



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

ACCESSIBILITY PLAN 2024 - 2027

POLICY INTENDED FOR:	Staff and Students
CATEGORY:	Operations and Academic
POLICY IMPLEMENTED BY:	Principal
REVIEWED BY:	Principal
LAST REVIEW DATE:	January 2026
FUTURE REVIEW:	January 2027

The Three Pillars

The three pillars of the OIC curriculum are:

- Academic Excellence
- Personal Development
- Career Development

College Locations

Teaching Sites:

- London Place
- Threeways House

Boarding Houses:

- Alice House
- Wavy Gate
- Thames Street
- St Clements

Administration Hub:

St Clements

Introduction

Oxford International College (OIC) is committed to increasing access to the College buildings and curriculum for students, staff, parents, governors & visitors and has planned improvements over the period from 2024 to 2027 to achieve this. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs & Disability Act 2001, Part 1V (SENDA) & updated with regard to the Equality Act 2010.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on a person(s) 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of the plan is to:

- (a) increase the extent to which disabled students can participate in the College's curriculum
- (b) improve the physical environment of the College for staff, governors and visitors, and for students with the purpose of increasing the extent to which disabled students are able to take advantage of education offered by the College and improving the delivery to disabled students:
 - i. Within a reasonable time
 - ii. In ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 - iii. As a result of information which is provided in writing for students who are not disabled.
 - iv. Improve the availability of accessible information to disabled pupils, staff, governors and visitors

These areas are addressed in the action plans that follow.

Key Objectives

The key objectives of the Accessibility Plan are:

- (a) That no student or prospective student, or staff member is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission & education.

(b) That, where practical to make reasonable adjustments, based on the information & advice received; the College will enable a prospective disabled student to take up a place at the College if he/she satisfies the admission criteria.

(c) To make the College more accessible to disabled students & staff, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.

(d) To create a positive, “can-do” attitude towards the issues faced by disabled students/staff enabling them to take full advantage of the educational experiences provided.

Action Plan

It is expected that progress will be made over the three years of the plan, but we acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Teaching methods and techniques will also be developed over this period, which may create unforeseen challenges.

The physical environment of some of the College buildings are old and cannot easily be adapted. The approach therefore is to continue to make physical improvements whilst also being prepared, on a case-by-case basis, to move teaching and learning to areas that are more accessible to those with physical disabilities.

OIC will continue to develop a site-by-site accessibility assessment and management plan in the format included for Threeways House at Appendix 1.

Plan Availability

A copy can be emailed or posted on request. A copy can be provided in large print size format and / or coloured paper on request.

Review & Evaluation

The plan is valid for three years from 2024-2027 and a new plan will be drawn up on its expiry. The plan is reviewed annually by the leadership team. It may be adjusted at the annual review or at any other time as dictated by any emerging challenges/needs.

Improving Curriculum Access

The College buildings are varied with good physical access in some buildings but with some buildings with comparatively narrow corridors and stairs on different levels which means some classrooms would be difficult to access by some physically disabled students. Students circulate between classrooms, and the College recognises the difficulty of keeping to strict timetabling should physically disabled students/staff be admitted/employed the following plans will be put in place:

(a) The timetable will be written or amended to place students in accessible ground floor classrooms as far as possible

(c) A variety of digital technologies can be used to give remote access to lessons which need to take place in less accessible areas e.g. practical science

(d) The lifts will be maintained to provide best possible access to all parts of the buildings.

(e) Reasonable adjustments will be made for staff members including locating classrooms or working stations on the ground floor, PEEP plans and equipment to assist mobility.

Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

Accessibility action plan

Target	Action needed	Leadership	Timescale	Outcome
Develop inclusive, quality first teaching.	Information for teachers on differentiating and personalising the curriculum for students with additional needs and EAL students.	Vice Principal/SENDCO	Ongoing	Increased access to the curriculum Needs of all learners met with reasonable adjustments
Improve staff awareness of SEND.	SEND presentation provided to all staff annually. SEND register available to all staff. Mental health awareness & safeguarding training provided to all staff annually.	Vice Principal/SENDCO	Ongoing	All staff aware of SEND needs of students. All staff confident as how to support students effectively within their own spheres of work.
Improve support for SEND students	SENDCO provides additional support to students in their chosen subject.	Vice Principal	February 2026	Students are more confident in their subjects and therefore able to access exams & fulfilling their full potential.
Ensure that all College policies consider the implications of disability access.	Annual review of policies explicitly considers accessibility.	Principal/Vice Principal/Director of Operations	Annually	All relevant policies incorporate accessibility needs, e.g. SEND policy, Promoting Good Behaviour policy.
Develop more accessible teaching resources.	Microsoft Teams and Nord Anglia Education's Global Campus being used by teachers. Great Teaching Toolkit. Nord Anglia Metacognition project resources. Student Portal.	Vice Principal	Ongoing	Microsoft Teams & Nord Anglia Education's Global Campus utilised across the College. Student Portal constructed and in use.

