Policy Name	Accessibility Statement and Plan				
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Author	Head of School				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1.2		**Sept 2025**	**Student own device to school issued device**	**MT**
		Sept 2025	**Student own device to school issued device**	**MT**
1.3		**October 2025**	**A review and development of the Accessibility Plan 2025-2030 in preparation for the Advisory Board.**	**MT**

Introduction

Ethos and Aims of ICS London

The International Community School (ICS) London, 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 four programmes, of which three are 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.

Scope

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:

- The Student Support team advises students and their families of any programmes and adaptations that will enhance a student's learning and/or access to the curriculum, these will be added to the school issued device
- 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. Google Drive/Classroom
- 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 the DSL/SENCo who is 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.

The following policies should be read in conjunction with this:

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

HR DEPARTMENT ACTION STATEMENT

At ICS London we are committed to providing an inclusive and accessible working environment. This policy applies to all staff, volunteers, agency workers, contractors, and job applicants.

The purpose of this policy is to ensure that all individuals have equitable access to our facilities, services, and employment opportunities, in line with the Equality Act 2010 and best practice guidance from ACAS .

Our action statement sets out the school's approach to staff accessibility, covering:

- Building Accessibility
- Recruitment and selection
- Employment and workplace adjustments
- Digital and communication accessibility
- Health, well-being, and support processes

The school recognises that accessibility extends beyond physical access to include work practices, communication, equipment, and an inclusive culture. ICS London will make reasonable adjustments wherever practicable to support staff with disabilities, following ACAS guidance on fairness, equality, and legal compliance.

Building Accessibility and Limitations

ICS London operates from Victorian buildings, which present certain structural limitations for individuals with mobility impairments.

Star Street Campus:

- Classrooms, main hall, dining room, computer facilities, library, and art rooms are accessible only via stairs.
- There is currently no lift access.

Wyndham Place Campus:

- All classrooms, apart from the main hall, are accessible only via stairs.
- There is currently no lift access.

The school acknowledges these limitations and seeks to provide alternative arrangements where feasible.

Implications for Staff and Recruitment

Recruitment at ICS London is inclusive, transparent, and non-discriminatory. Certain roles may require access to areas that cannot be made fully accessible. Staff and applicants with mobility needs are encouraged to discuss their requirements with the HR Manager during recruitment or employment.

All employment decisions will be made based on an individual's ability to perform the essential duties of the role safely and effectively, in accordance with the Equality Act 2010 and Health and Safety legislation.. The school is committed to implementing reasonable adjustments wherever practicable to support staff with disabilities or accessibility needs.

Adjustments may include modifications to:

- Interview arrangements
- Recruitment materials
- Assessment processes or tasks

Recruitment decisions will always relate to the essential requirements of the role and not to disability itself.

Workplace Accessibility and Staff Support

Reasonable Adjustments in Employment
Line managers and the HR Manager work collaboratively with employees who may require workplace adjustments. Staff are encouraged to discuss their needs openly so that appropriate and practical solutions can be considered.

Adjustments are reviewed periodically to ensure they remain effective. Examples include:

- Alternative workspace allocation
- Allocation of accessible workspaces where safely possible
- Adjustment of duties, working hours, or work location
- Provision of assistive technology or specialist equipment (e.g. voice recognition software, ergonomic chairs, height-adjustable desks, screen readers, magnifiers, or adapted keyboards)
- Remote or hybrid working arrangements, where appropriate
- Implementation of Personal Emergency Evacuation Plans (PEEPs) for staff requiring emergency support

Occupational Health

Staff may be referred to Occupational Health to assess individual accessibility needs, recommend reasonable adjustments, and confirm fitness to work safely in assigned roles.

Occupational Health will:

- Assess individual needs
- Recommend appropriate adjustments

The HR Manager will discuss Occupational Health recommendations with the employee to discuss reasonable adjustment which may be required.

