

# TASIS



THE AMERICAN SCHOOL IN ENGLAND

## Accessibility Plan 2017-2020

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### Document

<b>Information Sharing Category</b>	PUBLIC
<b>TASIS Document reference (Org, Doc, version, date)</b>	TASIS_AP_V8_0_01052019
<b>Version</b>	9.0
<b>Date published</b>	04 September 2019
<b>Date reviewed</b>	04 September 2019
<b>Date ratified by Head of School</b>	04 September 2019
<b>Review/Update date</b>	04 September 2020
<b>Responsible area</b>	Bursar's Office

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## 1. Introductory statement

- 1.1. TASIS England is an independent, co-educational school for day (ages 3-18) and boarding students (ages 14-18). Students from more than 50 countries contribute to a unique and dynamic learning environment, thriving in an atmosphere that encourages character development and academic achievement and celebrates the School's international population.
- 1.2. This accessibility plan has been drawn up in consultation with the management of the School and covers the period from 01 May 2017 to 01 May 2020.
- 1.3. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## 2. Background

- 2.1. The School is committed to making reasonable adjustments to allow students with disabilities to access educational provision at the School. The School occupies a site consisting of a number of separate buildings, some being historic and listed, and of several storeys.
- 2.2. Teaching takes place in fixed classrooms for each subject which means students move widely around campus. This requires students to go from classroom to classroom, often under tight time pressures using steps stairs and uneven ground.
- 2.3. The School is a day and boarding school based upon a traditional boarding house structure. The buildings are widely dispersed around campus and consist of multi-storey buildings with accommodation, social and catering facilities on several floors. Again, given the age and layout of many of the buildings, students are required to use stairs and steps for routine access and emergency evacuation purposes.
- 2.4. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the School in the following areas:
  - a. increase the extent to which students with disabilities can participate in the School curriculum
  - b. improve the physical environment of the School to increase access to education by students with disabilities
  - c. improve the delivery of written information to students, staff, parents and visitors with disabilities
- 2.5. It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - a. School Prospectus
  - b. Equal Opportunities Policy
  - c. Health and Safety Policy

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- d. Special Educational Needs Policy
- e. Curriculum Policy
- f. Risk Assessment Policy
- g. Student Access to Risky Areas

2.7. The Plan will be monitored through the Bursar's Office. There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Head of School. The Plan will be renewed on a three-yearly cycle.

### **3. Welcoming and Preparing for Students with Disabilities**

- 3.1. Where it is practicable to make reasonable adjustments to enable prospective students to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 3.2. Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of any additional costs would be fully assessed and agreed in writing beforehand.
- 3.3. In order to meet the needs of students with disabilities, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 3.4. In assessing the student or prospective student, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.
- 3.5. Reasonable adjustment can be made to ensure that any student (boarding and/or day) with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

### **4. Sports activities**

- 4.1. The new government sport strategy "*Sporting Future: A New Strategy for an Active Nation*", published by the Department of Culture, Media and Sport in December 2015, placed a particular emphasis on helping inactive people to become more active.
- 4.2. Achieving this goal will include helping students with disabilities to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are properly represented among sport volunteers, coaches, the wider workforce and leadership.
- 4.3. The American School in England will work with staff and outside suppliers to offer the widest possible range of sports and physical activities using the existing campus facilities.

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## 5. Special Educational Needs

- 5.1. The duties on Special Educational Needs and disabilities apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:
- a. Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the EHRC
  - b. The SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
  - c. Statutory guidance on supporting students with medical conditions in December 2015.

### Appendix 1 – Reasonable Adjustment

#### A. Legal Status:

1. Special Educational Needs and Disability Act (SENDA)
2. Equality Act (2010) and The Public Sector Equality Duty (2011)

#### B. Applies to:

1. The whole school along with all activities provided by the School, including those outside of the normal school hours.
2. All staff (teaching and non-teaching), the directors and volunteers working in the School.

