

DISABILITY AND INCLUSION POLICY incorporating the ACCESSIBILITY PLAN

IMPLEMENTED BY	ESTATES MANAGER DEPUTY PRINCIPAL PASTORAL & WELLBEING
APPROVED BY	PRINCIPAL
DATE OF LAST REVIEW	JANUARY 2025
NEXT REVIEW	AUGUST 2026

PRINCIPLES

The Board of Governors, senior leadership team and staff of Oxford International College (OIC) Brighton are wholly committed to the principles and aims of the Equality Act 2010 and to its implications for educational settings. The Accessibility Plan is appended to this policy.

We fully take on board our responsibility, in accordance with our equality obligations, not to treat disabled students or prospective students less favourably than their non-disabled peers, and to comply with our duty to provide reasonable adjustments for those students with a disability who are at a substantial disadvantage compared to their non-disabled peers.

We aim to make sure that this principle applies in all aspects of College life including admissions and exclusions, examinations and the provision of education and all other related services including sport and other activities. And we seek to ensure that this principle is applied whenever relevant individual decisions have to be made or when policies are reviewed.

RELATED POLICIES

OIC Brighton SEND Policy

OIC Brighton Admissions Policy

OIC Brighton Prevention of Bullying Policy

OIC Brighton Safeguarding Policy

OIC Brighton Curriculum Policy

OIC Brighton Behaviour, Rewards and Sanctions Policy

DEFINITIONS

Section 6 of the Equality Act 2010 defines disability as any 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

In the definition of disability given above:

- 'Impairment' can be a physical or mental condition.
- 'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.
- 'Long term' means that the impairment has existed for at least 12 months, or is likely to do so, or that it is likely to last for the rest of the affected person's life.
- 'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of examples given on page 34 of the government's guidance (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85010/disability-definition.pdf). Study and education-related activities are included in the meaning of 'day to day activities'.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty in concentrating;

- Difficultly understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling;
- Inability to fill in a long, detailed, technical document, which is in the person's native language, without assistance;
- Inability to concentrate on a task requiring application over several hours.

Special educational needs

A person has 'special educational needs' as defined in the SEND code of practice if s/he has a learning difficulty or disability which calls for special educational provision to be made for her/him.

A person has a learning difficulty or disability if s/he

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Those disabled students with substantial and long-term impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes or epilepsy, do not necessarily have SEN; but there is a significant overlap between disabled children and young people and those with SEN.

Disability discrimination

Within the Equality Act 2010 unlawful disability discrimination can be:

- Direct discrimination (which can be discrimination based on perception or association), which is discrimination which occurs because of the 'protected characteristic' of disability;
- Discrimination arising from disability, which will occur where a disabled student or member of staff has been treated unfavourably because of something connected with their disability;
- Indirect discrimination, which will occur where the school applies a 'provision criterion or practice' in the same way for all students/staff but which has the effect of putting disabled students/ staff at a particular disadvantage; and
- Discrimination arising from a failure to make reasonable adjustments.

Indirect discrimination and discrimination arising from disability can be justified if it can be shown to be a proportionate means of achieving a legitimate aim.

Less favourable treatment

For 'less favourable treatment' to lead to unlawful disability discrimination it must be shown to be:

- for a reason related to the person's disability; and
- less favourable treatment than the treatment given to a person without disability; and not justified.

Justification

Less favourable treatment can be justified if the reasons are material to the circumstances and substantial. In addition, in the case of a student, non-admission to a school can be justified if it is the result of a 'permitted form of selection'. Selective schools can continue to select so long as the criteria are not such as to exclude only students with disabilities.

ACCESSIBILITY PLANNING

AIMS

We are committed to ensuring that as far as reasonably practicable our College environment and our educational provision in its widest sense are accessible to students and prospective students with disabilities. We are ready to consider all reasonable adjustments that would, over time, help us to achieve this aim more fully and more effectively.

This commitment is made within the limits imposed on us by such constraints as:

- health and safety;
- the physical layout of our teaching and residential buildings;
- the practicalities and cost implications of certain changes;
- the need to maintain academic and other standards;
- the interests of other students and the College community as a whole.

APPROACH AND STRUCTURE

The College's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled students (including those with special educational needs) can participate in the College's curriculum;
- improve the provision to disabled students of information which is already in writing for students who are not disabled;
- improve the physical environment of the College in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the College.