Display Screen Equipment Assessments

All staff who regularly use computer equipment will be provided with a DSE assessment to complete.The HR Manager will review outcomes and arrange adjustments as required, such as ergonomic furniture, screen positioning, or supportive equipment.

These adjustments are intended to prevent injury, reduce strain, and enhance accessibility and comfort.

Digital and Communication Accessibility

The school is committed to ensuring that communication and digital systems are accessible and inclusive. IT systems and software programmes are carefully selected to meet accessibility standards.Staff may request materials in alternative formats such as large print, digital or audio.

Training and Awareness

The school will provide regular training to staff and line managers on accessibility awareness, inclusive communication and supporting colleagues with disabilities.

Data Protection and Confidentiality

ICS London recognises that accessibility information often involves sensitive personal data.

All information relating to an individual's disability or accessibility needs will be treated as confidential and stored securely.

Information will only be shared with relevant staff members on a need-to-know basis, to facilitate reasonable adjustments.

All records will be managed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Monitoring and Review

The HR Department, in consultation with the Senior Leadership Team (SLT), will monitor and review accessibility measures regularly. Accessibility will be considered during:

- Maintenance and refurbishment projects
- Relocation or expansion planning
- Strategic HR and facilities reviews

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.

PRIMARY SCHOOL ACCESSIBILITY ACTION STATEMENT 2025 – 2030

Introduction

This Accessibility Action Statement fulfils our statutory duties under the Equality Act 2010, the SEND Code of Practice (2015), and the Public Sector Equality Duty. It outlines the ongoing actions to improve access for pupils with disabilities (including those with physical, sensory, learning, and mental health needs) to the school's physical environment, curriculum, and information. The plan is reviewed annually by the SENCo, Facilities Manager, Student Support Staff, and reported to

the Advisory Board. Progress will be monitored termly and adapted to meet emerging needs.

Improving Access to the Physical Environment

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Implementation
Improving provision to disabled pupils of information which is already in writing for pupils who are not disabled	Continue to ensure classroom environments are accessible for students with disabilities (visual timetables, accessible displays, anchor charts). Conduct annual accessibility audits of classroom spaces using BS8300.	Annual review (each Summer Term)	Teaching Staff, Student Support Team, Facilities Manager	Implementation of visual supports and accessible displays. Annual audit reports with follow-up actions recorded.
Improving the physical environment to increase participation	Maintain display boards that reflect student diversity and disabilities. Add priority-based risk assessment for environmental barriers.	End of Academic Year	Caretaking Staff, Librarian, Student Support	Completed installations. Half-termly checks confirming inclusive representation on displays.
Enhancing safety and comfort	Update basement bathrooms for accessibility. Monitor air quality, temperature, and lighting for sensory-sensitive students.	End of Academic Year	Caretaking Staff, Teaching Staff	Accessibility modifications complete. Annual safety and comfort survey data collected from staff and students.

Improving Access to the Curriculum

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Increasing participation of disabled pupils in curriculum	Update digital devices and ensure inclusive learning apps are available. Reinforce ethos of individuality. Ensure all teaching staff receive annual training in Universal Design for Learning (UDL) and differentiation.	Ongoing (review annually)	IT Staff, Student Support, Teaching Staff	Training logs, lesson observation data showing UDL implementation, use of apps in lessons, and inclusive displays.
Increasing teacher knowledge and pedagogy	Provide release time and training for staff on disability inclusion. Maintain regular Well-being Team meetings. Link CPD directly to identified accessibility goals and monitor through appraisal.	Ongoing	Student Support, Teaching Staff, Well-being Team	Increased teacher confidence (via PD feedback). Documented classroom differentiation and student engagement improvement.
Individualised assessment and learning	Revise marking and feedback systems for students with modified programmes. Integrate personal learning goals into ILPs	Ongoing	Senior Leadership Team, SENCo, Student Support	Individual progress data recorded. Annual parent-student review meetings documented.

	and review progress termly with parents and students.			

