



## **International Community School Accessibility Plan Statement August 2017 – July 2020**

### **ETHOS AND AIMS OF INTERNATIONAL COMMUNITY SCHOOL (ICS)**

The International Community School (ICS) aims to offer the highest quality of teaching and learning and support all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that students with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities as far as reasonably possible. We offer rigorous and academic International Baccalaureate programmes and strive to be an inclusive and welcoming school.

### **Aims of the accessibility plan**

ICS acknowledges its duty to students, staff, parents and members of the wider community who have a disability. Where students or prospective students are concerned, the school acknowledges its non-discriminatory and planning duties under the Equalities Act 2010. The school's commitment to this is also demonstrated by its Inclusion Policy.

ICS is an inclusive school to the extent that it admits students into its three International Baccalaureate programmes who are in good standing with their previous school and are cognitively able to meet the demands in full of the three IB academic programmes. In some cases, students may require additional support in order to access the curriculum and this level of support is outlined in our Admission's policy, Inclusion policy and in our Student Support Admissions policy. Admission of any student to the school should not detract from, but rather maintain, or improve, the educational standards of all its students.

### **Improvements to the physical environment of the school**

The School is housed in two Victorian buildings. The School moved into Star Street in 2000 and into Wyndham Place in 2014. The School has throughout this period embarked on major renovation projects in both buildings. However, the majority of classrooms in both buildings are only accessible via staircases and as a result of this, they provide limited access to individuals with certain disabilities. Due to the historical significance of the buildings, making significant alterations is extremely difficult.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

Where physical access to the sites is difficult for a prospective student, the school recognises the need to be proactive in enabling reasonable access. The reception offices are on the ground floor in both buildings along with several other offices and washrooms. However, at Star Street all classrooms, the main hall and dining room, computer facilities, library, and art rooms are not accessible to wheelchair users. Furthermore, there is no lift in the building. At Wyndham Place, several stairs lead up to front and back doors. Whilst the main hall is on the ground floor all other classrooms are accessed by flights of stairs and are not accessible to wheelchairs users. There is no lift in the building.

The school is committed to ensuring that all reasonable steps are taken to mitigate the risk posed by fire. A fire risk assessment is carried out each year and its contents used to review and update the school's policies and procedure. Consideration is given to anyone in the buildings with a particular disability that may find evacuation in the event of an emergency more difficult for any reason. Any such individual will have a personal emergency evacuation plan (PEEP), produced for them to ensure their safe evacuation can be ensured as much as is reasonably possible.

All new equipment purchased for teaching or classroom use will be considered as to the suitability of its use, by students, with disabilities. Every reasonable effort will be made to purchase equipment that meets the needs of such students in a way better than existing equipment that it replaces.

Any faulty lighting on site will be replaced within 24 hours wherever possible.

### **Improving the delivery of information to disabled students**

With consideration to budgetary restrictions the school will take all reasonable steps to improve the delivery of information to disabled students or students with specific learning needs. The school is committed to take the following steps wherever reasonably possible:

- The school will arrange for documents to be provided to prospective parents who have a child with a disability in a form that meets that need if so requested and it is reasonable to do so.
- The school will continue to provide in-service training for all teachers in order to support them to a better understanding of students with learning support needs or disabilities.
- The school will continue to invest in classroom technology to improve communication to students with learning support needs and disabilities.

### **Disabled students' participation in the school curriculum**

We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience. We utilise IT to empower all students. Some aspects of this technology specifically enhance the learning opportunities of disabled individuals or individuals with specific learning needs. Some examples of where this takes place are listed below:

- Students may bring their own device to School and the Student Support team advise students and their families of any programmes and adaptations that will enhance a student's learning and/or access to the curriculum.
- All iMac computers in the secondary school have the capacity to 'read' out loud information displayed on the screen or typed into the word processing software.
- Enlarged font capabilities on all computer equipment
- Electronic and web-based access to the curriculum through e.g. ManageBac and Google Drive
- Fully integrated wireless network to give accessibility to the school's network from anywhere within the sites
- Wireless devices available for those who do not own their own devices

ICS has a large Student Support department led by two Educational Psychologist who are central to the admissions process of all children who have identified special needs including students with mental health issues.

With regards to disabled students' **participation in the school curriculum**, with consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

- The school will develop its unified Learning Support and Disability documentation and procedures. training will be provided for staff, especially learning support staff, in order to support students with disabilities or specific learning needs. Access to specialist help will be provided where reasonable and practicable.
- Where physical access to a site is difficult for a prospective student, the school recognises the need to be proactive in enabling such access. Accordingly, students with particular disabilities will, where practicable, be:
  - Placed in a classroom that is most convenient for physical access.
  - Prioritised in the writing of the timetable with regard to accessible rooms and set allocations.
  - Promote the good practice of the 'buddy' system to help students with a disability.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our whole teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

With consideration to budgetary restrictions the school will take all reasonable steps to improve the delivery of information to disabled students or students with specific learning needs. The school is committed to take the following steps wherever reasonably possible:

- The school will arrange for documents to be provided to prospective parents who have a child with a disability in a form that meets that need if so requested and it is reasonable to do so.
- The school will continue to provide in-service training for all teachers in order to support them to a better understanding of students with learning support needs or disabilities.

