



British School Quito

an Orbital Education School

All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our students to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

Excellence
Excelencia

Respect
Respeto

Responsibility
Responsabilidad

Integrity
Integridad

Compassion
Compasión

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

Accessibility Plan

Adopted: Monday, 02 September 2024

Review cycle: 2 Year review cycle.

Next review: Tuesday, 01 September 2026

Policy Lead: Principal.

Published: Policy SharePoint: BSQ Website:



Aims

The purpose of our accessibility plan is to:

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

Our school aims to treat all our students and their families fairly and with respect. We will do this to make sure the school is accessible and welcoming to individuals with disabilities and/or illness and remove any barriers to communication.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

We comply fully with the Ecuadorian legal framework:

- Constitution of the Republic of Ecuador
- Organic Law on Disabilities (LOD)
- Organic Law of Intercultural Education (LOEI)
- General Regulations of the LOEI
- Regulations issued by the Ministry of Education (MINEDUC 2025)
- INEN standards on universal accessibility

In addition, we are guided by UK frameworks.

[Schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

We will make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a students without disabilities.

Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Ensure that we have the equipment required in all classes too:</p> <p>Project clearly focuses on planned learning in a manner accessible to all.</p> <p>Improve sound projection in all classes to minimize distortion and ensure accessibility for all.</p> <p>Uses anti-glare screens</p> <p>Set at a height that makes them fully accessible to all who will use a particular class.</p>	<p>School Plans to invest \$100,000 in securing the very latest interactive boards for all classes.</p> <p>These boards will meet the success criteria we have set for each.</p>	<p>Principal</p>	<p>26 06 26</p>	<p>All classes have cutting edge teaching resources available to teachers and students.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Seating • Ramps • Transit routes • Disabled parking bays • Library shelves at wheelchair-accessible height • Shading in parts of the school 	<p>Ensure all spaces in the school are wheel chair accessible.</p>	<p>Feasibility studies and suggested options to secure wheel chair access:</p> <ul style="list-style-type: none"> • the main library • the swimming pool • Changing rooms 	<p>School administrator</p>	<p>01.06.26</p>	<p>Wheel chair access to these two areas of the school is in place..</p>
		<p>Ensure all areas to the library are accessible and safe for all pupils</p>	<p>Barrier to be put in place between two library spaces</p>		<p>01.10.25</p>	<p>Permanent and secure barrier in place between both sections of the library.</p>
		<p>Improve shading across the sports courts</p>	<p>Feasibility studies and suggested options to secure shading across the sports courts (\$400,000) to secure project start date 1.8.26</p>		<p>01.01.26</p>	

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Improve the delivery of information	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Digital, audio or video formats • Ensure key information can be made available in Spanish and English 	Improve signage around the pool with signs and symbols in addition to text	Design, Print, Display and Maintain.	School administrator	1.12.24	Signage in place.
Improve support for children who have difficulty self-regulating their behaviour.	Educational Psychologists on site	Design and develop a sensory space students can use as part of a planned programme of support or to support through crisis.	Space to be identified, interior designed and plan implemented.	School administrator and Psychologists.	15.8.25	Sensory space in place and being used to support children as required.

Key Links

- [Accessibility Statement](#)
- [Safeguarding Policy](#)
- [Intimate Care Policy](#)
- [Health and Safety Policy](#)
- [Attendance Policy](#)
- [Risk Assessment policy](#)
- [Diversity Equality and Inclusion policy](#)