

(The German School, London)

PROVISIONAL ACCESSIBILITY POLICY AND ACTION PLAN

May 2017

“The German School London is an international, open-minded community that embraces diversity and the respectful exchange of ideas. We strive to empower our pupils, encouraging them to be self-reliant and to assume responsibility on a local level within an international context. We consider ourselves a learning organization in which all players – pupils, parents and staff – work hand in hand. We are all committed to a trusting and constructive mindset.”

CHRISTIAN NITSCHKE (HEAD TEACHER)

INTRODUCTION:

The German School embraces diversity and promotes an inclusive culture. We take a pro-active approach to improving access for disabled pupils to ensure that their needs and aspirations are met and that they are able to take full advantage of the education and associated opportunities provided by The German School. This commitment is reflected in this accessibility policy & action plan.

The accessibility policy & action plan is written in line with current legislation and requirements as specified The Equality Act. In particular the main duties to:

- not to treat pupils who are disabled less favourably for a reason related to their disability
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage□
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice
- to develop a culture of inclusion with a positive attitude to differences, challenging negative perceptions
- to have regard to any Department for Education's guidance and the German Authorities' guidance as may be in force and amended from time to time

This policy sets out the action plan of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to pupils who are disabled.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan.

DEFINITION OF DISABILITY

The Equality Act describes a person who is disabled as having:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Pupils with specific learning difficulties (for example: dyslexia, dyspraxia, dyscalculia) are likely to be protected by this law as well as those with a physical disability, hearing or visual impairments, sensory difficulties, medical conditions (such as asthma, diabetes, epilepsy or HIV) or conditions such as autism (ASC), Attention deficit hyperactivity disorder (ADHD), mental health conditions or speech & language difficulties.

A very large group of children is included within the definition of disability.

For more information about the definition of disability see: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

OFFERING PROVISION TO SEND PUPILS:

The German School London is an independent school offering a bi-lingual approach to learning. We take a pro-active approach to ensuring all of our students are supported in their learning and that SEND (special educational needs or disability) pupils can access an education whereby they:

- Achieve their full potential
- Become confident individuals
- Make a successful transition (into the work-place or further education)

In order to ensure we can do that, we collaborate with parents, carers, teachers and external specialists to identify pupil's individual needs. From this we can draw up individual learning plans, pastoral support plans and make reasonable adjustments* as is fitting to the pupil's needs.

We have experience in providing support for pupils with:

- Dyslexia
- Dyspraxia
- Dyscalculia
- ADHD
- Autism Spectrum Conditions
- Aspergers Syndrome
- Social emotional difficulties

Due to our character as a German School, we do not have access to Enhanced Specialist Teaching Provision in Richmond. According to the SEN Code of practice the German school offers Gathered Provision in the following fields:

Cognition and learning needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)

Social, Emotional and Mental Health

- Social, Emotional and Mental Health (SEMH)

Communication and interaction needs

- Autistic Spectrum Disorder (ASD)

Sensory and/or physical needs

- Physical Disability (PD)

This support is provided at two levels: School Action (SA) and School Action Plus (SA+). School Action ("SA") is used when there is evidence that a pupil is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA may also require the use of different learning materials, special equipment or a different teaching strategy or can include the involvement of extra teacher/ teaching assistant.

We are not able to provide support in the following fields:

Cognition and learning needs

- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficult (PMLD)

Communication and interaction needs

- Severe Speech, language and Communication Needs (SLCN)

Sensory and/or physical needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)

School Action Plus ("SA+") is used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from the local Health Authority or from Social Services.

Prospective parents whose child has (or may have) a specific educational need or disability should meet with the Inclusion Leader to discuss their individual needs before joining the school.

At present, the German School London offers various academic diplomas: the Abitur, dual qualification (Abitur plus IB), Realschulreife or Hauptschulreife. The school provides preparation for IGCSE in English and Mathematics for pupils interested in obtaining the IGCSE.

In addition, due to its character as a German School abroad, the school is funded and supported by the German Government and all pupils are educated with a bilingual approach. These prerequisites have to be taken into account in all decision processes.

*** REASONABLE ADJUSTMENTS:**

In determining what is reasonable in this context, the German School will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The bilingual character of the school (e.g. in the case of language impairment)
- The extent to which aids and services will be provided via a Statement of Educational Needs, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

SUPPORTING POLICIES:

Equality Act 2010

Equal Opportunities Policy

Curriculum Policies

Anti-bullying Policy Educational Visits

Special educational needs guidelines 2017

The German School's Development Plan (to which this Accessibility Plan is an appendix)

This is to be seen as a provisional plan, planning is still in process.