#### C. Introduction

1. In accordance with the Equality Act 2010, TASIS England must take steps to make reasonable adjustments for students and applicants with disabilities so that they are not put at a substantial disadvantage when compared with students and applicants who are not disabled.
2. TASIS England therefore seek to cater for each situation on its individual merits. This appendix is a general statement of our policy which sets out the principles underlying our approach to making adjustments for students and applicants with disabilities and the factors the School will take into account when considering requests for reasonable adjustments.

#### D. When does the duty arise?

1. A student or applicant is disabled if (s)he suffers from a *'physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

#### E. What is the scope of the duty?

1. TASIS England seeks to ensure that students with disabilities and applicants are not put at a substantial disadvantage by making reasonable adjustments:
  - i. to our policies, criteria and practices (i.e. the way we do things); and
  - ii. by providing auxiliary aids and services (i.e. additional support or assistance).
2. There is no standard definition of an auxiliary aid or service.

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3. Examples include:
  - a. pieces of equipment;
  - b. extra staff assistance;
  - c. note-taking;
  - d. induction loops;
  - e. audio-visual fire alarms;
  - f. readers; and
  - g. assistance with guiding.

**F. What is not covered?**

1. We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for students with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School.

**G. Entry tests**

1. We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with disabilities sitting the entry test, such as, for example, allowing it to be completed on a computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

**H. How are requested adjustments made?**

1. TASIS England prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or student with disabilities. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.
2. If your child has a disability and you believe that they are being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that could be made which would overcome this, you may write to the relevant school Learning Resource Specialist at TASIS England setting out in full the adjustment and (if necessary) how the School could put this into practice.

**I. The School's response**

1. In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the School to take. In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

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**J. How will the School decide whether an adjustment is reasonable?**

1. When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:
  - i. whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
  - ii. the practicability of the adjustment;
  - iii. the effect of the disability on the student;
  - iv. the cost of the proposed adjustment;
  - v. whether it would be provided under a statement of special educational needs or an Education, Health and Care Plan from the Local Authority;
  - vi. the School's resources;
  - vii. health and safety requirements;
  - viii. the need to maintain academic, musical, sporting and other standards; and
  - ix. the interests of other students (and potential students).

**K. Confidentiality**

1. You (or your child if the School believes they are 'Gillick Competent' and have sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the School. We will take any such request into account when considering whether an adjustment is reasonable.

