

Name of Policy:	Accessibility Arrangements Procedure and Guidance
Applicable to:	Whole School
Effective date:	March 2025
Date of next review:	September 2025

1. School mission, vision and values

1.1. Vision

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

1.2. Mission

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

1.3. Values

Nurture	Community Minded	Bravery	Integrity	Self-Reflection
School is a safe place where we promote equality and justice and develop empathetic learners to grow emotionally and intellectually	Take pride in being part of something bigger than yourself. Choose compassion and forgiveness and demonstrate generosity.	Stand up and be counted and stand for others, be risk takers learning from mistakes and showing resilience.	Be responsible for your own actions and behave honestly, respectfully and ethically.	Understand and develop self-awareness and consciousness about behaviour, thoughts, attitudes and motivation and have the courage to change.

Purpose and Scope of Policy

At NCBIS our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current UK legislation and requirements as specified in the UK Schedule 10, relating to Disability, of the Equality Act 2010. SchoolBoard members are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The UK Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the UK law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the UK Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Senior Leadership and NCBIS Board will monitor the school's activity and will advise upon compliance with our duty.

Links to other relevant school policies:

- Inclusive learning
- Health and Safety

Objectives

NCBIS is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Although we are not bound by UK legislation, we are committed to taking positive action in the spirit of the UK Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The NCBIS Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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;
- 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 school events; the information should be made available in various preferred formats within a reasonable timeframe.

The NCBIS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through Health and Safety committee, Site Manager and Inclusive Learning Team

The Accessibility Plan may be monitored by inspectors during accreditation visits. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown in

the link below:

<https://drive.google.com/drive/folders/15oXjstmdwjAJeBfctpStqswC33>

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Physical Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Redesign of the Primary IL facilities on the third floor of Primary to improve number of 1 to 1 and small group sessions as well as provide the IL team with a base	Implementation of plans in feasibility study.	2025-26	Part of 2025 projects

Curriculum Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Ensure both Primary and Secondary IL departments have a dedicated qualified SENDCO each	Hire qualified SENDCOs for both Primary and Secondary IL departments	2024-25	Staffing approved at board

2.	Improve IL provision by providing IPGCE training to Primary TAs taht also have a teaching component in their work	Please 1 primary member of staff and 1 secondary member of staff on an IPGCSE course	2024-25	Budgeted as part of the Whole school CPD
3.	Resources	Use provision mapping to measure effectiveness of current resources and to evaluate new resource needs.	Review annually	Written into resource budget each year.

Written Information Access

Access Report Ref.	Item	Activity	Timescale	Cost

1.	Clear, straightforward and simple communication with parents and community: newsletter, online communication (Engage) and website.	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new Assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally.	Reviewed annually and ongoing.	Annual budget for Marketing and IT is reviewed each year.
2.	Access to info for pupils, parents, carers for who English is an additional language.	Website translator	In place	Website update with schools ICT £250