



**aefe**  
Agence pour  
l'enseignement français  
à l'étranger

*La Petite Ecole Française*

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## Disability and Accessibility Policy

La Petite Ecole Française (LPEF) operates an Equal Opportunities Policy in all areas of school life (please refer to the '*Equal Opportunities Policy*').

### **The Duty not to Discriminate**

Disabled pupils have a right not to be discriminated against at school.

This covers everything that the school provides for pupils, beyond just the formal education available. It includes access to all school activities such as extra-curricular and leisure activities, after-school and clubs, sports activities and educational visits, as well as access to school facilities such as libraries and workshops.

The school must not discriminate against, or victimise, a pupil:

- in the way the school provides education for the pupil, and in the way the school affords the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by subjecting the pupil to any other detriment.

These obligations, however, do not apply to anything done in connection with the content of the curriculum. The school is not restricted in the range of issues, ideas and materials used in the school curriculum. The school can expose pupils to thoughts and ideas of all kinds, however controversial. Even if the content of the curriculum causes offence to pupils with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subjects pupils to discrimination or other detriment.

### **The 'reasonable adjustments' Duty**

The school is expected to make 'reasonable adjustments' to enable disabled pupils as far as is reasonably practicable to overcome any disadvantage felt by a disabled pupil.

The 'reasonable adjustments' duty was first introduced under the Disability Discrimination Act 1995. The 'reasonable adjustments' duty under the Equality Act 2010 operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services. The object of the duty is to avoid as far as possible by reasonable means, the disadvantage which a disabled person experiences because of their disability.

This duty towards pupils sits alongside the school's duties towards special educational needs and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage, and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving.

There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when a school considers what it would be reasonable for the school to have to do.

## **Definition of Disability**

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- 'Normal day-to-day' means things that people do on a regular or daily basis, such as reading, writing, using the telephone, having a conversation and travelling by public transport .
- 'Long-term' usually means the impairment should have lasted or be expected to last at least a year.
- 'Substantial' means not minor or trivial.

The key issue is not the impairment but its effect. Impairments such as migraines, dyslexia, asthma and back pain can count as a disability if the adverse effect on the individual is substantial and long-term. Some conditions automatically count as disabilities for the purposes of The Equality Act 2010, from the point of first diagnosis – these are cancer, HIV and multiple sclerosis (MS). Similarly, some types of special educational need might be substantial enough to be considered types of disability, in order to prevent the provision, criterion or practice, or feature, having that effect.

## **Confidentiality and Data Protection**

### **Data Protection**

The Data Protection Act 1998 places duties on the school to ensure confidential and appropriate handling of 'sensitive personal data', which includes data about a person's health.

The Data Protection Act also gives individuals the right to see personal data and information held or processed about them, provided they request it in writing. This provision is important in accessing personal information relating to a risk assessment and any other information about the disabled pupil.

## **Revealing a disability**

In order to enable the school to make reasonable adjustments a disabled pupil (or their advisers) must provide the school with sufficient information for the school to carry out that adjustment. It is required by filling the Medical Form beginning of each year and as part of the admission pack.

The school must, however, recognise the disabled person's right to confidentiality and the school must not disclose confidential details about them without their explicit consent or that of their family depending on their age.

Under the SEND Code of Practice (2015) the school also has the responsibility to provide for the needs of those pupils whose age or developmental delay may obscure any emerging learning issues. Identifying these needs, some of which might also be considered disabilities, is therefore also part of the school's responsibility.

## **When it is reasonable to make an adjustment**

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, the school will consider as soon as reasonably practicable whether any reasonable adjustment can be made to overcome that disadvantage. This can also include adjustments which might be necessary to ensure pupils are able to access lessons and exams.

The school's starting point in determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life, and to introduce and maintain 'adjustments' that the school considers are effective.

The school will take into account the Equal Opportunities and Human Rights Commission (EOHRC) advice that often effective and practical adjustments involve little or no cost or disruption. (*see examples in Appendix 1*)

The school considers that it is good practice to work with disabled pupils and their parents in determining what reasonable adjustments can be made.

Although the school will not expect disabled pupils to suggest adjustments, the school will encourage them to make suggestions and will have regard to any suggestions made that might help to overcome the disadvantage. The school will determine whether the suggestions are reasonable for the school to implement in all the circumstances.

## **Factors that the school must take into account**

The school is required to take reasonable steps to avoid substantial disadvantages where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.

This duty is owed to:

- existing pupils,
- applicants for places, and,

- in limited circumstances, to disabled former pupils in relation to the following areas:
  - deciding who is offered admission to the school as a pupil,
  - the provision of education, and
  - access to any benefit, service or facility.

The factors to take into account when making an adjustment are:

- how effective the adjustment would be in overcoming the disadvantage
- how practicable it is to make the adjustment
- the financial and other costs incurred and the extent of any disruption to activities
- the extent of the employer's financial and other resources
- the availability of financial and/or other assistance in making the adjustment
- restrictions on adjustments due to listed building status/planning

The duty does **not** require the school to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

The school cannot justify a failure to make a reasonable adjustment. Where the duty arises the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for a tribunal to determine ultimately.