**L. Outcome**

1. Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

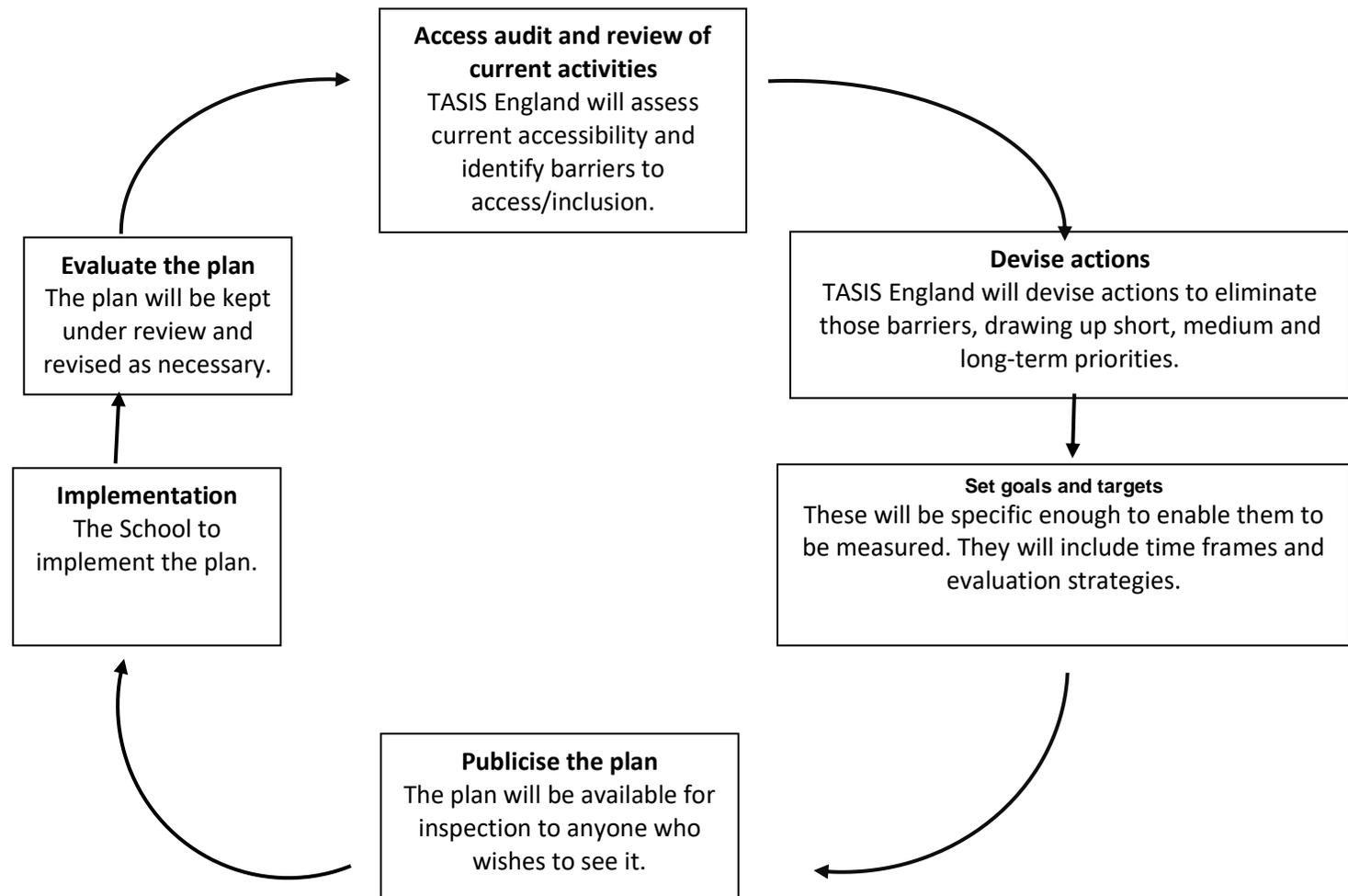
**M. What can you do if you are not happy with the School's decision?**

1. If you are not happy with the School's decision about the reasonableness of the adjustment, you may lodge a complaint using the School's Complaints Procedure.

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**Developing Our Accessibility Plan**

TASIS England develops its accessibility plan in the following way:



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<p>Investigate feasibility of improving access within any plans for refurbishment of buildings. All re-signing should consider the impact on any students with visual impairments.</p> <p>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.</p>	<p>To be built into a seven year rolling programme. Advice to be taken from architect and research re: educational implications by Leads of LS, MS and US and the three Learning Resource Coordinators (LRCs).</p> <p>Ensure the facilities meet the needs of all students with protected characteristics and ensure that any adjustments made are reasonable and timely.</p>	<p>Estates Manager</p> <p>Pastoral Team, Business Manager.</p>	<p>Review April 2018</p> <p>Review April 2018</p>	<p>applications are subject to listed Building Status. Review May 2020.</p> <p>March 2019 - Refurbishment of gym toilets and changing room facilities can now accommodate wheelchair access and people with restricted mobility. Review May 2019</p>	<p>and refurbishment work to incorporate accessibility and people with mobility challenges.</p> <p>As above.</p>
<p>To promote awareness of the Accessibility and Equality Plan amongst School stakeholders.</p>	<p>Board of Directors to adopt plan, publish on website, intranet. Promote to parents through School newsletter and website.</p>	<p>Senior Leadership Team to promote awareness</p>	<p>May 2019 – ongoing as new stakeholders join the School.</p>	<p>To be reviewed by May 2020</p>	<p>All stakeholders aware of plan and actively consulting it.</p>