Ensure that staff and/or students with a hearing impairment are not disadvantaged.	Provide a hearing loop for staff and/or students with hearing impairment where required.	Vice Principal/SENDCO	Purchase as required	Students and/or staff with a hearing impairment will be able to hear what is going on in any situation.
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Appropriate use of specialised equipment to benefit individual students and staff	Reasonable adjustments in the classroom have been made. Commit to provide appropriate resources to meet staff and student needs Consult with individuals; student and parent.	Vice Principal/SENDCO	Purchase as required	Increased access to the curriculum and the needs of all learners are met.
Assess students for Examination Access Arrangements (EAA) and Reasonable Adjustments.	Annual update on Lucid Exact licence to assess for EAA eligibility.	Vice Principal/SENCO/ Access Arrangements Assessor/Head of English and Languages	2026, review regularly and add additional new students as appropriate.	All first language English speakers assessed for EAA entitlement during first half-term of their studies.
Touch-typing training for students needing this in order to use laptop proficiently in examinations.	Free online course(s) available.	SENCO/Access Arrangements Assessor	Reviewed and not required	Students accessing this training when needed.
Reading pen available for students to trial.	Students to purchase reading pen when they find this useful.	SENCO	Reviewed and not required	Student using reading pen when an appropriate classroom / EAA for them.
Ensure that any new building plans move towards providing greater ease of access for the less mobile students, staff and parents.	Consideration to be given to physical accessibility to any proposed building changes.	Principal	Annual review in August.	Buildings as accessible as possible within the physical constraints due to their age & planning regulations.
Lifts enable access to different floors.		Vice Principal/SENDCO/ Director of Operations	In place.	Students and staff requiring lift access located in these buildings where possible.

Review safety & fire plans in the light of students and staff with disabilities.	Needs of individual students and staff are ascertained during enrolment including application form and interview process. Risk assessment (PEEP) in place for students & staff where needed.	Students: Director of Admissions/Vice Principal/SENDCO Staff: HR Coordinator/ Director of Operations	Annually	Safety & fire plans address the needs of any disabled students and staff.
Increase accessibility to toilets.	An Accessible toilet is available to all persons on the Ground Floor of London Place.	Director of Operations	One toilet in place.	Any new toilets to be wheelchair accessible where possible.
Improve the quality of provision for students with specific special needs.	Provide quiet spaces for students who suffer with over stimulation	SENCO/Director of Studies	Ongoing.	Number of quiet spaces identified around college and prioritised for targeted students.
To make all written documentation provided to prospective parents and students available in alternative/adaptive formats as required.	Application documentation can be completed online. Hardcopy application forms can be provided in A3 format if required. Student & Parents Handbook available in hard copy & enlargeable e-copy.	Director of Admissions	In place, reviewed annually.	All written documentation easily accessible to parents & students. SENDCO aware of how to access support from Local Authority on alternative formats.
All after college and weekend activities are planned to	Review all after college and weekend provision	Vice Principal/Director of Super Curricular	In place and reviewed.	All after college and weekend activities will be conducted in an inclusive

ensure, where reasonable, the participation of the whole range of students.	to ensure it is accessible to all students.			environment with appropriate staffing to ensure inclusion of students with a variety of needs.
To ensure usability of the College website.	College website can be accessed via PC, tablet & mobile phone.	Marketing Manager/Director of Admissions	Ongoing	Website easily accessible to viewers.
Investigate methods of communication with parents to improve accessibility & effectiveness.	<p>Portal currently being trialed.</p> <p>Reports are e-mailed to parents (which means that they can be enlarge onscreen if required). Mail on request.</p> <p>Reach Boarding is in place for boarders which provided a platform for parents in their own language.</p>	Vice Principal/SENCO	Ongoing.	All communication with students & parents in line with their accessibility needs.
Improve signage to indicate access routes around all college buildings.	Cost new signage. Clear signage around college to show fire exits and routes, how to locate specific people eg Matron, SENDCO, exams etc.	Marketing Manager	Completed to include the innovation lab 12/25	Signs fitted around college to highlight access and exits routes.

