



Accessibility Plan

Introduction

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

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

At the British School of Amsterdam, we aim to create a stimulating and caring environment which enables all individuals to realise their full potential and by doing so, develop skills and confidence for a fulfilling and responsible life in a changing society. The school prides itself in the high quality learning environment that it provides to all its pupils and the high academic success they achieve. A high teacher: pupil ratio ensures every child receives individual attention and help. Committed classroom teaching alongside the extra provision for children with special educational needs (including those with physical disabilities) ensures that the social and educational needs of every pupil are met.

The school has set the following priorities for the development of the vision and values that inform the plan:

- The School responds to the individual needs of a child. 1:1 support assistants are appointed, specialist learning resources are purchased and structural changes are made to ensure pupils are provided an educational environment in which they can thrive and make progress.

- Lesson planning and lessons are monitored to ensure that the class or subject teachers are supporting the pupils effectively.
- Staff are given the opportunity to discuss the Accessibility Plan and to suggest amendments according to the specific needs of new pupils on each school site.

1B: Information from pupil data and school audit.

The school has +/- 700 pupils on roll. Pupils are aged between 3 – 18 years old. There are children of more than 40 different nationalities and for more than half of the student population, English is an additional language. Like many international schools, the School has a largely transient population. Pupils may enroll at any time during the school year. At times, some areas of the school are over-subscribed.

The school has developed positive links with outside agencies and services to ensure there is suitable provision for it's disabled children. Many of the services can be accessed on site e.g. speech and language therapy, occupational therapy, multi-sensory therapy. The School regularly reviews the level of provision for children with special educational needs and difficulties and examines ways of improving the provision, e.g. the installation of the multi-sensory room in the Jubilee Building.

The School has a detailed register of children who have special educational needs and require learning support. (See appendix 1).

The School is a non-selective. Pupils are not required to sit entrance tests or examinations. Parents are asked to declare specific educational needs and serious medical conditions on the application for enrolment form. In such instances, the application form is passed on to the Head of School who in consultation with the SENCO will contact the parents to discuss specific needs. If possible, the Head of School will arrange for the child to visit the school so that his/her needs can be more rigorously assessed and to put the parents into contact with various support services and agencies prior to the child starting school. At this stage in the process 1:1 support may be discussed. This has considerable financial implications on a family, however the School may have to decide that a child can only be accepted if 1:1 support is provided. On very rare occasions it may be necessary for the school to refuse the enrolment of a child. This is when the School is unable to offer the level of specialist support or assistance that the child needs in order for him/her to thrive and make progress.

The School has set the following priorities for the development of information and data to support the school's accessibility plan:

- to review and amend school policies, practices and procedures in line with the accessibility plan,
- to alter the physical environment of any of the school sites on a demand basis. E.g. the stair lift was installed in September 2007 to allow a pupil transferring from Nursery access to the Reception department,
- to continue to provide a modified curriculum to pupils when necessary
- to continue to adapt resources according to a pupil's specific needs e.g. the provision of large print material for the visually impaired.

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

The school has an open door policy and welcomes comments and suggestions from parents. Most parents attend the Parent's Evenings scheduled through the year and feedback to staff any concerns or issues. Whilst most feedback is verbal, the school intends to use questionnaires - more as a form of parents feeding back thoughts and information on a range of subjects. Regular review meetings are held with the parents of the children on the SEN register which again provides parents the opportunity to feedback to staff.

The school realizes that pupils may be temporarily disabled (e.g. a pupil at the Infant School was recently diagnosed with leukaemia and will receive chemotherapy treatment until November 2010) and in such cases will need to liaise with outside agencies on a short term basis to ensure that specific needs are met. Other scenarios when a child may be considered temporarily disabled but not due to illness would include the loss of a parent or loved one. In such circumstances counseling may be considered appropriate etc.

The School has set the following priorities in respect of consultation on the plan:

- To use a questionnaire as a way of establishing the views and aspirations of the parents of disabled children and as a way of ensuring they are satisfied with the provision the school offers to children with disabilities. The parents will be invited to make suggestions as to how provision could be modified or improved.
- To establish a semi formal discussion time in which children with disabilities are able to talk about how they feel and to make suggestions as to how provision could be modified or improved.

2 The main priorities in the school's plan

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

Whilst the Accessibility Plan should under normal circumstances span a 3 year period, the transient nature of the school's population means that the plan must be reviewed on demand. The SENCO, in conjunction with the class teacher/subject teacher, formulates targets for the pupil's IEPs and oversees the delivery of a modified curriculum to ensure the targets are attainable. Class/Subject teachers are expected to differentiate the curriculum to ensure it is accessible to all. The SENCO will work in consultation with subject leaders and outside agencies as appropriate. The use of ICT will facilitate the process, i.e. using I.E.P writer to identify attainable targets etc.

