

THE
**BRITISH
SCHOOL**
OF AMSTERDAM

Accessibility Plan

Policy Title	Accessibility Plan										
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions and scope	3
3.1 Definitions	
3.2 Abbreviations used	
3.3 Scope	
4. Roles and Responsibilities	3
4.1 The Principal	3
4.2 Heads of School (Early Years, Junior School, Senior School)	4
4.3 The Head of Operations	4
4.3 The Head of Learning Support and/or Learning Support Coordinators	4
4.4 All Staff	4
4.5 Parents and Carers	4
4.6 Pupils	5
5. Accessibility Plan	6
6. Links with other policies	9
7. Monitoring arrangements	9

1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The British School of Amsterdam (The BSA) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The BSA has adopted this accessibility plan in line with the school's *Learning Support Policy* with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The Learning Support Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's *Equal Opportunities Policy* explains 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 pupils with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

The BSA is committed to continuous improvement in accessibility. Feedback from all stakeholders is welcomed. Please contact the relevant Head of School or Head of Learning Support/ Learning Support Coordinator with suggestions or concerns regarding accessibility.

2. 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](#). In addition The BSA is committed to complying with relevant Dutch legislation, including:

- The Dutch Equal Treatment Act (Algemene wet gelijke behandeling, AWGB), which prohibits discrimination on the grounds of disability or chronic illness in education and requires reasonable adjustments to ensure accessibility.
- The Dutch Building Decree (Bouwbesluit), which sets standards for accessibility in school buildings and facilities.

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

3. Definitions and scope

3.1 Definitions

Special Educational Needs (SEN): In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. According to the SEND Code of Practice (0 to 25 Years, DfE, Jan 2015), children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability: As defined under the Equality Act 2010, a disability is a physical or mental impairment which has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities.

Special Educational Provision: For children aged two years or older, this is an educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

3.2 Abbreviations used

- OT: Occupational Therapist
- SALT: Speech and Language Therapist
- LSP: Learning Support Plan
- RI&E: Risk Inventory & Evaluation
- SEND: Special educational needs and/or disabilities

3.3 Scope

This policy applies to:

- All pupils, including prospective pupils, who have or may have special educational needs and/or disabilities (SEND).
- All staff, including teaching and support staff, who are responsible for delivering and supporting inclusive provision.
- Parents, carers, and visitors, in relation to the school's commitment to accessibility and inclusion.
- All areas of school life, including the curriculum, physical environment, extracurricular activities, and the provision of information.

This policy covers the identification, assessment, and provision for pupils with SEND, as well as the removal of barriers to learning and participation. It also applies to The BSA's duty to make reasonable adjustments for pupils, staff, and visitors with disabilities, ensuring equal access to education, facilities, and information in accordance with the Equality Act 2010 and the SEND Code of Practice.

4. Roles and Responsibilities

4.1 The Principal

The Principal:

- Oversees the implementation of the accessibility plan and ensures that all staff are aware of their responsibilities under the policy.
- Ensures that the physical environment, curriculum, and information provision are accessible to all pupils, staff, and visitors with disabilities.

- Reports to the Supervisory Board on the progress of the accessibility plan and any issues relating to accessibility.

4.2 Heads of School (Early Years, Junior School, Senior School)

The Heads of School:

- Lead the implementation of the accessibility plan within their respective phases, ensuring that accessibility objectives are embedded in daily practice and strategic planning.
- Monitor and evaluate progress towards accessibility targets in their section, identifying and addressing barriers to access for pupils, staff, and visitors with disabilities.
- Work collaboratively with the Heads of Learning Support and/or Learning Support Coordinators and other staff to coordinate provision and share information on pupil needs.
- Facilitate consultation with pupils, parents, and staff in their school to gather feedback on accessibility and communicate relevant updates or changes.
- Report on accessibility matters within their section to the Principal, highlighting successes, challenges, and areas for development.
- Ensure staff in their school are aware of their responsibilities under the accessibility plan and receive appropriate training and support.

4.3 The Head of Operations

The Head of Operations:

- Oversees physical adaptations to the school environment.
- Coordinates with the Facilities Coordinator and ensures compliance with health and safety standards.

