



Accessibility Statement 2026 – 2028

Approved by: Principal

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Purpose

The **British School Quito** is committed to providing an inclusive learning and working environment in which all members of the school community are treated fairly, valued and supported to achieve their full potential.

This Accessibility Statement sets out the school's commitment to improving access for pupils, prospective pupils, staff, parents, carers, visitors, volunteers, contractors and other stakeholders with disabilities or additional needs. It explains how the school seeks to reduce and, where reasonably practicable, remove barriers to participation, achievement and access to education, facilities, services and information.

The school recognises that accessibility is an ongoing process of review, planning, reasonable adjustment and improvement. This Statement should be read alongside the school's Accessibility Action Plan, which identifies specific priorities and actions for the current review cycle.

Scope

This Statement applies to all aspects of school life, including curriculum access, physical access, communication and information access, admissions, school visits, extracurricular activities, events and engagement with families and visitors.

It applies to:

- all pupils and prospective pupils;
- parents, carers and families;
- employees, volunteers and governors or board members;
- contractors, consultants, guests and visitors;
- any individual accessing the school's facilities, services, information or communications.

Legislation and Guidance

This Statement is informed by relevant equality, education, health and safety and accessibility requirements applicable to the school's local context.

Where applicable, this Statement should be considered alongside:

- the Equality Act 2010, including the duty to make reasonable adjustments and accessibility planning expectations;
- SEND legislation, regulation and guidance applicable within the school's jurisdiction;
- local education authority, ministry, inspection, licensing or accreditation requirements;
- building accessibility, barrier-free design, fire safety and health and safety requirements;
- guidance relating to inclusive education, equality, diversity, safeguarding and pupil wellbeing.

For the purposes of this Statement, disability is understood as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The school recognises that a person does not necessarily need a formal medical diagnosis for a barrier or impairment to affect access, participation or inclusion.

Local Regulations for Accessibility:

Ecuador has a strong constitutional and legal framework requiring schools to be accessible and inclusive for students with disabilities and other special educational needs. The framework is based on the Constitution,

the Organic Law of Intercultural Education (LOEI), the Organic Law on Disabilities, and Ecuador's obligations under the UN Convention on the Rights of Persons with Disabilities

Under the LOEI, schools are expected to:

- Provide educational opportunities without discrimination.
- Admit students without disability-based discrimination
- Implement reasonable accommodations and curricular adaptations.
- Promote participation and learning for students with special educational needs.
- Develop inclusive educational environments that respect diversity

Roles & Responsibilities

Principal

The Principal is responsible for ensuring that this Statement is implemented effectively, that accessibility is considered in school planning and that appropriate support, challenge and resources are provided to improve access wherever reasonably practicable.

Senior Leadership Team

The Senior Leadership Team is responsible for identifying barriers to participation and learning, supporting implementation of reasonable adjustments, ensuring accessibility is reflected in operational planning and monitoring progress against the Accessibility Action Plan.

Special Educational Needs and Disabilities Coordinator (SENDCo) / Inclusion Lead

The SENDCo or designated Inclusion Lead (DECE) is responsible for coordinating support for pupils with disabilities or additional needs, advising staff on adaptive strategies and reasonable adjustments, liaising with parents and external specialists and supporting the review of accessibility arrangements.

Facilities / Operations / Health and Safety Leads

The member of staff responsible for facilities, operations or health and safety will support the review of physical access, emergency evacuation arrangements, accessibility audits, maintenance priorities and site-specific adjustments.

Teachers and Support Staff

All staff are responsible for promoting inclusion, maintaining high expectations for every learner, implementing agreed adjustments, identifying barriers and reporting concerns or practical accessibility issues to the appropriate leader.

School Board / Governance Body

The School Board or relevant governance body is responsible for appropriate oversight of this Statement, including review, approval and monitoring of progress where this falls within its local remit.

Accessibility Principles

The school is committed to fostering a culture in which all individuals are treated with dignity and respect, and where barriers to access and participation are actively considered and addressed.

The school will seek to:

- provide equality of opportunity and promote positive, respectful and non-discriminatory behaviour;
- maintain high expectations for all pupils, including pupils with disabilities or additional needs;
- recognise and value parents' and carers' knowledge of their child's needs, while respecting confidentiality;
- take reasonable steps to avoid placing disabled pupils, staff or visitors at a substantial disadvantage;
- support access to the curriculum, school environment, information and wider school life;
- work in partnership with pupils, families, staff and relevant external professionals;
- ensure that accessibility is considered when planning curriculum activities, school trips, events, facilities, communications and emergency procedures.

Accessibility Arrangements

Curriculum Access

The school seeks to ensure that all pupils can access a broad, balanced, ambitious and appropriately adapted curriculum. Staff should plan learning so that pupils with disabilities or additional needs can participate as fully as possible in lessons, assessments, wider learning opportunities and the broader life of the school.

This includes:

- adaptive teaching and learning strategies;
- individual support, targeted interventions and specialist programmes where appropriate;
- assistive technology, auxiliary aids, specialist equipment or adapted resources;
- reasonable adjustments to assessments, classroom activities, homework and learning materials;
- access arrangements for internal and external assessments where permitted and appropriate;
- staff training on Special Educational Needs and Disabilities (SEND), inclusive practice, accessibility and supporting pupils with medical or additional needs;
- liaison with parents, external agencies and specialist services;
- reasonable adjustments to educational visits, residential trips, physical education, extracurricular programmes and school events.