The duty is an anticipatory and continuing one that the school owes to disabled pupils generally, regardless of whether staff at the school know that a particular pupil is disabled or whether the school currently has any disabled pupils on roll.

The school understands that it is not expected to anticipate the needs of every prospective pupil but acknowledges that it is required to think about, and take reasonable and proportionate steps to overcome, barriers that may impede pupils with different kinds of disabilities.

The school will not wait until an individual disabled pupil approaches the school management before considering how to meet the duty. The school will plan ahead for the reasonable adjustments that may need to be made, regardless of whether the school currently has any disabled pupils on roll. This planning will be included in the school's Accessibility Plan for how capacity to make adjustments will be developed over time.

## **School Accessibility**

La Petite Ecole Française aims to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Community for pupils and prospective pupils with a disability. See **Appendix 2: Three year accessibility plan**.

The school has installed a disabled-access toilet and is committed to making further adjustments, as needed, to enhance accessibility if a child with disabilities is enrolled.

## **Temporary Access**

In the event of a pupil with a temporary disability following an accident/operation, arrangements are made to allow the pupil to have access to as much of the school day as possible.

These arrangements may include:

- Lessons to be relocated if possible
- Assistance to be provided for visiting the toilet
- Work sent to be completed in an alternative location
- Extra movement time between lessons – in cases of students on crutches etc.

## **Responsibilities**

The ‘responsible body’ of a school is responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

The Proprietor is the responsible body at La Petite Ecole Française.

The ‘responsible body’ has determined this policy and delegated the implementation to the Head.

The Head, or a person with delegated duties, will make decisions about the reasonableness of the provision of auxiliary aids and resources.

All staff must cooperate with the school as far as is compatible with their contractual duties in discharging the school’s responsibility.

## **Training**

The school will ensure that staff receive appropriate training, and will keep a log of the training, which will be regularly reviewed.

In particular all staff will be made aware of the requirements of the Act and the implications for the education provision and delivery.

## **Monitoring and Review**

The school will make regular reviews of its practices, policies and procedures to ensure that appropriate reasonable adjustments are made to alleviate the effects of a pupil’s disabilities.

The Head will report on the working of the policy to the Proprietor at least annually.

At LPEF we are committed to working together to provide an inspirational and exciting learning environment where all children feels safe, valued and challenged. 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.

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

- o Promotion and Management of Behaviour Policy*
- o Curriculum Policy*
- o Equal Opportunities Policy*
- o Health & Safety Policy*
- o School Improvement Plan*
- o Special Educational Needs Policy*

## **Appendix 1; Examples of simple and effective ‘reasonable adjustments’**

Please see guidance using the links below:

[Reasonable adjustments for disabled pupils 2015](#)

[Ensuring a good education for children who cannot attend school 2013](#) [Supporting pupils at school with medical conditions \(updated 2017\)](#) [Mental Health and behaviour in school \(updated 2018\)](#)

Examples of reasonable adjustment :

A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read.

The Elementary school runs a buddy system for new pupils, allowing disabled pupils to adapt more easily to a new environment.

The school provides appropriate training for the disabled pupil and their colleagues.

The school provides suitable equipment, or adapts equipment for the disabled pupil. e.g. chairs, desks, computers, ...

The school ensures that teachers are trained to modify instructions or procedures e.g by providing larger print, or material in Braille, or hearing loops.

The school might improve communications for disabled pupils e.g. by providing a reader, or visual as well as audible alarms.

Teachers could be trained to provide suitable alternative work for disabled pupils.

## Appendix 2: Three Year Accessibility Plan

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

Improvement	Strategy	Timescale
<b>Improve Curriculum for Disability</b>		
Identify pupils with SEND	Make sure that communication with Parents is clear and regular.	Sept 25- July 25
	Regular internal meeting between school staff to discuss and identify SEND	Before every breaks
	Increase training to raise staff awareness	2024-25
	Ensure learning support such as ITC is in place	Sept 24- March 25
	Adapt curriculum based on staff feedback and best practices.	2024-25
<b>Improve and maintain access to the physical environment</b>		
Improve physical access	External consultation to be done of physical premises - based on the results make adjustments	2024-25
	Continued improvement of paths around school including possible handrail installation	Ongoing
	If appropriate, consider other aids such as acoustic leads, signage (larger letters or Braille)	2025-26
<b>Improve the delivery of written information to pupils</b>		
Presentation of learning materials	Pupils with an EHCP or PAP will have adjustments described in their plan	Ongoing
Assessments	Make sure the exam/assessment documents are adapted for SEND pupils	Jan 25-April 25
	Use of Chromebooks to assist with learning and physical/sensory difficulties	In place - Ongoing development

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