

# LYCÉE INTERNATIONAL DE LONDRES WINSTON CHURCHILL

(The “School”)

## Policy #23: Accessibility

*The School will make this accessibility plan available to interested parties upon request.*

### Mission

Through a rigorous, bilingual programme and innovative methods, we educate pupils to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are excellence, creativity, integrity, awareness and community.

In support of these aims and values we are committed to ensuring the following:

### Introduction

Schools are required to plan for:

- **increasing access for disabled students 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 students.** This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students’ disabilities and students’ and parents and carers’ preferred formats and be made available within a reasonable time frame.

## 1. Aims

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 students 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) .

At the registration stage, the School asks parents and carers to disclose any disability, special educational need or medical condition of their child. The Head will then meet the family to assess the child's needs. If the school is able to meet the needs of the student a project d'accueil individualise (PAI) or Individual Learning plan (ILP) will be put in place with the parents and carers and before the offer for a place will be confirmed.

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

## 2. Cost and funding

For students in state schools there may be some funding available from the local authority but this is less likely to be the case for a student in an independent school, such as ours. It is always the borough/authority where the child is resident which is responsible for a child. This may be different from the Brent Borough where the School is located.

LIL endeavours to provide a measure of extra help to students from within its own resources at no extra charge to parents and carers (*soutien scolaire*). When the School does not have sufficient resources to provide for the needs of a child, it will refer parents and carers to external professionals or may ask parents and carers to contribute financially to the additional costs as part of a PAI, PAP or wellbeing plan.

If you are moving to the UK with a child who has Special Educational Needs (SEN) and does not speak English, finding schools in a country with an unfamiliar education system is a difficult task and it can be a particularly daunting and stressful experience if you have a child with a Special Educational Needs.

The School does not have a SEN unit but, after meeting with the Head, the Head of Pastoral Care and Student Wellbeing will be able to assess if we can give your child the right level of support (for example specific needs such Dyslexia, Aspergers or Attention Deficit Disorder.)

The school facilities are assessed on an individual basis to ascertain they are accessible for students with physical disabilities.

### 3. What the school provides

We have a number of plans in place which tend to a variety of students' needs (see below). They are monitored by either a teacher, the head of year, or the wellbeing team, including the school nurse depending on the child's needs.

We have several students with medical disabilities (specific needs). These would include for example dyslexia, Down's syndrome, visual impairment, food allergies, asthma, students who need to carry or have access to an epipen, etc. All our students are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

#### a. Students:

We have put in place different plans both at primary and secondary level to assist students with needs. Some plans are agreed with parents and carers when they register their child. They are:

- **PAI** (Projet d'Accueil Individualisé): This covers needs with a medical aspect not linked to learning difficulties (allergies, etc?)
- **PAP** ( plan d'accompagnement personnalisé); a personalised support plan is a pedagogical support system for pupils in primary and secondary education for whom pedagogical adjustments and adaptations are necessary
- **PEEP** (Personal Emergency Evacuation Plan): this should be done jointly between anyone who isn't able to evacuate the building unaided or fast enough. The person requiring the PEEP and the school shall determine the level of support and help required by . The person(s) responsible to provide support should be made aware and listed on the PEEP. The reasons are not exhaustive and may be linked to impairments (i.e blind, deaf of hearing...) physical disabilities, temporary or permanent (i.e wheelchair users, on

crotches,...), learning disabilities or difficulties (autism...), and severe emotional difficulties (stress, anxiety,...)

- **Wellbeing** plan which may identify social, emotional or communication targets a student builds with the wellbeing team in school

The School provides the following teaching support available to all students in need of it:

In the Primary, the following support has been put in place:

- During Sport/Music/Library/ICT slots, classes are often divided into ability groups to allow curriculum delivery to be regulated in terms of pace and difficulty level
- During these same sessions, it may also be the case that while one whole class is with a subject specialist teacher, both class teachers of that year group work with the parallel class to allow for: bilingual teaching/language support for a targeted group of students/ learning support for a targeted group
- There is a homework club for Primary to support students where needed.
- In Sport, Sports teachers modify lesson content for students presenting certain medical conditions and adjust their expectations of outcome accordingly to ensure the safety of each individual (joint hypermobility etc).