The Estates Manager and Deputy Principal Pastoral and Wellbeing are responsible for ensuring the implementation and review of the Accessibility Plan during the period to which it relates.

OXFORD INTERNATIONAL COLLEGE BRIGHTON

ACCESSIBILITY PLAN

VALID FROM	JANUARY 2025
VALID TO	JULY 2026

This accessibility plan identified the physical evidence of the commitment by the Board of Governors, Senior Leadership Team and staff of OIC Brighton to follow the principles and aims of the Equality Act 2010.

AIM

The College will use the Accessibility Plan to:

- A. increase the extent to which disabled students (including those with special educational needs) can participate in the College's curriculum;
- B. improve the provision to disabled students of information which is already accessible to students who are not disabled;
- C. improve the physical environment of the College in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the College.

The Plan, below, includes these letters A, B and C to indicate how each proposal reflects these aims and improves the accessibility experienced by our students.

2024-2026 ACCESSIBILITY PLAN

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
1.	Improve access to classrooms across whole teaching site. This will include improving means of escape routes.	C	Ramps and wider doors	Ensures access for all to all parts of the College, and a swift evacuation whilst maintaining the dignity of the student.	Review of Fire Escapes and identify if any are of a suitable size to accommodate without compromising the space – also depending on heritage and permission to replace doors	Estates Manager	Ongoing	Ramp for dining hall installed spring 2024 New fire escape routes reviewed as part of Ovingdean wing works December 2024 Central entrance to Gilbert building is accessible. Lift available in Gilbert. Remaining non-accessible doors are pre-existing	
2.	Continue to improve Fire Safety for disabled students	C	Install Evacuation Chairs	Ensures a swift evacuation whilst maintaining the dignity of the student.	Review of Fire Escapes and identify if any are of a suitable size to accommodate without compromising the space	Estates Manager	Ongoing		

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
	Improved signage across the College for the visually impaired.	B	Assess the need for large type and/or braille signage at reception, lifts and staircases, giving directions and providing warnings.	Improved communication will improve the safety and independence of students with impaired vision.	Time for assessment of need. Purchase of new signs if required.	Estates Manager	Monitoring needs of students	Braille – no immediate need. Large type – <i>(being assessed)</i>	
	Introduce student access to Mental Health support across the College.	A	Recruit Mental Health first aiders, or train existing staff to fulfil this role.	Allows self-referral as well as referral by staff. Provides immediate student access to mental health advice, thereby reducing anxiety and promoting resilience.	Recruitment and/or online training courses for existing staff.	Deputy Principal Pastoral and Wellbeing	September 2024	Mental First Aid Training undertaken by boarding staff Counsellor appointed Sept 2023	Y
	Install vision panels and improve door furniture on internal doors.	C	Assess whether vision panels can be inserted into existing doors or if new doors are required. Source door handles that are easy to grasp and manipulate.	Vision panels will improve visibility and prevent accidents. New handles will be grasped and operated more easily, improving access to the building.	New doors/panels; new door handles.	Estates Manager	September 2024	Door improvement works completed December 2024	Y
	Create a Quiet Space for students.	C	Locate a suitable location Assess what work is needed to create a calm environment.	Provides a quiet and safe environment where students who struggle with heightened stimulation can withdraw temporarily from the College's busy environment and regain their self-control and a sense of calm.	A suitable location. Some structural work and refurbishment, depending on the location selected.	DSL	April 2025	The Multifaith room represents a suitable quiet space in an accessible part of the College building; further therapeutic space sought	

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
7.	Clearly marked disabled parking spaces	C	Decide location of disabled parking space. Engage resurfacing company.	Allows parking close to the building for picking up/dropping off disabled students. A smooth car park surface prevents trips.	Engage resurfacing company.	Estates Manager	April 2024	Disabled visitor's space to be created next to Ovingdean Hall Disabled staff member space to be allocated upon request	
8.	All staff have necessary training to teach and support SEND pupils at OICB		INSET on identification of need INSET on record keeping and accessing SEND information INSET on types of learning differences	Staff meet the needs of individual pupils	INSET time at the start of the academic year and when new staff start	SENCo	Ongoing		
9.	Work is differentiated and staff have high expectations of all students		<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Feedback surveys • IEPs 	Builds inclusivity and ensures all students achieve their best	Time to share ideas with HoDs (through ALG) who then share with department staff INSET time	SENCo	Ongoing		



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