INCLUSIVE LEARNING SUPPORT (ILS)

ACCESSIBILITY STATEMENT

Version: 1.0

Organisation: Inclusive Learning Support (ILS)
Registered Office: Aylesham, Kent
Email: Info@ils-kent.co.uk

Approved By: Director
Effective Date: September 2026
Review: Annually
Review Date: September 2027
Status: Approved / Current

1. Our Commitment to Accessibility

Inclusive Learning Support (ILS) is committed to providing an inclusive, accessible and welcoming service for children, young people, parents, carers, schools, professionals, staff and other people who use our services.

As a SEND-focused organisation, we recognise that people have different communication, learning, sensory, physical, cognitive and digital needs.

We aim to ensure that accessibility is considered not only in relation to our website, but also in the way we communicate, deliver learning and provide support.

We are committed to identifying and reducing unnecessary barriers so that children and young people can participate as fully as possible.

2. Accessibility of Our Website

ILS aims to make its website accessible and easy to use for as many people as possible.

We aim to ensure that website content is:

- Clear and easy to understand.
- Structured logically.
- Easy to navigate.
- Accessible using a keyboard where reasonably practicable.
- Compatible with commonly used assistive technologies where reasonably practicable.

- Presented using readable text and appropriate headings.
- Designed with accessibility considerations in mind.
- Available without unnecessary barriers.

We will seek to follow recognised accessibility principles and good practice when creating and updating our website.

3. Supporting People With SEND

ILS understands that accessibility requirements vary from person to person.

Children and young people accessing our services may have:

- Autism.
- ADHD.
- Speech, language and communication needs.
- Learning difficulties or disabilities.
- Sensory processing differences.
- Physical disabilities.
- Visual or hearing impairments.
- SEMH needs.
- Cognitive or processing difficulties.
- Anxiety or other barriers to accessing education.

Where information is appropriately shared with us, we will consider individual needs when planning and delivering support.

4. Reasonable Adjustments

ILS will consider reasonable adjustments to help people access our services.

Depending on individual circumstances, adjustments may include:

- Additional processing time.
- Clear and simplified instructions.
- Visual information.
- Alternative communication methods.
- Accessible learning materials.
- Larger text or alternative formats.
- Breaks during sessions.
- Sensory considerations.
- Adapted learning activities.

- Changes to the learning environment.
- Additional explanation or repetition.
- Appropriate communication with parents/carers or professionals.

Adjustments will be considered on an individual basis and in accordance with the needs of the person receiving support.

5. Communication

ILS aims to communicate in ways that are accessible and appropriate to the individual.

Where reasonably practicable, we can consider different ways of providing information, including:

- Email.
- Written information.
- Verbal communication.
- Accessible learning materials.
- Visual information.
- Online communication.
- Alternative formats where reasonably practicable.

If you require information in an alternative format, please contact us.

6. Accessible Learning

ILS recognises that children and young people learn in different ways.

Our tutors and support staff aim to adapt learning and support to the individual wherever reasonably practicable.

This may include:

- Breaking tasks into manageable steps.
- Using visual prompts.
- Providing additional explanation.
- Using practical activities.
- Using assistive or educational technology where appropriate.
- Offering structured routines.
- Providing appropriate sensory considerations.
- Adapting resources.
- Allowing appropriate processing time.

- Using communication approaches suited to the learner.

Our aim is to provide inclusive learning rather than a one-size-fits-all approach.

7. Accessibility in Different Settings

ILS may deliver services in:

- Children's homes.
- Schools.
- Community venues.
- Libraries.
- Other agreed learning environments.
- Online environments.

Before delivering services, relevant accessibility requirements should be considered where reasonably practicable.

This may include:

- Physical access.
- Accessible entrances and facilities.
- Seating arrangements.
- Lighting and sensory factors.
- Noise levels.
- Toilets and other facilities.
- Communication needs.
- Emergency arrangements.
- Digital accessibility.

Where a location presents an accessibility barrier, ILS will seek to identify reasonable alternatives where possible.

8. Digital Accessibility

Where ILS provides online learning or communication, we aim to make reasonable efforts to ensure that digital materials and communication are accessible.

This may include consideration of:

- Readable documents.
- Clear layouts.

- Appropriate headings.
- Alternative text for relevant images.
- Accessible fonts and formatting.
- Captions or transcripts where appropriate and reasonably practicable.
- Compatibility with commonly used accessibility features.