The School has set the following overall priorities for increasing curriculum access.

- To make curriculum access a 'standing item' on the staff meeting agenda and ensure staff are given the opportunity to share good practice with other colleagues, and to discuss how such good practice can be implemented across the school.

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

There is a procedure in place to alter and develop the physical environment on an 'on demand' basis. Staff are aware of the changing needs of its existing pupils and strategies are in place to ensure the necessary changes to the environment are made in advance – e.g. the School is

aware that a stair lift needs to be installed at the lower Junior site during the Summer of 2010 in anticipation of a student with physical disabilities transferring from the Infant School. The School funds the necessary changes to the physical environment of each school site. Parents may provide additional funding. Neither the parents nor the school receives local or governmental funding to support a disabled child in a mainstream school. Money is allocated to the contingency fund to cover any unseen costs. The School endeavours to keep down the costs of changes to the environment – e.g. it was cheaper in the long run to install a chair lift immediately to the top floor of the Nursery/Infant School rather than have the stair lift installed just to the first floor in the first year and then extended to the second floor the following year.

The School has set the following priorities for physical improvements to increase access.

- to continue to alter and develop the physical environment on an 'on demand' basis.
- to consider the wheelchair access in all schools, adding ramps to doorways and steps.
- to install handrails by steps and slopes,
- to improve the toilets, washing and changing facilities,
- to decrease the tread height of the steps to the Jubilee Building to make access easier for our youngest pupils.

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

The School has set the following priorities for providing information for disabled pupils.

- Ensure that there is a visual timetable in the classrooms and form rooms of pupils with language and communication issues.
- Children and Adults for whom English is an additional language are not disabled, however to increase accessibility, the School should consider the language used in newsletters etc for parents for whom English is an additional language. If a teacher needs to discuss concerns she has for a pupil, parents shall be given the option to bring a 'friend' who can translate. In situations where 1 parent has few English skills, teachers shall ensure both parents attend the meeting.
- Teachers discouraged to communicate by telephone if she/he knows a parent will have difficulty understanding.

3: Making it happen

3A Management, coordination and implementation

The Governors and Senior management team are aware of and have input into the school's accessibility plan. The plan is coordinated by the aforementioned members of staff and the learning support coordinators. The plan will be revised on a regular basis, taking into account the changing needs of the disabled children on roll and new enrolments to the school. Policies which link with and take into account of this plan are the Health and Safety Policy, The School Improvement Plan, The Special Educational Needs policy.

The School has set the following priorities for the management, coordination and implementation of the accessibility plan:

- to amend existing policies so that they reflect identified priorities for developing access for disabled pupils.
- to support and assist parents relocation to their home country in cases where the school (and host country) can no longer effectively support and educate a disabled child.

3B Out of School Activities

- The School works to ensure that, as much as possible, all out of school activities are accessible to all students. When planning visits, appropriate risk assessments are carried out and staffing needs for individual students are considered and acted upon accordingly.

3C Monitoring the Implementation of the Policy

- The policy and its implementation shall be reviewed on a needs basis through discussion, observation and appropriate documentation pertaining to individual children. The review will be carried out by members of the SMT and the Learning Support Coordinators.
- Upon receipt of an enrollment form which indicates that a child has specific needs parents are required to meet the Head of School prior to enrollment to ensure that the needs can be met.

3D Getting hold of the plan.

The plan is available on the school website. A paper copy is available on request.

Appendix 1

Table 1 - Current Number of Pupils on Learning Support Register

Responsibility	Helen Riglesford		Valerie Hagan		Total
Stage	Nur/Infants	Lower Junior	Upper Junior	Secondary	
SA+	9	7	6	4	26
SA	5	5	25	18	53
Obs	26	5	11	4	46
Total	40	17	42	26	125

Please refer to the Learning Support Registers to gain full information about pupils' diagnosis/ needs, date of joining register, assessments and review dates.

Table 2 Showing Current Number of Primary Pupils at each LS stage for Sept 2008

	<u>Nur</u>	<u>Rec</u>	<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>	<u>Yr 4</u>	<u>Yr 5</u>	<u>Yr 6</u>	<u>Total</u>
SA +	0	4	5	3	4	3	3	0	22
SA	1	1	3	1	4	15	4	6	35
Obs	7	13	6	2	3	2	5	4	42

Table 3 Showing Current Numbers of Secondary Pupils at Each LS stage for Sept 2008

	<u>Yr 7</u>	<u>Yr 8</u>	<u>Yr 9</u>	<u>Yr 10</u>	<u>Yr 11</u>	<u>Yr 12</u>	<u>Total</u>
SA+	1	0	3	0	0	0	4
SA	5	2	2	6	2	1	18

Obs	3	0	1	0	0	0	4
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