1. ACCESS TO THE CURRICULUM

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
1.	We provide 19 (teaching) hours per week to dedicated Inclusion Leader (previously SENCo)	Increase hours	Sept '18	Managing Director Board Head Teacher	Pupils with SEND have better access to the curriculum
2.	We provide 10 (teaching) hours per week for support for reading and writing 4 hours for pupils that are dyslexic (1:1 or in small groups)	Increase hours	Sept '18	Managing Director Board Head Teacher	Pupils with SEND have better access to the curriculum
3.	We provide 25 hours per week of social emotional support (trained Drama therapist)	Increase hours	Sept '18	Managing Director Board Head Teacher	Pupils with SEND have better access to the curriculum
4.	We provide 5 hours of social pedagogical support for Secondary school pupils	Increase hours	Sept '18	Managing Director Board Head Teacher	Pupils with SEND have better access to the curriculum
5.	We offer an Educational Psychologist on site to provide specialist advice to teachers or parents (privately funded).	Investigate part-funding / initial informal testing by school	Sept '18	Inclusion Coordinator Managing Director Board Head Teacher	Families of SEND children are able to obtain an overview of child's needs before investing in full statement of need. School is able to start supporting pupil's specific needs.

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
6.	We provide teaching assistants for pupils with SEN (privately funded)	Provide funds for TA to be paid by school.	Sept` 17	Managing Director Inclusion Coordinator Headmasters Board	Pupils with SEN get 1:1 support or support in smaller groups or the classroom as needed.
7.	We have teachers in Training and volunteers that provide extra academic or in class support.		ongoing	Managing Director Headmasters	SEN pupils benefit from additional teaching hours.
8.	In Primary School we have installed or provide Computer programmes (CD) to support German and Maths: - GUT (spelling) - Mathepirat (maths) - Antolin (reading)	Maintain existing programs Review of new learning support software Provision of laptops or tablets for SEN students	Annual Sept` 18	IT manager Inclusion Team Heads of School Managing Director Board Inclusion Team	Pupils with SEN are supported in their learning
9.	We have Smart boards in most of the Primary school classrooms and Secondary Classrooms	Provide all classrooms with smartboards	ongoing	Managing Director Head teachers	Pupils with SEN are better able to access the curriculum.
10.	We provide noise cancelling headphones in all classrooms. Pupils with SEN have priority access.	Regularly check availability and condition of equipment.	ongoing	Managing Director Headmasters Board Teachers Inclusion team	Pupils with SEN are enabled to concentrate better in a classroom setting.

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		Aim to provide wobble cushions in class			
11.	We use visual time tables for Primary school		Ongoing	Primary school teachers	Enhance access to curriculum for pupils with additional needs
12.	We offer reading overlays to pupils with SEN and find out supporting colours and sizes		ongoing	Dyslexic specialist	Dyslexic pupils are able to read better and more structured.
13.	We develop Individual Learning and Support Plans (ILP) for pupils with SEN		ongoing	Inclusion Team	SEN pupils are supported in a structured and differentiated way.
14.	We hold regular meetings with teachers to implement and evaluate ILPs.	Aim for meetings twice a year	Once to twice annually after ILP review	Inclusion team Teachers Headmasters	Pupils are getting support tailored to their needs.
15.	Our Primary staff holds weekly team meetings		ongoing	Head of Primary School Managing Director Teachers	Enables teachers to focus on special learning needs
16.	We hold quarterly meeting in Secondary to discuss progress of pupils	Provide sufficient time to discuss pupils in more depth	ongoing	Headmaster Managing Director Teachers Inclusion Team	Progress of pupils with SEN is monitored
17.	In Primary School we offer different language levels in English		ongoing	Headmaster	Pupils with SEN are able to learn in an appropriate

CURRENT PRACTICE					
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				Managing Director Board	pace and level to their needs
18.	In Primary School we offer IFD (Integrative Förderung Deutsch/Integrative German Support), a concept that supports German non- native pupils	Offer regular teacher training and time to adjust teaching material	ongoing	Headmasters Managing Director Board German Department	SEN pupils benefit from smaller German groups or additional teaching support
19.	In Kindergarten, Pre School and First Grade we offer "Deutsch für den Schulstart" (German for School Beginners) and additional language Support	Develop Program for further years	ongoing	German Department Language Specialist Headmaster Managing Director Board	Pupils with SEN benefit from closely monitored development in German
20.	We offer the IFD language program for classes 5-8	Adapt IFD to a language program that takes English into account	Sept`2017 ongoing	German Department English Department Headmasters Managing Director Board	SEN pupils benefit from smaller teaching groups at times, more teacher's support,
21.	We are open to introduce advice from Occupational Therapists (e.g. Sensory Diet either individually or in class setting) into our Kindergarten setting	Work on staff training	Ongoing Sept`18	Inclusion Coordinator Teaching Assistants Teachers	Pupil with Sensory processing disorder is able to take part in regular kindergarten day, other

