

The American School in London

Accessibility Plan

The current version of any policy, procedure, protocol or guideline is the version held on the ASL website. It is the responsibility of all employees to ensure that they are following the most up-to-date version.

Responsible party	Director of operations
Approved by	Board of Trustees
Approval date	March 2023
Next review date	March 2024

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the School to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Print copies of this plan are available upon request.

Our school is also committed to ensuring employees are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The School supports any available partnerships and individual Educational Health Care ([EHC](#)) plans to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include the provision of an auxiliary aid or adjustments to premises.

Vision and values

Our school's commitment to equal opportunities is integral to our school aims.

The School:

- sets suitable learning challenges;
- responds to students' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of students.

Our school aims to identify and remove barriers to disabled parents and students in every area of school life.

Our school makes all students and parents feel welcome irrespective of race, color, creed or impairment.

Accessibility at the American School in London

ASL will ensure that all employees and the Board of Trustees are aware of the implications of the DDA and, through training and development opportunities, embed the good practice across all aspects of school life.

DDA works continue to take place within ASL to enable the inclusion of a student with disability including:

Task/Objective	Timescale
Disabled-useable bathroom in the Gym Foyer, Community Arts Building, Aquatic & Fitness Center and other locations on campus	Complete
Disabled-useable lift installed at our Canons Park pavilion	Complete
Disabled-useable lift installed at our main entrance	Complete
Monitored telephone extensions for emergencies: ext. 1389, security; ext. 1262 nurses	Complete
Classrooms have improved use of floor space to enable easier movement around the room	Ongoing
New ceiling, floor and wall finishes to improve acoustic performance	Ongoing
Better conditions for the use of technology, including interactive white boards	Complete
DDA-compliant doors throughout the School	Complete
Installation of efficient LED lights that give even light, without flicker	Complete
Special height-adjustable chairs with arms for use by students with stability and balance issues	Complete
Ramps for steps and mobile pool hoist in Aquatic & Fitness Center for pool access by wheelchair users	Complete
Learning support assistant time allocated to behavior and curricular support for children with special needs (curriculum) and training needs addressed for the learning support team, provided through outside agency support and specialists within the School (curriculum)	Ongoing

Risk assessments and successful adaptation of teaching allowed children with short-term disability to receive full entitlement to curriculum	Ongoing
Available stopping area at main entrance for easier arrivals of disabled persons	Complete
Large screen installed in the School Center with state-of-the-art projector (visual)	Complete
New speakers and sound system with range of wireless microphones in the Commons and School Center	Complete
Additional handrails to be installed in stairwells to accommodate students who are shorter in stature	Ongoing
Lower toilets and sinks to be installed to accommodate students who are shorter in stature	Ongoing
In our next campus master plan, the feasibility of a second elevator that reaches level 3 of campus will be considered and likely implemented	Ongoing

At ASL, we try to ensure that every student has the best opportunity to achieve. We make reasonable adjustments to our practices and policies to meet the requirements of the DDA. We recognize that there is always room to improve and the action plan shows our wish to continue to develop our practice.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the School to ensure that we are helping all students achieve.

Involvement

Care plans are drawn up for students identified as having disabilities in consultation with the school’s specialist support services and parents. They are reviewed regularly and are made available to and discussed with all relevant employees, both teaching and non-teaching.

- The views of the students and their parents are taken into account when drawing up and evaluating the effectiveness of care plans. Liaison with the specialist support and medical care services involved with individual students is a fundamental aspect of our provision. We include the recommendations of these services/agencies in all care plans for all students.

- Parents are fully informed of all provisions made for their children and are involved in formal meetings. Teachers are always accessible for informal meetings to discuss progress.

The following is a set of action plans showing how the School will address the priorities identified in the plan. The plan must be renewed every three years. The current time frame is 2022-25.

Action plan 2022-25

Strand 1: Increasing the extent to which disabled students can participate in the school curriculum

SLD (Specific Learning Differences)

Task actions	Team(s)	Timescale	Outcomes
Maintain provision for students with autistic spectrum disorders and specific learning differences.	SLD, teachers, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Continue effective liaison with support agencies to ensure skills update as and when required	SLD, director of student support services, and support agencies	Ongoing	Appropriate scaffolding for academic achievement
Regularly review this and other related policies, to include H&S policy, SEN policy, teaching and learning, and other policies in the light of the DDA	Director of student support services, director of operations	Ongoing	Continual adjustments and alignment with recommended or required policies
Ensure that written instructions/materials are provided as appropriate to visual need in lessons	SLD, teachers, director of student support services	Ongoing	Appropriate scaffolding for academic achievement

SENCO and head. Ongoing updated and current policies compliant with all statutory requirements, enabling all to learn in a safe and stimulating environment	SLD, director of student support services, director of operations	Ongoing	Continual adjustments and alignment with recommended or required policies
All out-of school activities planned to ensure the participation of the full range of students	Divisional trip coordinators	Ongoing	Appropriate scaffolding for all areas of student engagement
Assess the target group, i.e., ensures knowledge of current provision by target group and inclusion of same	SLD, divisional principals, director of student support services	Ongoing	Appropriate engagement and involvement of the target group
Ensure activity programs are inclusive/responsive to individual need	Divisional principals, director of student support services	Ongoing	Appropriate scaffolding for all areas of student engagement
Educational visit organizer, class teachers and SENCo	Director of student support services, divisional principals	Ongoing	Appropriate scaffolding for all areas of student engagement
All students able to access educational visits and benefit from the experience	Teachers, divisional principals, director of student support services	Ongoing	Appropriate scaffolding for all areas of student engagement