Physical Environment

The school will continue to review and improve the accessibility of its buildings, facilities and site arrangements where reasonably practicable and within the constraints of each school's premises, local regulations and available resources.

Site-specific accessibility arrangements may include:

- step-free access to key areas;
- Adapted toilets: accessible bathrooms with sufficient space, support bars and adequate signage.
- ramps, lifts, handrails, adapted furniture or equipment where available or required;
- clear signage, wayfinding and reception arrangements;
- accessible parking or drop-off arrangements where available;
- consideration of pupils, staff or visitors with physical, sensory, medical or mobility needs when planning activities;
- personal emergency evacuation plans or other emergency arrangements for individuals who may need assistance;
- regular audits or reviews to identify and prioritise physical barriers.

Information and Communication Access

The school aims to ensure that information is available in formats that can be accessed and understood by pupils, parents, staff and visitors. The school will make reasonable efforts to respond to individual communication needs and requests for accessible information.

This includes:

- Provision of information in alternative formats (large print, audio, electronic) upon request.
- using clear, accessible language in key communications;
- maintaining accessible digital communications and website content where reasonably practicable;
- supporting parents, carers or pupils who require communication adjustments;
- providing translation or interpretation support where available and appropriate within the local context;
- ensuring that key safeguarding, medical and emergency information is communicated clearly to relevant staff.

Admissions and Participation

The school is committed to fair and transparent admissions practices and will consider applications involving pupils with disabilities or additional needs on an individual basis, in line with the school's admissions arrangements and local legal requirements.

Where a pupil has a disability or additional need, the school will work with the family to understand the pupil's needs and consider what reasonable adjustments may be required to enable access, participation and successful integration into school life.

The school seeks to ensure that pupils with disabilities or additional needs are able to participate in educational programmes, school visits, extracurricular activities, sports, performances, events, student voice opportunities and wider community life wherever reasonably practicable.

Reasonable Adjustments

The school will take reasonable steps to remove or reduce barriers that place disabled pupils, staff, parents, carers or visitors at a substantial disadvantage. Reasonable adjustments will be considered on a case-by-case basis, taking account of individual need, the effectiveness of the proposed adjustment, health and safety, local legal requirements, available resources and the practical context of the school.

Reasonable adjustments may include:

- changes to procedures, routines or practices;
- adaptation of learning resources, teaching approaches or assessment arrangements;
- provision of auxiliary aids, equipment or assistive technology;
- adjustments to seating, movement around the site or access to facilities;
- additional supervision, support planning or individual care arrangements;
- modification of communication methods or provision of information in accessible formats.

Requests for adjustments can be made by contacting the school office or the DECE. The school will consider requests carefully and will engage with the individual, family or relevant professionals where appropriate.

Monitoring and Review

This Statement will be reviewed at least bi- annually, or sooner where required by changes in legislation, local regulation, school context, premises, pupil need or operational arrangements. The Accessibility Action Plan should be reviewed annually and updated to reflect progress, new priorities and any identified barriers.

Accessibility priorities will be informed by:

- feedback from pupils, parents, carers, staff and visitors;
- Special Educational Needs and Disabilities (SEND), inclusion and pastoral review processes;
- site audits, health and safety reviews and emergency planning;
- complaints, incidents, near misses or accessibility concerns;
- changes to buildings, facilities, curriculum, digital systems or school procedures;
- advice from external agencies, specialists or local authorities where applicable.

The Principal and Senior Leadership Team are responsible for ensuring that identified accessibility priorities are considered within school development planning and relevant operational plans.

Related Policies

This Statement should be read in conjunction with the following school documents, where applicable:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Curriculum Policy
- Health and Safety Policy
- Educational Visits Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Concerns and Complaints Policy
- Emergency Procedures

Appendix A: Accessibility Action Plan

Each school must maintain a local Accessibility Action Plan. The plan should identify specific actions to improve curriculum access, physical access and access to information. Actions should be realistic, prioritised and reviewed annually.

Objective	Action	Responsibility	Timescale	Success Criteria / Evidence
Improve curriculum access	Deliver annual staff training on inclusive teaching strategies, differentiation, SEND awareness, and reasonable adjustments.	Principal DECE Learning Leads (Primary & Secondary)	Annual	- Training records show 100% staff participation. - Access arrangements are implemented consistently for identified students. - Student progress data demonstrates improved engagement and attainment. - Department reviews evidence of inclusive planning and differentiation.
Improve physical access	Review emergency evacuation procedures for students, staff, and visitors with additional needs.	Principal General Secretary Administrative & Financial Manager	Monthly	- Accessibility audit completed and recommendations tracked. - Evacuation plans updated and communicated. - Identified accessibility barriers reduced or removed. - Positive feedback from students, staff, and visitors regarding access.
Improve information access	Standardise communication methods to ensure information is clear, accessible, and available through multiple channels.	Head of Marketing & Admissions (HOMA)	Termly	- Families report increased understanding of school communications. - Increased parent engagement and participation in school events and consultations.