Accessibility Statement 2026

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí.

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Purpose

Baleares International College is committed to providing an inclusive learning and working environment in which all members of the school community are treated fairly, valued and supported to achieve their full potential.

This Accessibility Statement sets out the school's commitment to improving access for pupils, prospective pupils, staff, parents, carers, visitors, volunteers, contractors and other stakeholders with disabilities or additional needs. It explains how the school seeks to reduce and, where reasonably practicable, remove barriers to participation, achievement and access to education, facilities, services and information.

The school recognises that accessibility is an ongoing process of review, planning, reasonable adjustment and improvement. This Statement should be read alongside the school's Accessibility Action Plan, which identifies specific priorities and actions for the current review cycle.

Scope

This Statement applies to all aspects of school life, including curriculum access, physical access, communication and information access, admissions, school visits, extracurricular activities, events and engagement with families and visitors.

It applies to:

- all pupils and prospective pupils;
- parents, carers and families;
- employees, volunteers and governors or board members;
- contractors, consultants, guests and visitors;
- any individual accessing the school's facilities, services, information or communications.

Legislation and Guidance

This Statement is informed by the equality, education, health and safety and accessibility requirements that apply to Baleares International College. Baleares International College is a British school in Mallorca, authorised as a foreign school (centro docente extranjero) under Real Decreto 806/1993, de 28 de mayo, and inspected against the Standards for British Schools Overseas (BSO). Spanish and Balearic law applies to the school in full. UK legislation and Department for Education guidance are used as a benchmark of good practice. Where they conflict, Spanish and Balearic law takes precedence.

Where applicable, this Statement should be considered alongside:

- the Equality Act 2010, including the duty to make reasonable adjustments and accessibility planning expectations, applied as a UK benchmark of good practice;
- Real Decreto Legislativo 1/2013, de 29 de noviembre, texto refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social, which requires universal accessibility and reasonable adjustments (ajustes razonables);
- Ley 15/2022, de 12 de julio, integral para la igualdad de trato y la no discriminación, which applies to private schools and prohibits discrimination on grounds including disability and illness or health condition; the

requirements of the Conselleria d'Educació i Universitats for authorised foreign schools; and the Standards for British Schools Overseas;

• Llei 8/2017, de 3 d'agost, d'accessibilitat universal de les Illes Balears; the Código Técnico de la Edificación (Real Decreto 314/2006), in particular Documento Básico SUA (safety of use and accessibility) and DB-SI (fire safety); and Real Decreto 393/2007 (Norma Básica de Autoprotección) and the self-protection rules applicable to each site, which govern the school's emergency and evacuation plan;

• guidance relating to inclusive education, equality, diversity, safeguarding and pupil wellbeing.

• the SEND Code of Practice: 0 to 25 years (DfE and DoH, 2015), used as a benchmark for SEND practice.

The school's website is not covered by Real Decreto 1112/2018, which applies to the public sector and publicly funded schools, but the school works towards the Web Content Accessibility Guidelines (WCAG) 2.2 at level AA as good practice.

For the purposes of this Statement, disability has the meaning given in Article 4 of Real Decreto Legislativo 1/2013: long-term physical, mental, intellectual or sensory impairments which, in interaction with barriers, may prevent full and effective participation in society on an equal basis with others. The school also considers illness or health conditions, as protected by Ley 15/2022. The school recognises that a person does not necessarily need a formal medical diagnosis for a barrier or impairment to affect access, participation or inclusion.

Roles & Responsibilities

Principal

The Principal is responsible for ensuring that this Statement is implemented effectively, that accessibility is considered in school planning and that appropriate support, challenge and resources are provided to improve access wherever reasonably practicable.

The Principals are Alison Colwell (Sa Porrassa) and Andrew Beavon (Sant Agustí).

Senior Leadership Team

The Senior Leadership Team is responsible for identifying barriers to participation and learning, supporting implementation of reasonable adjustments, ensuring accessibility is reflected in operational planning and monitoring progress against the Accessibility Action Plan.

SENDCo / Inclusion Lead

The SENDCo or designated Inclusion Lead is responsible for coordinating support for pupils with disabilities or additional needs, advising staff on adaptive strategies and reasonable adjustments, liaising with parents and external specialists and supporting the review of accessibility arrangements.