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		Revise possibility of funding OT hours at school			pupils with SEN benefit from developing more skills
22.	We get advice from external services such as Local Authorities or Therapists.	Provision of better equipment or reasonable adaptations to enhance learning environment (e.g. standing tables)	ongoing	Inclusion Team Teachers	Pupils with SEN are enabled to have better access to the curriculum.
23.	We provide workshops in classes to develop self- esteem and confidence	Review possibility to increase funds for workshops	ongoing	Managing Director Heads of School Board School Counselor	Improvement of working in groups and development of social- emotional skills
24.	We use informal testing to observe SEN pupils' development	Provide sufficient time for testing and assessing SEN pupils		Managing Director Heads of School Inclusion Team	More differentiated advice towards SEN students teaching is provided.
25.	Our Inclusion team participates in training courses (German and UK provision) on a regular basis		ongoing	Managing Director Head of School	SEN pupils support is regularly revised and checked to comply with input from training.

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
				Inclusion Team	
26.	We work with a buddy class system in Primary school. In Secondary new pupils have a buddy in class.	Review of whether CAS system for IB or Social hours fro DoE could be used as support for SEN pupils)	Sept`18	Inclusion Team Teachers pupils	Pupils are empowered to support each other
27.	We offer Concentration Training as an after school club.		ongoing	Inclusion Team Coordinator Training Specialist	Pupils with SEN participating in this training are able to concentrate better
28.	We offer a touch typing class as an after school club.		ongoing	Inclusion Team Coordinator Touch Typing Teacher	Pupils with SEN participating in this training are enhanced to use computers for writing.
29.	We have an anti bullying policy.	Include SEN specific needs into the policy.	Sept`2018	Teachers School Counsellor	Pupils with difficulties in social-emotional behaviour or pupils that experience bullying are supported.
30.	We train pupil mediators who monitor break times.	Explore possibility to install friendship stops to encourage all pupils to be involved in games or with peers	Sept`18 ongoing	Headmaster Safeguarding Team Inclusion Team	SEN students get support to resolve conflict situations

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS

2. ACCESS TO INFORMATION

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
1.	We provide a student centre for students from year 8 onwards.	Explore possibility or providing a student centre for pupils from year 5 to 7	Sept`18	Inclusion Team	Pupils with SEN receive active research support and are enabled to learn in a quiet environment
2.	We provide a library for primary school	Enquire into provision of E-Readers that offer dyslexia friendly fonts	Sep`18	Inclusion Team	Pupils with SEN receive advice for suitable books Students with Dyslexia are enabled to access reading.
3.	We audit other schools`SEN policies		ongoing	Inclusion Team	Pupils are getting support tailored to their needs.
4.	We hold regular meetings with teachers to implement and evaluate ILPs.	Aim for meetings twice a year Regular teacher training at the beginning of year	Once to twice annually after ILP review Sept`17	Inclusion team Teachers Headmasters Managing Director board	Pupils are getting support tailored to their needs.
5.	Our Primary staff holds weekly team meetings		ongoing	Head of Primary School Managing Director Teachers	Enables teachers to focus on special learning needs
6.	We hold quarterly meeting in Secondary to discuss progress of pupils	Provide sufficient time to	ongoing	Headmaster	Progress of pupils with SEN is monitored

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		discuss pupils in more depth		Managing Director Teachers Inclusion Team	
7.	We have a policy for pupils that need additional support with learning.	Information about policy at beginning of every school year,	ongoing	Head Masters Inclusion Team	Pupils with SEN are getting extra time, small groups or 1:1 support in class tests and are therefore enabled to perform better.
8.	We use an secure computer folder to store information about pupils with SEN.	Explore how to improve this system, so ILPs can be read online	Sept`18	Managing Director It Manager Inclusion Team	Pupils with SEN get support quicker, since all members of the Inclusion Team can access information.
9.	We offer regular information nights about SEN for the school community	Provide up to date information on our website (Annual Circle for reoccurring information) Encourage staff to attend meetings Develop leaflets about schools` SEN policies	ongoing	Inclusion Team	Parents of pupils with SEN are informed and supported.
10.	We organize an information night with therapists for parents	Organize a Clinic from	Sept`18	Inclusion Coordinator	Well informed staff and parents enhances access