- The school will continue to invest in classroom technology to improve communication to students with learning support needs and disabilities.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of ICS. We have staff with medical disabilities ranging from diabetes, hearing impairment etc. and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At ICS we have set up two DES (Disability equality scheme) coordinators. The DES coordinators terms of reference are:

1. To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. To support in the preparation of the school's disability inclusion, SEN and learning support policy
4. To review such plans and policies as necessary and at least on an annual basis

### **References**

#### **A. International Community Schools:**

- Disability Equality Scheme
- Admissions Policy
- Student Support Admissions Procedure
- Equal Opportunities Policy

#### **B. Statutory Guidance**

- Equality Act 2010: Guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- The Education (Independent Schools Standard) (England) Regulations 2010

### FOCUSED ACTION POINTS – August 2017 – July 2020

- (a) Increasing the extent to which disabled pupils (including those with learning and mental health difficulties) can participate in the school's curriculum;
- (b) Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- (c) Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

### PRIMARY SCHOOL ACTION STATEMENT 2017 – 2020

The purpose of this plan is to outline ongoing specific actions being taken to ensure the main objections of the Accessibility Plan Statement are met.

This document is seen as malleable and evolving over the duration of the 3-year action period.

Point	Actions	Evidence	Due
A) Increasing the extent to which disabled pupils (including those with learning and mental health difficulties) can participate in the school's curriculum;	<p>1. Update iPad and Android devices to ensure current apps developed for enhancing pedagogy for students with disabilities are available to teachers and students</p> <p>2. Provide release time and training provision for teachers and support assistants to increase their knowledge on disabilities and pedagogical practices</p> <p>3. Revise current marking system for all students on modified program to align with individual expectations for each area of the curriculum so that curriculum is structured to match these goals</p>	<p>1. New technology has been added to inventory of IT devices. Students and teachers are using apps in lessons and 1-1 sessions</p> <p>2. Money has been invested in teacher PD Teachers has increased knowledge base Evidence from PD is in practice in classrooms and 1-1 sessions Increased opportunities in curriculum for disabled pupils</p> <p>3. All disabled students have a modified marking program Teachers and parents are aware of individual benchmarks Students, if abled, are aware of their personal expectations</p>	<p>1. January 2018 1st purchase June 2018 2nd purchase</p> <p>2. Budget set November 2018 Sample teachers trained June 2018</p> <p>3. May 2018</p>

<p>B) Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled</p>	<p>1. Continue to ensure classroom environments are set up in a way that provides appropriate learning environments for students with disabilities such as visual timetables and classroom displays and anchor charts that are relevant and accessible</p> <p>2. Enhance daily and weekly home school communication by revising the eBook model</p> <p>3. Provide release time and training provision for teachers and support assistants to increase their knowledge on disabilities and pedagogical practices</p>	<p><b>1.</b> Classroom walls and displays match criteria Students are exposed to appropriate information in classroom settings</p> <p>2. eBook is transitioned to SeeSaw All SEN students have a dedicated SeeSaw folder to share with their families Parents are clear and aware of student work and learning via SeeSaw</p> <p><b>3.</b> Money has been invested in teacher PD Teachers have increased knowledge base Evidence from PD is in practice in classrooms and 1-1 sessions Increased opportunities in curriculum for disabled pupils</p>	<p>1. December 2017 Ongoing</p> <p>2. November 2017 Ongoing</p> <p>3. Budget set November 2018 Sample teachers trained June 2018</p>
<p>C) Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.</p>	<p>1. Enhance safety on stairwells with double handrails</p> <p>2. Update bathroom access in basement for students to make sink and toilet levels more accessible</p> <p>3. Update internal doors to ease opening for all students</p>	<p><b>1.</b> Handrails installed on stairwell</p> <p>2. Bathroom fixtures are updated</p> <p><b>3.</b> Doors are equipped with easier opening devices</p>	<p>1. September 2017</p> <p>2. September 2017</p> <p>3. November 2017</p>

	4. Purchase student's desks that improve student independence	4. Classroom desks are in use	4.3 classes August 2017; rest June 2018
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## SECONDARY ACTION STATEMENT 2017 – 2020

The purpose of this plan is to outline ongoing specific actions being taken to ensure the main objections of the Accessibility Plan Statement are met.

This document is seen as malleable and evolving over the duration of the 3-year action period.