4.3 The Head of Learning Support and/or Learning Support Coordinators

The Heads of Learning Support and/or Learning Support Coordinators:

- Lead on the identification of barriers to access and coordinate the provision of support for pupils with SEND.
- Liaise with staff, parents, external agencies, and relevant professionals (including Occupational Therapists and Speech and Language Therapists) to ensure that appropriate adjustments are made.
- Maintain and review Learning Support Plans (LSPs) to ensure they reflect current needs and best practice.
- Support staff in adapting teaching and learning to meet the needs of all pupils.

4.4 All Staff

All staff:

- Have a responsibility to promote equality of opportunity and to support the implementation of the accessibility plan in their daily practice.
- Identify and remove barriers to learning and participation for pupils with SEND.
- Staff who work directly with SEND pupils should attend relevant training and seek advice from the relevant Head of Learning Support/Learning Support Coordinator as needed.

4.5 Parents and Carers

Parents and carers:

- Work in partnership with the school to support their child's access to the curriculum, physical environment, and information.
- Communicate any concerns or changes in their child's needs to the school promptly.

4.6 Pupils

All pupils:

- Are encouraged to share their views and participate in decisions affecting their access to the curriculum, environment, and information.

5. Accessibility Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improving access to the curriculum	<p>Well established Learning Support staff and procedures- Specialist OT and SALT staff 1:1 support All staff aware of specific medical needs Culture of inclusivity ICT provision as needed Links with outside agencies</p> <p>How we identify barriers:</p> <p>Monitoring teaching & learning Monitoring pupil progress Feedback from users LSPs/Pupil Profiles/Care Plans & reviews New pupil needs at enrolment</p>	<p>Short: Ensure all new pupils' needs are identified and met promptly</p> <p>Medium: Regular review of support strategies</p> <p>Long: Ongoing staff training and resource development</p>	<p>Continue regular monitoring of teaching and learning</p> <p>Update LSPs and care plans</p> <p>Hold regular feedback sessions</p> <p>Provide ongoing staff training</p>	Heads of School, Heads of Learning Support	Ongoing, review annually	All pupils can access the curriculum; individual needs are met; positive feedback from pupils and parents

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improving physical access	Wheelchair ramps as needed Timetable adjustments for ground floor rooms OT staff 1:1 support staff Two elevators in building Disabled toilets Adjustments for disabled staff Links with outside agencies How we identify barriers: RI&E walk-rounds Feedback from users LSPs/Pupil Profiles/Care Plans & reviews New pupil needs at enrolment Arbodienst recommendations for staff	Short: Audit physical environment for accessibility Medium: Address identified barriers (e.g., signage, ramps) Long: Plan for future building improvements	Conduct regular RI&E walk-rounds Act on feedback from users and staff Update care plans Implement Arbodienst recommendations	Head of Operations, Heads of Learning Support	Ongoing, review annually	Physical environment is accessible to all; issues addressed promptly; positive feedback from users

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improving delivery of written information	<p>Adapt backgrounds, font size as needed</p> <p>Pen scanners available</p> <p>Exam access procedures followed</p> <p>Links with outside agencies</p> <p>How we identify barriers:</p> <p>Feedback from users</p> <p>LSPs/Pupil Profiles/Care Plans & reviews</p> <p>New pupil needs at enrolment</p> <p>Pupil needs for public examinations</p>	<p>Short: Ensure all written information is accessible to current pupils</p> <p>Medium: Review and update resources annually</p> <p>Long: Expand accessible formats as needed</p>	<p>Audit written materials for accessibility</p> <p>Provide alternative formats (large print, audio)</p> <p>Review exam access arrangements</p>	Heads of Learning Support, Exams Officer	Ongoing, review annually	All pupils and parents can access written information in suitable formats; no complaints about accessibility

6. Links with other policies

This accessibility plan is linked to the following policies and documents and should be referred to when reading this policy.

Risk assessment policy

Health and safety policy

SEND policy

First Aid policy (including care plans)

7. Monitoring arrangements

The Principal, with input from the Heads of School and Heads of Learning Support, will monitor the effectiveness of this policy and the accessibility plan. Monitoring will include analysis of feedback from pupils, parents, and staff, as well as outcomes for pupils with SEND.

This policy will be reviewed by the Principal at least once every 3 years.

At each review, the policy will be approved by the Management Board.