

ACCESSIBILITY PLAN

September 2023



Aims of the Accessibility Plan

This plan outlines how La Petite Ecole Bilingue (LPEBL) aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the senior leadership team (SLT) must have regard to the need to allocate adequate resources in the implementation of this strategy. The SLT also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Proprietor.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The SLT will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the SLT will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the SLT will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – SLT will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the SLT will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Increase the ability of the staff to recognise and support children with speech and language difficulties -	SENCO	2023-2024	All staff will be able to meet the needs of pupils with S&L difficulties and improve provision to ensure good outcomes	



Relevant staff to undergo training				
Learning aids to be produced	SENCO/ SENCO assistant	Ad hoc	Resources to be made available for use in line with current pupil need e.g. dyslexia friendly resources	In line with current pupils needs
Intervention training for support staff	SENCO	Ad hoc	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO/ SENCO assistant	Ad hoc	Pupils' needs reviewed and addressed.	In line with pupils personal needs
Training for teachers on differentiating the curriculum for disabled children as required.	Head	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Relevant teachers to receive training on selective mutism by end of 2023.	Relevant teachers have received dyslexia training, all teachers have received ADHD training, relevant teachers have received autism training
Staff trained to meet individual medical needs of pupils where applicable.	Head	Ad hoc	Staff completed training for specific needs	Relevant staff completed administration of medication training



Access to Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure at least one classroom has a wheelchair access	Head	Ad Hoc	Current staff room on the ground floor is converted into a classroom on a need to basis whenever a child/ member of staff cannot access the upper floors.	
Develop a disabled access toilet	Head	2023-2024 school year	Install grab rails and alarm in the adult toilet on the ground floor.	
Emergency systems to have visual alarms	Head	2023-2024 school year	Install visual alarms	

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats where needed: Large print Braille Pictorial or symbolic representations	Head	Ad hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for nonreaders, is clear and well situated	Head	Ad hoc	Pupils are able to navigate the school in a way that meets their needs	
Provide information for parents in a variety of formats	2023-24 school year	Research services that are available to convert information into alternative formats	If needed the school can provide information in alternative formats	



RELATED POLICIES

Equality Policy

Special Educational Needs Policy

Teaching, Learning and Assessment Policies

Behaviour Policy

Date of adoption of this policy	2 September 2023
Date of last review of this policy	28 August 2023
Date for next review of this policy	28 August 2024
Policy owner (SLT)	Headteacher and SenCo
Authorised by	Headteacher and Proprietor