At Sa Porrassa this is the SENDCo, Lesley Dixon. At Sant Agustí it is the Vice Principal and SENDCo, Mel Eccleshall.

Facilities / Operations / Health and Safety Leads

The member of staff responsible for facilities, operations or health and safety will support the review of physical access, emergency evacuation arrangements, accessibility audits, maintenance priorities and site-specific adjustments.

At both sites this is the Operations and Business Manager, Fernando Vasquez, supported by the maintenance team (maintenance@balearesint.net).

Teachers and Support Staff

All staff are responsible for promoting inclusion, maintaining high expectations for every learner, implementing agreed adjustments, identifying barriers and reporting concerns or practical accessibility issues to the appropriate leader.

Proprietor (Ariston Education)

Ariston Education, as proprietor, is responsible for appropriate oversight of this Statement, including review, approval and monitoring of progress where this falls within its local remit.

For Baleares International College, Ariston Education acts through the Regional Head of Schools, Jonathan Dey, who holds the Principals to account for this Statement.

Accessibility Principles

The school is committed to fostering a culture in which all individuals are treated with dignity and respect, and where barriers to access and participation are actively considered and addressed.

The school will seek to:

- provide equality of opportunity and promote positive, respectful and non-discriminatory behaviour;
- maintain high expectations for all pupils, including pupils with disabilities or additional needs;
- recognise and value parents' and carers' knowledge of their child's needs, while respecting confidentiality;
- take reasonable steps to avoid placing disabled pupils, staff or visitors at a substantial disadvantage;
- support access to the curriculum, school environment, information and wider school life;
- work in partnership with pupils, families, staff and relevant external professionals;
- ensure that accessibility is considered when planning curriculum activities, school trips, events, facilities, communications and emergency procedures.

Accessibility Arrangements

Curriculum Access

The school seeks to ensure that all pupils can access a broad, balanced, ambitious and appropriately adapted curriculum. Staff should plan learning so that pupils with disabilities or additional needs can participate as fully as possible in lessons, assessments, wider learning opportunities and the broader life of the school.

This may include:

- adaptive teaching and learning strategies;
- individual support, targeted interventions and specialist programmes where appropriate;
- assistive technology, auxiliary aids, specialist equipment or adapted resources;
- reasonable adjustments to assessments, classroom activities, homework and learning materials;
- access arrangements for internal and external assessments where permitted and appropriate;
- staff training on SEND, inclusive practice, accessibility and supporting pupils with medical or additional needs;
- liaison with parents, external agencies and specialist services;
- reasonable adjustments to educational visits, residential trips, physical education, extracurricular programmes and school events.

Physical Environment

The school will continue to review and improve the accessibility of its buildings, facilities and site arrangements where reasonably practicable and within the constraints of the school's premises at both sites, local regulations and available resources.

Site-specific accessibility arrangements may include:

- step-free access to key areas, where available;
- accessible toilets, changing facilities or hygiene arrangements where available;
- ramps, lifts, handrails, adapted furniture or equipment where available or required;
- clear signage, wayfinding and reception arrangements;
- accessible parking or drop-off arrangements where available;
- consideration of pupils, staff or visitors with physical, sensory, medical or mobility needs when planning activities;
- personal emergency evacuation plans or other emergency arrangements for individuals who may need assistance;
- regular audits or reviews to identify and prioritise physical barriers.

The school's buildings have step-free access, and Sa Porrassa also has a lift. The accessibility audit of both sites (Appendix A) will confirm what is in place at each site and prioritise improvements. Where part of a site is not step-free, reasonable adjustments are made, for example by relocating a lesson or activity. Improvements are planned through the Accessibility Action Plan in Appendix A.

Information and Communication Access

The school aims to ensure that information is available in formats that can be accessed and understood by pupils, parents, staff and visitors. The school will make reasonable efforts to respond to individual communication needs and requests for accessible information.

This may include:

• providing information in alternative formats, such as large print, accessible electronic versions or other formats where reasonable;

• using clear, accessible language in key communications;

• maintaining accessible digital communications and website content where reasonably practicable;

• supporting parents, carers or pupils who require communication adjustments;

• providing translation or interpretation support where available and appropriate within the local context;

• ensuring that key safeguarding, medical and emergency information is communicated clearly to relevant staff.

