

# ACCESSIBILITY POLICY

## GERMAN SCHOOL LONDON

Title	SR07 Accessibility Policy
Version	2.2 /August 2021
Created	SL/BQ
Validity	School community (Students, parents and staff)
Next review date	August 2024 or sooner, if required



## INTRODUCTION:

The German School London embraces diversity and promotes an inclusive culture. We take a proactive 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.

This policy is written in line with current legislation and requirements under the Equality Act 2010. The purpose of the policy is to:

- Optimise the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our aims are in particular:

- 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

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports partnerships to develop and implement the policy.

## LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



## **ACCESSIBILITY at the German School London**

As an accredited German school abroad we offer a broad, demanding curriculum for boys and girls aged from 3 to 19 years, based on recognised German and international educational standards. The School fosters a culture in which the German language is taught, German educational content is conveyed and a diverse and realistic image of today's Germany is presented. The main language of tuition is German. We consider ourselves to be an open-minded school community. Our collaborations reflect mutual respect and trust. Teachers and parents work together to inspire students to discover and develop their personal strengths.

The school welcomes staff and children from many different ethnic groups, backgrounds and creeds and teaches respect for religious values as well as tolerance for other believe systems and ideas. Human rights and freedoms are respected. We will take reasonable steps to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal responsibilities under equality legislation in order to accommodate the needs of applicants and pupils who have disabilities for which, after reasonable adjustments, we can cater adequately. This commitment is reflected in the school's accessibility policy. At present, our facilities for the disabled are, however, constrained by the age, physical features and listed status of some of the school's premises.

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). There are however age-related language requirements as a prerequisite for successful participation in the school's program.
- 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

## **OFFERING PROVISION TO DISABLED PUPILS**

The environment is adapted to the needs of pupils as far as reasonably possible. This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Mobile hearing support system



## **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.

For further details, please refer to the Special educational needs guidelines 2021, which has been developed by our Beratungsquadrat (BQ) and which is available on our website and upon request. This concept of inclusive education demonstrates how the school reflects on its offering, modifies and adapts it to new circumstances, in order to optimise the process of positive learning and living together.

## **RESPONSIBILITIES AND MONITORING**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee and the Headteacher following review of the Governance Committee and Gesamtkonferenz.

## **SUPPORTING POLICIES:**

Equality Act 2010

Equal Opportunities Policy

Curriculum Policies

Admission Policy

Anti-bullying Policy

Safeguarding Children and Child Protection Policy

Special educational needs guidelines 2021 (Inklusionskonzept)

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