The accessibility of third-party platforms may be outside ILS's direct control.

9. Assistive Technology

ILS recognises that individuals may use assistive technology to access information and learning.

Where appropriate and reasonably practicable, we will consider the use of:

- Screen readers.
- Text-to-speech tools.
- Speech-to-text tools.
- Magnification tools.
- Accessibility settings.
- Communication technology.
- Other appropriate assistive technology.

Where a specific technology is required, we may work with the child, young person, parent/carer, school or relevant professional to identify an appropriate solution.

10. Accessibility and Safeguarding

Accessibility and safeguarding are closely connected.

ILS will consider whether communication or accessibility barriers could prevent a child or young person from:

- Reporting a concern.
- Understanding safety information.
- Communicating their wishes or feelings.
- Accessing help.
- Understanding boundaries.
- Participating safely in activities.

Where appropriate, communication and safeguarding arrangements will be adapted to meet individual needs.

All safeguarding concerns will be dealt with in accordance with the ILS Safeguarding & Child Protection Policy.

11. Equality and Inclusion

ILS is committed to treating people fairly, respectfully and with dignity.

We do not support discrimination, harassment or unfair treatment based on disability or other protected characteristics.

Our approach to accessibility supports our wider commitment to equality, diversity and inclusion.

This statement should be read alongside the ILS Equality, Diversity & Inclusion Policy.

12. Accessibility Problems

We recognise that despite our best efforts, some areas of our website or services may not always be fully accessible.

If you experience an accessibility barrier, we encourage you to tell us.

Please contact:

Email: Info@ils-kent.co.uk

When reporting an accessibility issue, it is helpful to tell us:

- What you were trying to access.
- What difficulty you experienced.
- What device or technology you were using, if relevant.
- What adjustment or alternative format would help.

We will consider the issue and, where reasonably practicable, identify an appropriate solution.

13. Feedback

ILS welcomes feedback from children, young people, parents, carers, schools, professionals and other users of our services.

Feedback helps us identify barriers and improve accessibility.

We particularly welcome feedback about:

- Website accessibility.
- Communication.
- Learning materials.
- Physical accessibility.
- Digital accessibility.
- Reasonable adjustments.
- Accessibility of our services.

14. Complaints

If you are dissatisfied with the accessibility of our website or services, you can raise a complaint through the ILS Complaints Handling Policy.

Complaints will be treated seriously and handled fairly and appropriately.

Where the complaint relates to a child's or young person's welfare or safeguarding, the appropriate safeguarding procedures will also apply.

15. Continuous Improvement

Accessibility is an ongoing commitment.

ILS will seek to improve accessibility by:

- Reviewing feedback.
- Reviewing website content.
- Considering accessibility when developing new services.
- Reviewing learning materials.
- Considering individual accessibility requirements.
- Keeping staff and tutors informed about inclusive practice.
- Reviewing relevant legislation and recognised accessibility guidance.

Where an accessibility issue is identified, we will seek to address it within a reasonable timeframe, taking account of the nature and complexity of the issue.

16. Accessibility and Our Partners

Where ILS works with schools, community organisations, venues or other partners, we will seek to communicate relevant accessibility requirements where appropriate.
Where accessibility is dependent on a third-party environment or platform, ILS will work with the relevant organisation to identify reasonable solutions where possible.

17. Review of This Statement

This Accessibility Statement will be reviewed at least annually and sooner where appropriate.

It may also be updated when:

- The ILS website changes significantly.
- New services are introduced.
- Accessibility requirements change.
- Feedback identifies a significant issue.
- Relevant legislation or guidance is updated.

Next Review Date: September 2027

18. Our Accessibility Commitment

At Inclusive Learning Support, we believe that every child and young person should have the opportunity to learn, participate and be heard.

We are committed to reducing barriers, making reasonable adjustments and providing support that recognises individual needs.

Our approach is: ACCESSIBLE • INCLUSIVE • PERSON-CENTRED • RESPECTFUL

We will continue to listen, learn and improve so that accessibility remains an important part of the way ILS delivers its services.

APPROVAL

Approved by: Neo Matsoso-Ndlovu

Position: Director

Signature: NMN

Date: 09/09/2026

Next Review Date: September 2027

INCLUSIVE LEARNING SUPPORT (ILS)
Supporting learning. Promoting inclusion. Removing barriers.