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<p>Consider the benefits of appointing a SENCO. Learning Resource Specialists currently in post as coordinators for students with additional needs.</p>	<p>Board of Directors and Head of School to consider the job role and appoint a SENCO if required.</p>	<p>Board of Directors Head of School</p>	<p>April 2018</p>	<p>October 2018. SENCO discussed and considered at SLT level. Not considered a required at present. Confirmed by ISA. To be reviewed May 2020. We do have Learning Support coordinators at each school section to ensure we coordinate services and accommodations</p>	<p>All staff are aware of students with protected characteristics.</p>
<p>Develop staff Continuous Professional Development programme to ensure all staff and teaching assistants are able to identify and show awareness of students with learning difficulties.</p>	<p>Learning Support Team to create a programme which can be delivered to support staff with teaching and learning for SEND students.</p>	<p>Learning Support Team</p>	<p>Review April 2018</p>	<p>From August 2018 the Learning Support Policy is resented each year to all faculty, coordinators work with individual teachers on differentiation and this will be an area of continued focus both through our</p>	<p>As above</p>

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<p>All school staff ensure that all students with protected characteristics are supported within the School.</p>	<p>Pastoral teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.</p>	<p>Pastoral Team</p>	<p>April 2018</p>	<p>Professional Learning Journeys and the Curriculum Development Project.</p> <p>October 2018 - All staff have undertaken relevant training to support them with their understanding of working with students with protected characteristics such anti homophobic bullying training and Mental Health First Aid. Regular training will continue to be provided to staff in this area. Review May 2020.</p>	<p>Students with protected characteristics have their needs met appropriately and feel supported.</p>
<p>Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. EVC to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific</p>	<p>Blanket medical form which enables students to go on all educational trips throughout the year. Currently there is a space for special or medical needs on the 'School Visits' form. EpiPen training for staff.</p>	<p>EVC Health Centre Manager</p>	<p>Ongoing</p>	<p>March 2018 - New protocol for Epipens developed and shared with all staff. EVC to ensure</p>	<p>All students enjoy the same school experience.</p>

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<p>students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organizers and leaders; trip leaders to receive EpiPen training.</p> <p>Students with protected characteristics enjoy the same 'school' experience, including access to trips and events.</p>	<p>Review how allergy info is initially sought/received, coordinated, and who is in charge of keeping track.</p> <p>Liaison with parents to formulate action plans. Risk assessments carried out for the activity.</p>	<p>Pastoral Team, Event Leader</p>	<p>Ongoing with every new intake of students.</p>	<p>paperwork is updated accordingly. To be reviewed May 2020</p> <p>Continue to Risk Assess as and where required. May 2020</p>	<p>Students can safely and happily engage with the school experience including trips and events.</p>
<p>Review provision for English as an Additional Language (EAL) provision.</p>	<p>All EAL students receive additional support.</p>	<p>EAL Coordinator</p>	<p>Review April 2018</p>	<p>EAL Handbook under review during 2018 – 2019. New phasing agreed in terms of language acquisition to promote consistency across sections in March 2019. April 2019 – decision taken for full time EAL teacher to</p>	<p>Students with English as a second language are supported.</p>

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<p>Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.</p>	<p>Heads of Department will consider syllabi to review accessibility to content within the lessons.</p>	<p>Division Heads Heads of Department</p>	<p>Review April 2018</p>	<p>replace part time element. Review May 2020</p> <p>In August 2019 we added digital art into the Visual Art curriculum and renovated a space in the Art department to provide access.</p>	<p>Access to practical subjects is adequately supported</p>
<p>Develop Assessment materials to monitor students with difficulties writing at speed.</p>	<p>Learning Resource Team to consider appropriate resources for assessments.</p>	<p>Learning Resource Co-ordinators</p>	<p>October 2017</p>	<p>Ongoing. All educational assessments are conducted by external Ed Psychologists. Assessment outcomes are shared internally. Review May 2020</p>	<p>Students with difficulty in writing are adequately supported with technology</p>
<p>Expand touch typing programme to assist students with handwriting or poor-coordination.</p>	<p>Learning Support Team to review current provision to see if there is a shortage in</p>	<p>Learning support Team</p>	<p>Review April 2018</p>	<p>Ongoing. One to one Mavis Beacon resources implemented where</p>	

