



46. Accessibility Policy

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Contents

Aims and Ethos	3
Legislation and Guidance	3
Action Plan	4
Monitoring Arrangements	4
Links with other policies	4

Aims and Ethos

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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

School Ethos

The British International School of Tunis (BIST) is an inclusive school, where everyone is welcome. We are very proud of the linguistic, social and cultural diversity of the families that we serve and we take an active role in our community.

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 issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports local available partnerships to develop and implement the plan, including paediatricians and educational psychologists.

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.

We hope to engage a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and this document is open to ongoing consultation and review.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of a 1:1 Teaching Assistant, additional support as aligned to an IEP or adjustments to premises.

Action Plan

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

Aim	Current	Objectives	Actions Needed	Responsible	Date to complete	Success
Increase access to curriculum for all.	Ambitious curriculum with access to all.	Half termly monitoring.	Curriculum checks aligned to IEPs.	SENDCo SLT	Ongoing	Pupils reaching targets from IEPs.
	Individual support as required by current pupils.	Provide a wider Secondary offering to local families.	MoE support and legislation requirements.	Executive Principal Secondary SENDCo	Term 1 of AY 25 - 26	Secondary SEN Support Centre.
	Trialling a Life Skills Programme.	Provide appropriate programmes for Secondary SEN pupils.	MoE support and legislation requirements.	Executive Principal Secondary SENDCo	Term 1 of AY 25 - 26	Secondary SEN Support Centre.
Improved physical access for all.	Wide corridors, ramps, appropriate toilets, elevator (Secondary)	To be addressed as required by pupils.	Primary classes may move if ground floor access is needed for pupils in Y4 - 6.	Executive Principal Property Manager SENDCo	As required.	Dependent on individual needs.

Monitoring Arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo, School Counsellor, Property Manager and the Executive Principal.

Links with other policies

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

- SEND Policy
- Equality Policy