



STANTONBURY  
International School

## Accessibility Policy

Date: October 2020  
Review Due: October 2021

Reviewed Annually

General Use

## Purpose of this policy

This Accessibility Policy is intended to provide a framework for the development of the premises and services at Stantonbury International School, to ensure that it becomes fully inclusive and non-discriminatory, both in its provision of community services and in its ability to offer education to all students including those with physical, sensory and cognitive impairment.

## The legislative context

The Government has declared its commitment to inclusive, sustainable communities through a range of policies, codes of practice and the legislative framework.

Part M of the Building Regulations 2004 requires Access Statements to be provided when building plans are submitted for approval, to demonstrate that project sponsors have considered the needs of all members of the community.

The Disability Discrimination Act 1995 (the DDA) makes it unlawful to treat people with disabilities less favorably. It requires service providers to make a range of reasonable adjustments in the way that they provide services to disabled customers.

The Special Educational Needs and Disability Act 2001 amends the DDA Part 4 to prevent discrimination against disabled people in their access to education. The DDA 2005 requires schools to have a Disability Equality Scheme and Accessibility Plan. These are included as part of the Campus' Equality Plan.

## The aims for Stantonbury International School

Stantonbury International School recognises its legal responsibilities and is committed to providing, as far as is reasonable and practical, equal access to the opportunities which it provides to students and to the community.

Stantonbury International School will aim to develop a fully inclusive environment, so that people with a disability may access the premises and services. To achieve this, users will be consulted, and audits of the premises and services will be carried out to identify areas of poor provision. Reasonable steps will be taken to correct deficiencies, bearing in mind such factors as:

- The likely effectiveness of a remedy
- The extent to which it is practicable for the Campus
- The financial and other costs of making the adjustment
- The extent of any disruption which taking the steps would cause
- The extent of the Campus' financial and other resources
- The availability of financial or other assistance.

The environmental improvements may include

- Assistive listening systems
- Improved access – ramps, support rails etc.
- Accessible toilet and changing facilities
- Improved lighting

Stantonbury International School will adopt best practice, current British Standards and published codes of practice whenever projects are being planned for the development or alteration of premises and services.