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<p>Review departmental methods of assessment and learning support provision.</p> <p>If a student were to require a hearing aid, the school will explore the technological needs to ensure the student is appropriately catered for.</p>	<p>resources with regard to Handwriting development.</p> <p>Departmental methods of assessment and learning support provision will be reviewed by the Learning Resource Coordinators to ensure consistency where practical.</p> <p>Learning Resource Coordinators and Business Office to organise review of technology requirements.</p>	<p>Learning Resource Coordinators</p> <p>Learning Resource Coordinators</p>	<p>Review before October 2017</p> <p>Explore options January 2018</p>	<p>required. Review May 2020</p> <p>November 2018. New Learning Support &amp; SEN Handbook devised and implemented. Published on LMS. Review April 2020</p> <p>Continue to explore options as and when required. Review May 2020. Accommodations beyond technology can also be made in terms of preferred seating, extended time, provision of class notes, using visual cues etc.</p>	<p>Consistency of provision established across all sections following the Learning Support Flowchart.</p> <p>Hearing impaired students are appropriately assessed and offered reasonable support according to their needs Awareness among staff and students is</p>
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<p>Learning Support Coordinators to ensure students with learning difficulties (e.g. with dyspraxia, dyslexia) receive extra time to complete longer projects and tests where appropriate. Tests may also be undertaken in a separate room to assist concentration and audio books may be provided for students who have difficulty reading.</p>	<p>Learning Support Team to review procedures and ensure appropriate action is Implemented.</p>	<p>Learning Support Team</p>	<p>Ongoing</p>	<p>All such accommodations are provided in line with our policy.</p>	<p>lifted and appropriate support offered according to a students' assessed additional needs</p>
<p>If a visually impaired student is present within the school, investigate alternative forms of written materials and communication.</p> <p>Identify alternative methods of data collection and recording e.g.mp3players/Dictaphones for students with disabilities.</p>	<p>Learning Support Team to review procedures and ensure appropriate action is Implemented.</p> <p>Learning Resource Coordinators to determine accommodations and then to assist teachers in implementing the devices or alternative data collection methods. through curriculum as required.</p>	<p>Learning Support Team</p> <p>Learning Resource Coordinators</p>	<p>Review for new students in August 2019</p> <p>Review in August 2019 based on new student admissions</p> <p>Review August 2019</p>		<p>Accommodations will be researched and provided as per Learning Support Policy</p>

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To ensure the curriculum promotes the School's commitment to the Accessibility and Equality Plan and that students make excellent progress in their learning.	Curriculum department and PSHEE schemes of work promote diversity and inclusion. Students with protected characteristics are monitored through assessment data.	Senior Leadership Team. PSHEE Coordinators. Heads of Department.		PSHEE schemes developed by the PHSEE Coordinator	Schemes of work annotated.
Produce departmental Learning Support booklets for core subject departments – with subject specific information and useful teaching strategies to help teachers deliver the curriculum.	Sectional Heads and Learning Resource Coordinators to work together to create information booklets specifically targeted at supporting teaching and learning of the curriculum.	Head of Section/ Learning Support Team	Under review for August 2019	We now view this in terms of our policy and supporting teachers with differentiation in terms of process, product and content. This support is provided for teachers with students in LRC	Always on-going
Review strategies on use of the intranet and email to facilitate students with organisational or memory problems.	Teachers to ensure students have access to the available systems to support their needs.	IT Director Divisional Heads	Review annually	These are accommodations that may prove useful for students within LRC. If required LRC support teachers in implementing these accommodations. Information available is accessible and can be provided in various formats.	On-going
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	Many of our resources have moved to online platforms and include more visuals (pictures and infographics), videos and diagrams. We need to	Director of Marketing and Communications	Website is being redeveloped		Every stakeholder

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<p>school events; the information should be made available in various preferred formats within a reasonable timeframe.</p>	<p>ensure the School website and other platforms are DDA compliant.</p>		<p>d during July and August 2019 – this will form part of the review</p>		<p>able to access all information.</p>
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