Point	Actions	Evidence	Due
Increasing the extent to which disabled pupils (including those with learning and mental health difficulties) can participate in the school's curriculum.	1. Reinforcement of school ethos of the student as an individual amongst staff.	1. Trainings and continued relationships with co/key teacher and Student Support team	1. Ongoing
	2. Expansion of the wellbeing team (WBT) to ensure designated persons are available at all times for all students. Consideration on case by case basis if students would prefer access to a male member of staff. Current WBT is made up of female members of staff.	2. Introduction of Wellbeing co-ordinator role at MYP and DP level. Reintroduction of school counsellor role.	2. Completed August 2017
	3. Empathy Lab program to	3. On-going through	3. Ongoing

	<p>continue. Aims of increasing empathy amongst student body in order to enhance student participation by encouraging more open attitudes at a grassroots level.</p> <p>4. Modifications to curricula as determined by student support team on an individualised basis.</p> <p>5. Specific and ongoing training for specialist teams and wider teaching cohort to build on current levels of knowledge on differentiation and specific needs.</p> <p>6. All resources for lessons to be made available electronically so students can access these / continue to access if absent.</p> <p>7. Lesson observations to specifically consider accessibility in findings for all</p>	<p>the academic year. Workshops, class sessions, embedded empathy in classrooms. Annalise/Will leading.</p> <p>4. Individualised curricula / programmes based on student support department documents.</p> <p>5. Attendance to specific training sessions through the academic year.</p> <p>6. School Wide agreement on an appropriate methodology of disseminating electronic resources.</p> <p>7. Observation feedback and reflection.</p>	<p>4 By September of each academic year</p> <p>5. Sessions scheduled for faculty training across the 3 academic years,</p> <p>6. June 2018</p> <p>7. On-going SEN Coordinator / Wellbeing responsible</p>
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	<p>teachers in further detail. Pedagogy team observations should include a specialist in 1 observation a year.</p> <p>8. Introduction of peer mentoring scheme/groups to encourage students to support each other and utilise their voice.</p>	<p>8. Reflection of peer mentoring scheme through student feedback.</p>	<p>8. Academic year 17-18</p>
<p>Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.</p>	<p>1. Ensuring students have access to electronic versions of all documents relevant to their school life and education. Consideration of developing a student accessed shared space for vital information pertaining to life at school.</p> <p>2. Educating students around accessibility options available to them on electronic devices eg: VoiceOver, reader views, and so on.</p>	<p>1. Development of student shared space containing all documents.</p> <p>2. PSHE time dedicated to IT related content - reinforced by individual key teachers as necessary.</p>	<p>1. By June 2020</p> <p>2. Ongoing</p>

	<p>3. Information provided commensurate with individual needs on a case by case basis. Eg: braille, large print, audio file, video file.</p>	<p>3. Case by case basis production of information in a variety of mediums.</p>	<p>3.As required</p>
<p>Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.</p>	<p>1. Continued assessment of building spaces in line with needs of individual students. Past alterations have included handrails to support a student with their mobility.</p> <p>2. Improving display boards / classroom displays in order to be improve readability of information.</p> <p>3. Display boards to continually represent the diverse student body, including those with disabilities / learning differences and mental health needs.</p> <p>4. Introduction of a stricter policy</p>	<p>1. Collaboration with Facilities team. Modifications when necessary.</p> <p>2. New protocol regarding displays. Student feedback on clarity and interest in displays to be obtained.</p> <p>3. Display boards to be checked half termly for diversity.</p> <p>4. Policy to be written</p>	<p>1.June 2020</p> <p>2.June 2018</p> <p>3. June 2018</p>

	<p>regarding bags, and furniture, in classrooms and shared spaces</p> <p>5. Temperature of classrooms should be assessed and measures sought to identify and correct over-warm or colder classrooms.</p> <p>6. Introduction of stronger rules regarding the lunchroom. Setup of tables is not always efficient. Queuing system should also be modified with students queuing from outside the canteen.</p> <p>7. Furniture in classrooms should be assessed for usability, comfort and safety.</p> <p>8. Lights on dimmer switches? Allowing for greater control of light in classrooms to benefit sensory needs of students.</p>	<p>and enforced. Consistent monitoring of implementation of policy.</p> <p>5. Information collected via facilities teams. Data collected monthly to obtain an overview of the year.</p> <p>6. Action to take place and reflection sought at the end of the school year.</p> <p>7. Assessment to be carried out with facilities team. Report produced.</p> <p>8. Assessment to be carried out with facilities team. Report produced.</p>	<p>4. September 2018</p> <p>5 June 2019</p> <p>6. June 2018</p> <p>7. Sept 2018</p> <p>8. Sept 2019</p>
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## **HR DEPARTMENT ACTION STATEMENT**

The School is an equal opportunities employer.

In order to promote an environment within which the school can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

To this end, we shall regularly review the operation of our recruitment, promotion, and training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection;
- Promotion, transfer & training opportunities;
- Benefits, terms and conditions of employment;
- Grievance and disciplinary procedures;
- Termination of employment including redundancies;
- Conduct at work; and
- Procedures ensure fair and equitable treatment in relation to admission and assessment of students.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

### **Implementation**

The School, with the assistance of the staff, will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit;
- Advertise vacancies and ensure job selection criteria are appropriate for the job;
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary;
- Ensure that all members of staff are fully informed and trained on this Policy;
- Monitor the composition of the School and the effects of its recruitment practices;
- Existing procedures are reviewed and examined to ensure they are not discriminatory in their operation; and

- Language used in official communication reflects the letter and spirit of the policy.