Admissions and Participation

The school is committed to fair and transparent admissions practices and will consider applications involving pupils with disabilities or additional needs on an individual basis, in line with the school's admissions arrangements and local legal requirements.

Where a pupil has a disability or additional need, the school will work with the family to understand the pupil's needs and consider what reasonable adjustments may be required to enable access, participation and successful integration into school life.

The school seeks to ensure that pupils with disabilities or additional needs are able to participate in educational programmes, school visits, extracurricular activities, sports, performances, events, student voice opportunities and wider community life wherever reasonably practicable.

Reasonable Adjustments

The school will take reasonable steps to remove or reduce barriers that place disabled pupils, staff, parents, carers or visitors at a substantial disadvantage. Reasonable adjustments will be considered on a case-by-case basis, taking account of individual need, the effectiveness of the proposed adjustment, health and safety, local legal requirements, available resources and the practical context of the school.

Reasonable adjustments may include:

• changes to procedures, routines or practices;

• adaptation of learning resources, teaching approaches or assessment arrangements;

• provision of auxiliary aids, equipment or assistive technology;

• adjustments to seating, movement around the site or access to facilities;

• additional supervision, support planning or individual care arrangements;

• modification of communication methods or provision of information in accessible formats.

Requests for adjustments should be directed to the school office at the relevant site (Sa Porrassa: reception.sap@balearesint.net, +34 971 13 31 67; Sant Agustí: reception.san@balearesint.net, +34 971 40 31 61) or directly to the SENDCo. Requests about the premises are passed to the Operations and Business Manager. The school will consider requests carefully and will engage with the individual, family or relevant professionals where appropriate.

Monitoring and Review

This Statement will be reviewed at least annually, or sooner where required by changes in legislation, local regulation, school context, premises, pupil need or operational arrangements. The Accessibility Action Plan should be reviewed annually and updated to reflect progress, new priorities and any identified barriers.

Accessibility priorities will be informed by:

- feedback from pupils, parents, carers, staff and visitors;
- SEND, inclusion and pastoral review processes;
- site audits, health and safety reviews and emergency planning;
- complaints, incidents, near misses or accessibility concerns;
- changes to buildings, facilities, curriculum, digital systems or school procedures;
- advice from external agencies, specialists or local authorities where applicable.

The Principal and Senior Leadership Team are responsible for ensuring that identified accessibility priorities are considered within school development planning and relevant operational plans.

Related Policies

This Statement should be read in conjunction with the following school documents:

- SEND Policy (separate versions for Sa Porrassa and Sant Agustí);
- Equality, Diversity and Inclusion Policy;
- Admissions Policy;
- Curriculum Policy;
- Health and Safety Policy;
- Incident & Accident Reporting Policy (which replaces the Accident Report and First Aid Policy);
- Risk Assessment Policy (including educational visits);
- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Behaviour Policy (including anti-bullying);
- Complaints Policy;
- Emergency and evacuation plan for each site (Plan de Autoprotección, Real Decreto 393/2007).

APPENDICES

Appendix A: Accessibility Action Plan

The school's Accessibility Action Plan sets out specific actions to improve curriculum access, physical access and access to information. Actions are realistic, prioritised and reviewed annually.

Objective	Action	Responsibility	Timescale	Success Criteria / Evidence
Improve curriculum access	Review access arrangements and in-class adjustments for students on the SEND register ahead of the mock and external exam series, and include adaptive teaching in the 2026-27 CPD programme.	SENDCo (SAP) / SENDCo (SAN), with the Exams Officer (Sa Porrassa)	Before the mock series (December 2026); reviewed July 2027	Access arrangements in place and evidenced for all eligible candidates; CPD records
Improve physical access	Accessibility audit of both sites (entrances, lifts, ramps, adapted toilets, evacuation routes) and review of Personal Emergency Evacuation Plans.	Operations and Business Manager	By the end of Term 2, 2026-27	Audit report with prioritised actions; PEEPs in place for everyone who needs one
Improve information access	Review the website and key parent communications for accessibility (readable formats, alt text, accessible PDFs) and ensure Spanish versions are available of key documents.	Head of Marketing and Admissions	By the end of Term 2, 2026-27	Website review completed; accessible versions available on request