International School of London

Accessibility Plan

Date reviewed:
October 2025

To be reviewed:
August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

At the International School of London, we believe in:

Empowering students to maximise their learning opportunities and to fulfil their potential.
Actively integrating cultural diversity in the curriculum.
Creating inclusive, vibrant and innovative learning communities.
Offering a diverse and extensive international programme that supports personal, social and professional growth.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 to cover education. Since September 2002, the Governing body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled students.
- to ensure that all students kept safe in line with the recommendations of Keeping Children Safe in Education 2021.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools to:

- eliminate discrimination that is unlawful under the DDA;
- eliminate harassment of those with a disability;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled individuals;
- take steps to take account of disabilities even if this involves treating disabled persons more favourably.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The ISL Strategic Plan shows how the school will address the priorities identified in the plan.

1: Starting Points

1A: The Purpose and direction of the school's plan: vision and values

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all students to follow the curriculum and to take part in extracurricular activities and the full life of the school. The individual needs of all students at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all students and maximise everyone's potential: every teacher shares these responsibilities. ISL, with its supportive, integrated environment and in partnership with parents, aims to maximise the self-esteem of all of its students. This, in turn, helps students to realise their potential.

Equality of opportunity applies to all members of the school community and is based on the core values expressed in the school's mission statement (see above).
The school has a Learning Support department with staff qualified in various aspects of special needs provision.

We have a diverse student and staff population at ISL and great importance is placed on promoting international mindedness and multicultural understanding within the curriculum and various activities and school events.

We have a well-publicised behaviour policy that the students and staff had a part in constructing. The behaviour policy is well understood and boundaries are clear.

1B: Information from pupil data and school audit.

The DDA defines a disabled person as someone who has:

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

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). As such, there is a significant overlap between those considered to have a disability and those who have special educational needs.

The school has students on roll covering the age range 3-18 year olds. Many of our students have English as their Second language and we have students with minor learning difficulties. We do occasionally accommodate students with moderate learning difficulties if we can provide the proper support.

Personalised Learning
Students joining ISL come from a variety of backgrounds with varying levels of English and abilities. Personalisation is an expectation from teachers, and this is evident in the teachers' planning. All students are expected to progress at a reasonable pace and achieve their full potential. In-class support by EAL teachers is provided to students and there are classroom assistants allocated to all Primary classes.

Withdrawal Classes
Small extra withdrawal classes or 1-1 tuition takes place weekly to aid students with English as a Second language or specific learning difficulties.

Bullying
Students at ISL enjoy a safe and secure environment. We do not have many cases of bullying but treat it as a serious matter. There is a clear section in the Parent-student Handbook about bullying setting out our policy with guidelines about how we deal with it. Students are encouraged to say if they are aware of bullying, and it will be dealt with immediately.

Racism
In the multicultural and diverse setting, we have at ISL, we have a relatively insignificant number of racist incidents, and these have been restricted to verbal abuse/comments. Such incidents are recorded. Again, students are encouraged to report such incidents and we deal with them immediately.

Child Protection

Child protection arrangements are in place and regularly reviewed by the SLT. We have one DSL and six deputy DSL's. Their training is up to date and regularly reviewed.

Pastoral Care:

We have a strong pastoral system based on class teachers and form tutors, and lead by the Head of Pastoral Care. Academic mentoring, pastoral mentoring and peer mentoring add to the broad base of support available to students in the school. A Transition team looks after the needs of our geographically mobile students throughout their stay at ISL, which is typically 3-4 years.

Health and Safety:

The school has regular health and safety checks, which are coordinated by the Health & Safety Officer. Health and Safety meetings are held regularly to monitor the situation. All staff are aware of the need to report issues of health and safety immediately to the office. As part of the Health and Safety policy, students as well as staff are regularly involved in risk assessments, e.g. PSHE, practical subjects, outdoor activities and school visits.

School Buildings:

ISL's main building is a purpose-built 1930s school building with two floors and varying levels within each floor with only staircase access. This makes it quite difficult for wheelchair access past the ground floor. However, there is wheelchair access to the Annex via a ramp (one of the main Primary school spaces). In the case of a teacher's or a student's temporary disability (e.g. broken leg), most of the lessons of the teacher or student are relocated to the ground floor where access is possible. This does not include specialist-teaching spaces (e.g. laboratories).