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		therapists with staff Organize Parent- Therapist meetings			to the curriculum for SEN pupils
11.	We regularly invite parents of and pupils with SEN	Revision of resources if meetings can be twice annually	Ongoing Sept`18	Inclusion Team	Needs of pupils with SEN are discussed and revised
12.	We have regular Round Tables to also discuss SEN specific topics		Ongoing	Head of School Parent Board	Parents, students and teachers are involved to develop and improve SEN specific matters
13.	We work together with EMBRACE, our SEN parent group.	Aim for regular meetings, improve communication	ongoing	Embrace Heads of Schools Inclusion Team	Parents support SEN pupils needs to improve access to school and curriculum.
14.	Therapists give information about therapies.	Work on consent form to receive information about pupils` therapies	Sept`2018	Inclusion Coordinator	SEN pupils get more differentiated training and support.
15.	We use questionnaires for peers, Parents and staff	Use questionnaires on a regular and more detailed basis	ongoing	Headteachers Pedagogical Quality Management Inclusion team	All persons involved with SEN can express opinions.

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
16.	We have a Medical Policy	Revise policy with regards to SEN	ongoing	Facility Manager School receptionist Inclusion Coordinator	SEN students are getting medication and medical support if needed.
17.	On our back to school days we offer information about school environment .	Offer SEN specific information to all to all teachers at the beginning of the year.	Sept'17	Heads of School Inclusion Team	Informed teachers enable students with SEN to access the curriculum.

3. ACCESS TO BUILDINGS & THE ENVIRONMENT

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
1.	Our supervision staff wears highly visible jackets	Maintain existing equipment	ongoing	Managing Director Facility Manager	Pupils with sensory impairment are enabled to see staff quickly if needed.
2.	Our pupils wear highly visible jackets when on a field trip.	Maintain existing equipment	ongoing	Managing Director Facility Manager Teachers	Pupils with sensory impairment are enabled to see peers and staff quickly.
3.	We perform risk assessments before class trips		ongoing	Teachers	Pupils with SEN are safe on class trips.
4.	Roads leading to our school building are equipped with speed ramps.	Maintain ramps	ongoing	Facility Manager	Pupils with SEN are safe when arriving or leaving school.
5.	We provide staff who supervise boarding and deboarding of cars	Disabled parking needs to be allocated once the sport hall building work is finished	ongoing	Managing Director Facility Manager Board	Pupils with SEN can safely reach and leave school.
6.	We provide		Ongoing	Facility Manager	Pupils, staff and parents with disabilities can easily reach school buildings.
7.	We have an Emergency Evacuation plan.	Train quick and quiet evacuation Revise evacuation	Ongoing Sept`2018	Facility Manager Teachers Inclusion Coordinator	Students with SEN are enabled to evacuate the school buildings safely.

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		plan according SEN			
8.	Our school buildings and properties are fully gated.	Maintain fences and finger print mechanism	ongoing	Facility manager	Pupils with SEN are safe on the school grounds.
9.	Our Primary School Building offers access to all floors for pupils with physical impairment/ in a wheelchair	Maintain building and lifts	ongoing	Facility Manager	Pupils with SEN can access all rooms in Primary school
10.	Our Secondary School building offers access to classrooms and all subjects rooms for pupils with physical impairment/in a wheelchair	Maintain building Explore possibility to access first floor classrooms	Ongoing Sept`18	Facility Manager	Pupils with SEN can access all ground floor rooms.
11.	Our Temporary sports hall offers wheelchair access.	Provide full access to all students in new sports hall	Oct`17	Facility Manager Board	Pupils with SEN can access sports facilities
12.	Primary school offers rooms for external differentiation	Explore possibility of offering a quiet space for learning	ongoing	Facility Manager	Pupils with SEN have better access to the curriculum
13.	Secondary School offers external differentiation	Revise room plan to identify empty rooms	ongoing	Inclusion Coordinator Room Coordinators	Pupils with SEN have better access to the curriculum
14.	We provide a student centre for students from year 8 onwards.	Explore possibility or providing a	Sept`18	Inclusion Team	Pupils with SEN receive active research support

CURRENT PRACTICE					
	PRACTICE/TARGETS	FURTHER ACTION TO ACHIEVE	TIMEFRAME	PERSON RESPONSIBLE	OUTCOME/GOALS
		student centre for pupils form year 5 to 7			and are enabled to learn in a quiet environment
15.	We have a lunch hall for all pupils.	Explore how to Improve acoustics/echo	Sept`18	Facility Manager	Pupils with SEN take part in social situations.
16.	Our Kindergarten and preschool offers separated learning space (e.g. reading corner, craft corner)	Improve pupil : teacher ratio, explore how to improve acoustics/echo	Sept` 18	Headmasters Managing Director Board Inclusion Coordinator	Children with SEN can better access the curriculum.

