

Additional Action Plan in light of the current school rebuilding programme (from September 2026)

1. Introduction & Objectives

This is a temporary and transitional section to the Accessibility Plan as an addition to the above plan/action plan that ensures that **disabled students, staff, and visitors** maintain full access to the curriculum, physical environment, and information during our upcoming school rebuild.

Our core objectives during this construction phase are to:

- Ensure **minimised disruption** to the safety and mobility of individuals with physical, sensory, or neurodivergent needs.
- Maintain **full curriculum access** despite temporary classroom reallocations.
- Proactively communicate layout changes to vulnerable students to **minimise anxiety**.

2. Physical & Environmental Access (The Build Phase)

Construction zones, temporary hoarding and fencing, and mobile classrooms (portakabins) introduce significant physical barriers.

Temporary Pathways & Access Points

- **Step-Free Routing:** All temporary walkways must be step-free, compacted, and wide enough (minimum 1.5m) for wheelchair users and mobility aids.
- **Ramps & Handrails:** Install compliant modular ramps on all temporary classrooms and portakabins. Handrails must be high-visibility to support visually impaired individuals.
- **Lighting and Signage:** Temporary routes must feature clear, high-contrast signage. Install where needed robust overhead lighting for dark winter mornings and evenings.

Facilities & Parking

- **Accessible Parking:** Maintain or reallocate designated accessible parking bays closest to the temporary school entrance/reception at Willow Green entrance. Ensure these zones are entirely free from construction traffic.
- **Accessible Toilets:** Ensure the temporary blocks include fully compliant, accessible toilets as required by the current student and staff cohort.

3. Curriculum & Learning Access

As departments move more frequently to accommodate construction zoning, classroom adjustments must prioritise inclusion.

Classroom Allocation

- **Ground Floor Prioritisation:** Students and staff with limited mobility must have their timetabled lessons strictly allocated to ground-floor spaces as some of our temporary buildings lack lifts.
- **Acoustics & Lighting:** Temporary classrooms can be noisy. Students and staff with hearing impairments or auditory processing disorders must be positioned away from the perimeter fences closest to active drilling/heavy machinery. Students will be allowed to use noise-cancelling headphones where appropriate.

Evacuation & Safety (PEEPs)

- **Personal Emergency Evacuation Plans (PEEPs):** Review and update all PEEPs to account for changing exit routes, temporary muster points, and altered alarm sounds.
- **Refuge Areas:** Clearly mark new, temporary safe refuge areas on upper floors of remaining permanent buildings.

4. Access to Information & Communication

Clear communication prevents the anxiety and confusion caused by a changing physical landscape.

Staff and Student Transitions & Familiarisation

- **Visual Maps:** Provide simplified maps showing "live" construction zones versus safe student and staff zones.
- **Orientation Walkthroughs:** Arrange early orientation walks for students or staff with Visual Impairments (VI) and Autism before major phasing changes occur. SENDCO will oversee this with the SEND team.
- **Updates:** Deliver when needed morning briefing updates in accessible formats regarding any sudden pathway closures. This will then be disseminated to students via tutor notices

5. Action Plan & Building works Monitoring Matrix

Area of Focus	Action Required	Responsible Person	Timeline	Review Frequency
Physical Access	Audit all temporary ramps, doors, and pathways for wheelchair compliance.	Facilities Manager / Site Manager	Before phase 2 handover	Weekly
Safety / Evacuation	Rewrite and practise PEEPs with updated temporary muster points.	SENDCo /MJS	Week 1 of term	Termly (or per phase)
Curriculum	Audit timetable to ensure students and staff with physical disabilities are not scheduled on upper floors without lift access.	MJS	Prior to timetable release	Per phase change
Sensory / Anxiety	Conduct supported orientation walks for vulnerable students through new routes.	SEND Team / Inclusion Lead	Inset days / Pre-phase changes	As required

6. Long-Term Vision (The Final Rebuild)

While managing the interim disruption, the school leadership team will continuously collaborate with the building contractors Kier Construction Ltd to ensure the *final* build meets the highest modern standards of universal design, exceeding basic building regulations to future-proof accessibility.

4. Monitoring arrangements

This document will be reviewed every year. It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality, Diversity and Inclusion Policy
- Special educational needs and Disabilities (SEND) information report and SEND Policy