



## 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 -<br><br>Relevant staff to undergo training | 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  |  |
| Learning aids to be produced  | SENCO/<br>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/<br>SENCO assistant | Ad hoc    | Pupil needs reviewed and being 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.<br><br>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  | Head                      | Ad hoc    | Staff completed training for specific needs   | Relevant staff completed administration of   |



|   |  |  |  |                     |
|---|--|--|--|---------------------|
| medical needs of pupils where applicable. |  |  |  | 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 ground floor is converted in 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 adult toilet on 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 non readers, 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  |          |



Equality Policy

Special Educational Needs Policy

Teaching, Learning and Assessment Policies

Behaviour Policy