



La Petite Ecole Française

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School Accessibility Plan

La Petite Ecole Française (LPEF) operates an equal opportunities policy in all areas of school life (please refer to the 'Equal Opportunities Policy'). **The school will not discriminate against people with disability.** This includes children, parents and members of staff.

The school has installed a disabled toilet and in the event that we receive a child with disabilities, we will if necessary, make further arrangements to become more accessible. Our aim is to:

1. Liaise with parents
2. Assess the disability
3. Adapt as much as possible to accept the child and make reasonable adjustments to admit the child
4. Support the child
5. The school will consider disabled pupils favourably

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the proprietor, Devika Malik and will be monitored by the Deputy Head.

At LPEF we are committed to working together to provide an inspirational and exciting learning environment where all children Explore, Succeed and Soar. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual,

emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- **Increase access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Improve the delivery of written information to pupils, staff, parents** and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats (taking into consideration visual and auditory needs) within a reasonable timeframe.

Training:

training will recognise the need to continue raising awareness for staff and on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- o Behaviour Policy
- o Curriculum Policy
- o Equal Opportunities Policy
- o Health & Safety Policy
- o Equal Opportunity Policy
- o School Improvement Plan
- o Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

Aims and Objectives:

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below:

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Target	Strategy	Timetable
Improve Curriculum for Disability		
Identify pupils with SEND	Make sure that communication with Parents improves.	Sept 23- Dec 23
	Regular internal meeting between school staff to discuss and identify SEND	Sept 23- Dec 23
	Increase training to raise staff awareness	2023-24
	Ensure learning support such as ITC is in place	Sept 23- Dec 23
	Adapt curriculum based on staff feedback and best practices.	2023-24
Improve and maintain access to the physical environment		
Improve physical access	External consultation to be done of physical premises - based on the results make adjustments	2023-24
	If appropriate, consider adding ramps to other areas. Discuss disabled parking with landlord.	2024-25
	If appropriate, consider other aids such as acoustic leads, signage (larger letters or Braille)	2024-25
Improve the delivery of written information to pupils,		
Presentation of learning materials	Teachers need to be aware of pupils needs and should consider eg enlarging, printing in colours etc look at written resources used in lessons. Taking into consideration visual, auditory and physical needs	Jan 23-April 24
Assessments	Make sure the exam/assessment documents are adapted for SEND Pupils	Jan 23-April 24
	French and English keyboards for pupils if necessary or special ipads	2023-24

N.B. The plan can be sped up or changed if a child with a disability is admitted to the school.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information through the 'Fiche Medical' relating to medical needs and at school parent meetings.

Physical Environment

We have installed a disabled toilet on the ground floor of St Margaret's building. The classrooms can be rearranged to accommodate pupils with disabilities if required.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. The pupil's needs are looked at with regard to the curriculum and when needed outside professional advice is obtained to accommodate for pupils needs.