In the Secondary, the following support has been put in place:

- Subject specialist support( AP) in 6ème/ 5ème /4ème/ 3ème(1 hr/ week for each student with additional needs)
- Second language support for students in the French track (EAL) and English International Track (FLE)
- Homework support by Heads of Year in the allocated room following discussion
- DNB support specific to DNB examination for 3ème students
- Peer tutoring programme

b. Staff:

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of the School. We have no staff requiring extra support with medical disabilities ranging from diabetes, hearing impairment etc in order to fulfil their roles. We have no governors on our governing body with medical disabilities. If we did, we would make the reasonably required adjustments to ensure that this individual can travel to and from meetings and has access to all the necessary information and equipment to enable him/her to fully and actively undertake his/her role.

#### **4. Accessibility Plan Committee**

A committee which consists of the Head of School, COO, Heads of Sections, Head of Pastoral Care and DSL. The Committee may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- to review annually the school's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled.
- to make recommendations with a view to improving the accessibility of its education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future
- to prepare the school's disability inclusion, SEN and learning support policy
- to update, as required, the school's accessibility plan
- to review such plans and policies as necessary and at least on an annual basis.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's Accessibility Plan Committee (as above). The governing body will report on how targets have been met in their annual report to parents and carers (and what impact they have had on the achievements of students with disabilities).

### 5. Ongoing Action Plan

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare / Pastoral Care (vie scolaire)

#### a. Increasing access for disabled students to the school curriculum

Target	Strategy	Time-scale	Resources required	Person(s) responsible
Support as many students as reasonably possible to access the curriculum	Research latest software in general, and iPad specific that may help students with learning difficulties progress	Ongoing	Potentially some funding for software licences	Learning Specialist/Social Emotional Counsellor / Principals, CTIs, subject teachers, Heads of Year and Heads of Section. Director of Innovation

Ensure students with learning needs progress to their potential	Ensure Individual Learning Plans (PAPs) are created for any students that require additional support	Ongoing	Ergonomic tools and resources, Special needs register to inform all staff	Learning Specialist/Social Emotional Counsellor
Provide suitable materials and support where possible for students with learning needs	Ensure a portion of the school's resources budget is earmarked for use each year to support individuals as necessary	Ongoing	Some financial allocation within the resources budget	COO

## **b. Improving access to the physical environment of the School**

Provision will be considered as and when a student's special needs are known.

The school building was recently renovated and is DDA compliant (for example lift access to all floors/ disabled toilets). There is no step at each floor level. All classrooms are equipped with interactive board technology able to assist any visually impaired students. In collaboration with the families, the school will accommodate as much as possible the specific needs of students such as the use of hearing devices, for example.

Target	Strategy	Time-scale	Resources required	Person(s) responsible
Access for all students to all school areas,  Ensure sites we hire for sports have disability access.	Check all school areas provide access to all students.	Ongoing		TOG/Premises Manager

	Ensure QCCA sports facility is DDA compliant.			
Be aware of fact that not only students but also staff and visitors ( i.e. parents and carers) may require disabled access to the school/ to meeting room	Create access plan and be aware of access for parents and carers to meet needs if required.	As required	Limited	Premises Manager
Ensure all students with disability can be evacuated and all fire routes are suitable for all.	Put in place personal emergency evacuation plan for students with difficulties/ consider staircases when lift cannot be used. Risk assessments for students in wheelchairs	As required		Deputy Head/Premises Manager
Ensure accessibility to IT equipment	Study access to IT rooms  Consider needs of visually / hearing impaired staff or students	As required  Ensure keep up with latest technology		Deputy Head/IT Manager
Ensure hearing equipment in classroom supports hearing impaired	To consider latest possible technology as/when required	As required		Deputy Head/IT Manager
Review PE curriculum to ensure PE is available to all	Get information on sports for disability students	If required		Deputy Head/Head of Sports



### c. Improving the delivery of written information to disabled students

Targets	Strategy	Time scale	Person responsible
Improve staff training in disability issues	Identify and organise training/resources. review cost of training/consider online training	Ongoing	Head/Deputy and Head primary/ HR Manager
Improve delivery of information to students with visual impairment	Ensure iPads and projectors are properly set/ use enlarge print/ clarity PAP/ PAI as necessary	Aware from the start then ongoing	Teachers
Ensure all staff are aware of guidance on accessible format	Guidance to staff on dyslexia and accessible information/ be aware of bilingual aspect of school curriculum	ongoing	Head/Deputy
Provide information to student in French or English / difficulty in hearing in language/impact on bilingual curriculum offered.	Consider what is offered works under bilingual teaching offer	As required	

Policy created in 2015.

Policy reviewed in:

- March 2023
- January 2023
- February 2018
- November 2017
- August 2016
- February 2016