Strand 2: Improving the physical environment

Task actions	Team(s)	Timescale	Outcomes
Review accessibility plan access arrangements and amend if needed	Director of operations, director of student support services, SLD	Ongoing	Fully up-to-date action plan and policy
Improvements to help the visually impaired	Teachers, operations team, SLD	Ongoing	Appropriate scaffolding for academic and campus environment
External steps highlighted in yellow/non-slip paint. White/yellow paint on front edge of all steps	Operations team	Ongoing	Creating a safe environment for all users
All areas monitored and maintained. Maintain safe access around the exterior of school .Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritize.	Operations team	Ongoing	Creating a safe environment for all users
Improve the accessibility of the cafeteria and catering counter	Operations team	Ongoing	Creating a safe environment for all users
Install a table that allows students in wheelchairs to enjoy a full part of the dining experience	Operations team	Ongoing	Creating a safe environment for all users
Ensure the catering counter is accessible for students in wheelchairs	Operations team	Ongoing	Creating a safe environment for all users
Continue to install second handrails in stairwells for students of shorter stature in the Middle and High schools	Operations team	Ongoing	Creating a safe environment for all users

Continue to install lower toilets and sinks for students of shorter stature in the Middle and High schools	Operations team	Ongoing	Creating a safe environment for all users
Ensure that accessibility is part of all master planning processes and design development	Director of operations	Ongoing	Ensure future investments benefit all campus users and address current limits

Strand 3: Information for disabled students, which is provided in writing for students who are not disabled

Task Actions	Team(s)	Timescale	Outcomes
Availability of written material in alternative formats	SLD and teachers	Ongoing	Appropriate scaffolding for academic achievement
Ensure query on disability added to invitation letters for performances, etc.	SLD and support agencies	Ongoing	Appropriate scaffolding for all areas of student engagement
Ensure query on disability added to information letters at the beginning of academic year	Admission, divisional principals	Ongoing	Appropriate scaffolding for all areas of student engagement
Spaces allocated at performances for disabled/wheelchair users	School Center manager, operations team	Ongoing	Appropriate scaffolding for all areas of student engagement
Students able to access all ranges of services required for successful educational experience	SLD, teachers, director of student support services	Ongoing	Appropriate scaffolding for academic achievement

Appropriate use of specialized equipment to benefit individual students and employees	SLD, teachers, director of student support services	Ongoing	Appropriate scaffolding for all areas of student engagement
Specific training in word processing skills through touch type software	SLD, teachers	Ongoing	Appropriate scaffolding for academic achievement
Sloping boards/colored overlays for students with visual difficulty	SLD, teachers	Ongoing	Appropriate scaffolding for academic achievement
Specially shaped pencils and pens for students with grip difficulty	SLD, teachers	Ongoing	Appropriate scaffolding for academic achievement
Employees trained as appropriate to support disabled students	SLD, teachers, operations team	Ongoing	Appropriate scaffolding for academic achievement
Better interface for auditory/visually impaired students via use of technology when needed	SLD, teachers, technology team	Ongoing	Appropriate scaffolding for academic achievement
Improved communication as to provision	Director of student support services, divisional principals	Ongoing	Appropriate scaffolding for all areas of student engagement

Strand 4: Disability equality duty: All-school actions

Task actions	Team(s)	Timescale	Outcomes
Ensure awareness of school policies/protocols	Director of operations, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Ensure this scheme and action plan are uploaded to website	Director of operations, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Review annually	Director of operations, director of student support services	Ongoing	Continual adjustments and alignment with recommended or required policies
Parents, employees and visitors are aware of this policy and action plan	Director of operations, director of student support services	Ongoing	Continual adjustments and alignment with recommended or required policies
Employees and governor training. As part of new-to-ASL teacher training and support, discuss this plan and any issues arising	Director of operations, director of student support services	Ongoing	Continual adjustments and alignment with recommended or required policies
Training for teachers on differentiating the curriculum and effective communication with parents	SLD, divisional principals, director of student	Ongoing	Continual adjustments and alignment with recommended or required policies

	support services		
Increased access to the curriculum. Needs of all learners met. Parents fully informed.	SLD, divisional principals, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Data collection, monitoring, evaluation, implementation. Analyze student performance using the database specifically referencing students catered for under this plan.	SLD, divisional principals, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Data used to track student progress in order that planning for student needs is based on prior attainment and clear understanding of the next steps needed in learning	SLD, divisional principals, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Students experience a personalized curriculum and make good progress relative to prior attainment and against objective standards	SLD, divisional principals, director of student support services	Ongoing	Appropriate scaffolding for academic achievement
Provide opportunities for students, employees and parents to comment through consultation, newsletters, surveys, indicator analyses, virtual learning environment and questionnaires	Director of student support services, director of operations	Ongoing	Continual adjustments and alignment with recommended or required policies