

Accessibility Plan 2024-2027

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1. Aims

“A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.”

Article 23

UNICEF – UN Convention on the Rights of the Child (UNCRC)

Schools are required under the *Equality Act 2010* to have an accessibility plan.

Schools are required to plan for:

- increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
- improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents and carers’ preferred formats and be made available within a reasonable time frame.

Ethos and aims of the School

- The school wishes to ensure that as far as possible, children with disabilities are able to enjoy the quality of education available to others. A child has learning difficulties if they have a significantly greater difficulty in learning than the majority of children of the same age or if they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in the majority of schools.
- The school is committed to inclusion in all its forms: the curriculum, physical environment, access to the full life of the school including out of school activities. Where prospective pupils are concerned, the school acknowledges its non-discrimination and planning duty under the *Special Educational Needs and Disability Act 2001*, the *Disability Discrimination Act (1995)* as extended in 2001 and the *Equality Act 2010* (see: the School's Equality of Opportunities Policy).
- After the registration stage, the school asks parents and carers to disclose any disability, or medical condition of their child and medical staff will meet the family to assess the child's needs. If parents have disclosed a Special Educational Need or Disability regarding their child, Heads of Year/Primary Heads/Tutors will meet the family to assess the child's needs. Individual support plans are put in place where necessary.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The core principles of all schools are:

- Quality
- Excellence
- Wellbeing

Our schools is one of 566 schools, colleges and high schools established outside France, in 138 countries, that offer education that meets the requirements of the French National Education programmes. These accredited establishments, including the Lycée Français Charles de Gaulle school, convey the humanist values of tolerance, equality between girls and boys, equal opportunities, intellectual curiosity and the promotion of critical thinking.

The school aims:

- to promote French and British values
- to promote equality and mutual respect
- to promote diversity and equality in terms of subject guidance
- to encourage a calm school climate to provide a safe environment
- to ensure quality education for all pupils by taking into account their protected characteristics and their special educational needs
- to prevent and fight against all forms of violence, harassment and discrimination in regard to any Protected Characteristic
- to promote education on the environment and sustainable development
- to mobilise community members in the fight against climate change and in favour of biodiversity
- to promote in all pupils a sense of community responsibility

Our school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) guidance for schools on the *Equality Act 2010*.

The *Equality Act 2010* defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the *Equality Act 2010*, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan below sets out the aims of our accessibility plan in accordance with the *Equality Act 2010*.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are</p>	<p>Ensure all monitoring (children's progress and equality monitoring) and actions are scrutinised and challenged by the Governing Board.</p> <p>Early identification of pupils who may need additional/different provision.</p>	To evaluate and review this aim and the attainment of pupils annually.	<p>Proviseure</p> <p>School Heads</p> <p>Deputy Headteachers</p> <p>Governing Board</p>	Annually	<p>Governors are fully informed about the provision and progress of all pupils.</p> <p>Appropriate provision is made for children with additional needs.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
	<p>appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p>					
<p>Increase access to the curriculum for pupils with a disability</p>	<p>See above.</p>	<p>Collaboration and sharing between schools and families.</p> <p>Collaboration between all key personnel.</p> <p>Raise attainment and diminish differences in attainment that may exist.</p> <p>Increase staff confidence in differentiating the curriculum.</p>	<p>Maintain close communication with parents.</p> <p>Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues.</p> <p>Monitor attainment of all pupils with SEND during pupil progress meetings and meetings and meetings with parents.</p> <p>Be aware of staff training needs on curriculum access. Plan relevant CPD; for example Dyslexia/ ASD friendly classrooms/ differentiation etc.</p>	<p>Proviseure</p> <p>School Heads</p> <p>Deputy Headteachers</p> <p>All teaching staff</p> <p>Governing Board</p>	<p>Ongoing</p>	<p>Clear, collaborative working approach.</p> <p>Assessment shows clear steps and progress made.</p> <p>Raised staff confidence in strategies for differentiation.</p> <p>Increased participation for all.</p>

Increase access to the curriculum for pupils with a disability	See above.	To include pupils with a disability, medical condition or other access needs as fully as possible into the wider curriculum including school visits and extra- curricular provision. To review all policies to ensure that they reflect inclusive practice and procedure.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying and implementing training where necessary. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out. Review all policies to ensure that they comply with the <i>Equality Act 2010</i> .	SLT Governors Governing Board	Ongoing	Appropriate considerations and reasonable adjustments have been made. All policies clearly reflect inclusive practice and procedure.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required. This includes:	Take into account and plan for the needs of pupils with physical difficulties and sensory impairments when planning and	All adaptations and changes to be made following an accessibility audit. Create personalised risk assessments and	SLT Site manager	Ongoing	Appropriate considerations are made wherever physical school
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
environment	<ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities 	<p>undertaking future improvements and refurbishments of the site and premises (such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings).</p> <p>Ensure that reasonable adjustments are made for pupils with a disability medical condition or other access needs.</p>	<p>access plans for individual pupils, where required.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.</p>	Governing Board		<p>improvement are carried out.</p> <p>Inclusion for all pupils.</p> <p>Safe evacuation in an emergency.</p> <p>Appropriate considerations and reasonable adjustments have been made.</p>

		To make adjustments to meet the needs of people with disabilities in line with the <i>Equality Act 2010</i> .				
Improve the delivery of information to pupils with a disability	<p>Appropriate considerations and reasonable adjustments have been made, including exams.</p> <p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>To enable improved access to written information for pupils, parents and visitors.</p> <p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.</p> <p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.</p>	<p>Create and offer information in alternative formats.</p> <p>Access arrangements are considered and put in place for statutory testing.</p> <p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.</p>	<p>SLT</p> <p>Teachers</p> <p>Admin team</p> <p>Governing Board</p>	Ongoing	<p>Appropriate considerations and reasonable adjustments have been made.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the health & safety officer and the senior leadership team.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Safeguarding policy