



ACCESSIBILITY POLICY & PLAN

Title	SR07 Accessibility Policy & Plan
Version	3.1 May 2025
Created	SL/BQ
Validity	School community (pupils, parents, staff and prospective pupils, parents, staff)
Next review date	June 2028 or earlier if necessary
Translation pending	

Ethos and aims

The German School London is an international, open-minded community that embraces diversity and the respectful exchange of ideas. The School takes a proactive approach in improving the access for all pupils with the desire to learn the German language, and to grow up within the German education system. It strives to be a inclusive and welcoming school with therefore aims to ensure that each and every pupil can participate fully in the life of the School. We consider ourselves a learning organization in which pupils, parents and staff work hand in hand and are committed to a constructive and strength-based mindset that promotes an inclusive culture.

The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Offer and the Inclusion Concept specify the School's approach on reasonable adjustments.

The School will not treat disabled pupils less favorably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Offer outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written

information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

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

The plan will be made available online on the school website.

How the plan is constructed

The School has a Sen Committee which may co-opt additional members whose expertise in any field would be of assistance.

The School has considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The Senco's are regularly in exchange with parents' reps to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The plan and targets have been widely circulated to all staff, pupils and parents and is available on the website.

How the plan is reviewed and monitored

The Send committee meets regularly to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team. The implementation will be authorized in line with the Schools Delegated authorities.

The BQ provides an annual report to the governing body and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Senior Leadership Team. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with all relevant school policies.

Accessibility Plan

1. Physical environment

Step-free school access to **school grounds** is available from the kerbside is provided via a permanent ramp in the busbay and from the car parks at the cafeteria and sports hall. Disabled parking is available in the sports hall car park.

Access to the car parks is controlled by the school reception during business hours, and by the school caretaking staff out of hours. Blue badge holders are permitted to enter the grounds in vehicular transport on request.

The **Primary School building** is Equality Act compliant. The Primary School Building was built in 2012 and was confirmed to comply as part of the building inspection process. Accessible meeting rooms are available in the building. All floors are hard floors and are accessible to wheelchair users.

The **Sports Hall building** is Equality Act compliant. The Sports hall was built in 2018 and was confirmed to be complying as part of the building inspection process. Accessible changing rooms are available in the building. All floors are hard floors and are accessible to wheelchair users.

The **Main Building** is Equality Act compliant. The building was made compliant during the 2024 first floor extension works. All subject rooms are on the ground floor. Accessible meeting rooms are available in the building. All floors are hard floors and are accessible to wheelchair users.

The **Kinderhaus** building has limited accessibility, due in part to their design and to restrictions imposed by Historic England (Grade II* listed building). Individual access plans are created on a case-by-case basis, e.g. a student or member of staff requiring regular access to a passenger lift due to mobility reasons.

Douglas House (Administration building) has limited accessibility, due in part to their design and to restrictions imposed by Historic England (Grade II* listed building). Individual access plans are created on a case-by-case basis, e.g. a student or member of staff requiring regular access to a passenger lift due to mobility reasons.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	KIGA accessibility	Procure KIGA building portable ramp for ground floor access	6 months Dec 2025 or earlier if necessary	Facilities	Ramp
Medium Term	Reduce noise overspill	Refurbishment of music department in Main Building, to improve acoustic performance, improving accessibility to music curriculum and reducing noise overspill into surrounding rooms.	12 months June 2026	Facilities/Music	Music Department refurbishment
Long Term	Investigate the use of and installations of portable hearing loops	Conduct a survey to identify needs. Obtain estimates and conduct a feasibility survey.	Tbc or if necessary	BQ	Report and recommendations

2. Access to the curriculum

The school offers a differentiated curriculum for all pupils. Resources are tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs (SEND offer).

Whiteboards are installed in all class – and subject rooms, from Yr 9 all students have their own I-Pad on loan. From Year 1 – Year 8 there are I-Pad trolleys available and there is a number of I-Pads allocated for Sen pupils.

Noise cancelling headphones are allocated to individual pupils and are also available for all students if necessary.

All teachers have access via the BQ to further specific Sen equipment including an Avatar for students who cannot attend class in person.

Individual learning plans are developed and evaluated for Sen pupils which specify the best individual approach and adjustments

A fulltime Dyslexia Support Teacher is employed for pupils from Yr 1 -Yr 12 and works closely with the class teachers in Primary School and subject Teachers in Secondary School.

Additionally, we offer clubs to students who have difficulties with concentration, motoric skills and horse therapy, partially funded by parents.

We work closely with external specialists where necessary (Speech and Language Therapy, Dyscalculia Support, OT etc.)

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Specialist Team (BQ) provides support from Kindergarten to Sixth form	Support all areas of learning and strengthening social interaction and student well being	ongoing	BQ Coordinator	
Short Term	Individual learning support and trained ELSAs	Work together with all departments to reasonably distribute resources	ongoing	SEN Coordinators	
Short Term	Continuous improvement of digital resources to promote individual learning	Access to iPad from Yr 1 – Yr 12, from Yr 9 each student has their own device, various learning apps pre-installed	ongoing	PQM Coordinator/ Media Coordinator	
Short Term	The curriculum can be adapted according to SEND pupils' needs in line	Review and adapt regularly	ongoing	SEN Coordinators and teaching staff	

	with German Regulations				
Medium Term	Implementation of a DEI Policy and creating role of DEI Coordinator	Availability of training for staff and pupils	12 months Jun 2026	Project Group/ Head Teacher/ BQ Coordinator	
Medium Term	Adapt school structure in all year groups to create more possibilities for individual learning	Develop a concept from Yr 5 onwards	12 months Jun 2026	Project Group PQM Coordinator SEN Coordinators	
Long Term					

3. Access to information

Information for parents is available on the website and parents can ask for print outs. These are also available in Din A 3 upon request. Newsletter and E-mails are sent out electronically. All staff is committed to pass on information orally and explain if necessary.

Teachers are trained to present information to groups in a way which is user friendly for disabled pupils - e.g. by reading aloud video or whiteboard projections and describing diagrams. School visits and tips are planned that they are accessible to all pupils.

Air server is available in all class and subject rooms and transmission to pupils I-pads and white board is available.

Medical needs are met within the capacity of the school (Administering Medicines Policy) and First Aid courses including Epi Pen Training are mandatory for all staff.

Recruiting and onboarding for disabled staff is done by the HR department who are fully trained.

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Handouts, information about school events is available upon request in larger print.	All staff are aware to offer Din A 3 copies of information material if necessary or explain information orally	ongoing	Communications Manager	

Short Term	Implementation of a DEI Policy	A DEI Policy will be implemented including training courses for staff and pupils, the role of and DEI coordinator is to be created	6 months Dec 2025	Headteacher/ Board	DEI Policy Recording training DEI Coordinator
Short/ Medium Term	Review of School Policies and	All School Policies are reviewed regularly to comply with the Equality Act	Ongoing as per review cycle	Governance Committee	Policy overview document
Medium Term	Signage	Signage to be checked	12 months June 2026	Facilities/ Communications Manager	
Long Term					