The school's main hall is fitted with microphone/speaker systems for use in the weekly assemblies and school events.

During the minor renovations of the buildings in 2006, the boys' main toilet on the ground floor was fitted with a wide cubicle for wheelchair users.

Teaching and Learning:

Students are encouraged to use computers available in the school. A number of laptops have been procured to allow enhanced access to IT both in lessons and in the library. The school has a team of IT support to ensure all students can access computers and the internet.

As part of whole school professional development, lessons and staff are observed and supported by the SLT, IB Coordinators and Heads of Departments to ensure all students have full access to the full curriculum. The SLT ensure all staff within the school have inset and guidance on new policies, student's difficulties, etc.

ISL undergoes a rigorous periodic process of self-evaluation for its accreditation by the Council of International Schools and authorisation by the International Baccalaureate.

To support the accessibility plan, the school will further consult with students, parents and staff.

1C: Views of those consulted during the development of the plan

Parents are very happy with the support and provision made by the school. Their children are happy and keen to attend. They are kept informed of their child's progress and feel that all staff members understand the nature of their needs.

The school welcomes input from parents who have open access to the school. The ISL PTA has a comprehensive network of class and language representatives who meet regularly and provide the school with parental feedback. Parental attendance at parent-teacher meetings is high and we encourage parents to contact the school at any time should issues arise.

We receive very few complaints from parents with children in the school. However, when we do receive them, they are dealt with promptly and by the most appropriate member of staff.

On the whole, students at ISL are happy with the provision provided. Their attitudes to learning remain positive; leadership in the school remains committed to raising standards and providing high quality education for all our students.

2: The Main Priorities in the School's Plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The Learning Support Department takes into account students' needs and disseminates relevant information to all staff. Students feel well supported and their needs clearly understood. The Learning Support Department and the School Coordinators work closely in implementing guidelines to support students with adverse circumstances as stipulated in the IBO General Regulations document.

Differentiation and personalisation have been the subject of several staff training sessions and we follow up through appraisal.

Most students initially follow the full curriculum; adaptations to the timetable, support and subjects taken are constantly reviewed by the Primary Principal, Secondary Principal and Learning Support teachers, and changed if the need arises.

Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Facilities are available in school for students to access drinking water, and school meals are healthy and nutritious.

Healthy lifestyles are encouraged through the PSHE course as well as all relevant curriculum areas. This includes work on drugs, sex and alcohol; all supported by outside agencies and tailored to individual year groups. The school counsellor also operates a separate, confidential drop-in session.

All students are encouraged to take part in a variety of extra-curricular activities and sports teams. All students from Grade 3 to 11 participate in a residential trip, normally during the third week of September.

The whole school has a focus on personalised learning to help improve accessibility to all aspects of the curriculum.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The physical environment of the school caters for the needs of all but physically disabled individuals. Corridors are well lit and free of obstacles. The ground floors of the main building and the Annex have relatively easy wheelchair access.

The school will be giving greater consideration, including reasonable adjustments to the physical environment of the school to increase access for disabled students and visitors. Future extensions to the building (envisaged in the next 3-5 years) will take into account DDA requirements and will be constructed accordingly.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Information for students with difficulties and information access for parents is delivered in various formats depending on the need of the students and parents. Eg:

- large print
- simplified or moderate language or diagrams
- audio tapes
- orally
- differentiation of work
- on the school website
- by email
- simple and easy to access school website and network
- pictorial clues and key words on display in many departments
- colour-coded timetables for students
- personalised learning approaches

The school continues to look at ways to improve access to written information by increasing the availability of alternative formats (audio, large print, technology).

3: Making It Happen

3A: Management, Coordination and Implementation

The school's governing body is aware of and has input into the accessibility plan.

The plan will be revised on a regular basis, taking into account the difficulties students have in the school, or students who may be going to attend. This will be carried out by the Learning Support Department with input from the SLT, IB Coordinators, teachers, students and parents.

The evidence used to aid the plan will be looking at:

- SEN type of need for students on roll
- effectiveness of the support for students
- SEN attendance percentages
- type of differentiation for students
- needs to better personalise learning

The Proprietor, SLT and the SENDCO are responsible for the implementation of the plan.

The accessibility plan is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with other school's policies.

3B: Getting hold of the school's plan

The accessibility plan is available in written form on request from the school and on the school website.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.