Improving Access to Information

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Increasing access to information for disabled pupils	Create modified timetables for students requiring additional support. Ensure key documents are available in large print, simplified English, or translated versions as required.	Ongoing	Student Support	Documented provision of modified timetables and accessible versions.
Enhancing communication with families	Enhance the use of Toddle to provide live document access. Conduct parent training on digital accessibility tools.	Ongoing	IT Staff, Student Support	Parental access confirmed. Increased parent engagement metrics.
Embedding multi-sensory teaching and information sharing	Implement multi-sensory teaching strategies (visual, auditory, kinesthetic).	Ongoing	Student Support, Teaching Staff	Lesson observations and student feedback confirm inclusive teaching.

SECONDARY SCHOOL ACCESSIBILITY ACTION STATEMENT 2025–2030

Introduction

This plan supports compliance with the Equality Act 2010, SEND Code of Practice (2015), and relevant UK and international accessibility standards. It outlines steps to ensure that every student aged 11–18 can access the school's facilities, curriculum, and communications equitably. The plan will be reviewed annually by the SENCo, Student Support Staff, Facilities Department, and reported to the School Leadership and Advisory Board.

Improving Access to the Physical Environment

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Implementation
Maintain inclusive classroom environments	Continue ensuring all classrooms are accessible (timetables, visual supports). Conduct termly Student Support audits with follow-up action logs.	Ongoing	Teaching Staff, Student Support Team	Audit reports and classroom compliance summaries.
Assess and adapt building spaces	Continually assess building spaces according to student needs. Include annual BS8300 accessibility compliance checks. Maintain policies for safe storage and clear access.	Annual review	All Teaching Staff, Facilities Team	Consistent monitoring and prompt adjustments.
Enhance sensory accessibility	Install adjustable lighting, blinds, and temperature control measures to support sensory-sensitive students. Assess furniture ergonomics for comfort and accessibility.	End of Academic Year	Facilities, Teaching Staff	Staff and student feedback on comfort and usability.

Improving Access to the Curriculum

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Curriculum modifications for individual needs	Continue personalised curricula with inclusion in mainstream. Ensure ILPs link directly to assessment frameworks and are reviewed termly.	Ongoing	Student Support Team	ILPs and assessment records showing progress and participation.
Embed accessibility in teaching practice	Lesson observations to include accessibility review by a specialist once per year. Introduce annual staff CPD on inclusive pedagogy and assistive technology.	Ongoing	Teaching & Learning Team, Student Support, Well-being Team	Observation records, staff CPD completion logs, improved student feedback in surveys.
Assessment and marking for inclusivity	Revise marking system for modified programmes. Use differentiated success criteria co-created with students and parents.	Annual review	SENCo, Student Support Team	ILP documentation and feedback evidence from families and students.

Improving Access to Information

Targets	Action & Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes

Access to digital information	Ensure all students can access electronic resources and timetables.	Ongoing	Student Support, IT Staff	Accessibility compliance checks; user feedback.
Student education and awareness	Educate students on accessibility tools (VoiceOver, captioning, coloured overlays). Provide adapted materials where required. Integrate digital accessibility into PSHE and ICT curriculum.	Ongoing	Form Tutors, Student Support	Evidence of accessibility training in PSHE; SEN Dashboard updates.
Inclusive communication and wellbeing	Expand the Well-being Team for greater coverage. Ensure all lesson materials and communications are available electronically within 24 hours. Regularly audit staff use of accessible teaching tools.	Ongoing	Well-being Team, Teaching Staff, HoFs	Use of Google Classroom monitored. Termly reports on accessibility practice submitted to SLT.

Monitoring and Review

Both Primary and Secondary plans will be reviewed annually by the SENCo, Student Support Staff, Facilities Manager, and School Leadership. Progress will be reported to the Advisory Board and made available to the school community in accessible formats. Feedback from students, parents, and staff will inform future iterations.