

Le Hérisson School



Accessibility Plan

Reviewed by the Proprietor, March 2017

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Introduction

The purpose of this accessibility plan is to ensure that Le Hérisson and our curriculum are thoroughly inclusive and all members of the schools' communities can access facilities and wider provision. The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to-day activities'.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- Not to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to enable access to education for disabled pupils in the three areas required by the DDA:

- Where ever possible to remove obstacles to ensure as far as is reasonably possible disabled pupils can participate in the school curriculum;
- Improving the environment of the schools to ensure disabled pupils can take advantage of education and associated services;
- Were necessary ensuring by appropriate means the delivery of information to disabled pupils in a manner which enables them to follow the same curriculum path as non-disabled pupils.

Vision and Values

At Le Hérisson we:

- make all children feel welcome irrespective of race, colour, creed or impairment.
- have high ambitions for disabled pupils and expect them to participate and achieve in every aspect of school life.
- are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- identify and remove barriers and respond to pupils' diverse needs so that disabled pupils can participate in every area of school life.

Definitions

The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long term adverse effect upon a person's ability to carry out normal day-to-day activities'.

Disability covers all people of all ages including those with heart disease, diabetes, severe disfigurement, depression, schizophrenia, dyslexia, epilepsy, Downs Syndrome and physical and sensory impairments. The definition can include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder(ADHD). Impairment does not itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The pupils at our schools are from a diverse range of cultural backgrounds. We aim to be able to cater to all pupils regardless of whether they have statements for special educational needs or identified disabilities which include specific learning difficulties, speech and language impairments, hearing and visual impairments, allergies, blood disorders, asthma, eczema or heart murmurs. Provision will be made for all children in the school who have identified disabilities to enable them to participate fully in school life.

Priorities

The five outcomes in 'Every Child Matters' underline Le Hérison's commitment to equal access and opportunities for all children. Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.

We will ensure that all children with identified disabilities access the curriculum by providing special provision to remove any barriers to learning. Staff will be provided with any specialist training that is required. We will work in close consultation with outside agencies to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

The Physical Environment of the School

Le Hérison is located in the basement of Rivercourt Methodist church. Access to the building is via a staircase located on the side entrance of the church. Situated on one floor, the building has one entrance and 3 fire exits. Those who require wheelchair and disabled access can take the service lift located inside the side entrance of the church down to Exit 3 and vice versa. Entrance via Exit 3 leads into the French Early Years classroom.

Any new building extension or alterations will always meet the necessary provision for disabled access.

Wheelchair uses

We aim to promote the safe use of wheelchairs by their users and those around them by promoting the awareness of wheelchair users and their needs to all school staff and pupils. They will all be encouraged to provide assistance when asked.

There are three main categories of wheelchair users:

- Pupils who are on roll at the school or staff employed by the school who are disabled and have regular access to a wheelchair
- Visiting pupils, students and adults who are disabled and have regular use of a wheelchair
- Pupils, students, staff or visitors who may have sustained an injury or have an illness requiring temporary use of a wheelchair

General Safety

- Teachers should use the full flexibility of movement time to ensure that disabled pupils are safe when moving between lessons
- Disabled pupils should not allow others to play with their chairs
- Disabled pupils in wheelchairs should be aware of others who may be in the vicinity when they are manoeuvring

Able-bodied staff and pupils in the school will be made aware of:

- All pupils in wheelchairs needing additional space to manoeuvre around the school
- Remaining vigilant when standing or sitting near those using wheelchairs
- The need to keep fire doors fitted with appliances to keep them open for wheelchair access open not shut

Liability

Parents will be made aware that the school insurance does not cover accidental damage or liability by wheelchair users. Parents of wheelchair users are required to take out additional insurance.

Management, coordination and implementation

Le Hérisson has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To ensure that the Accessibility Action Plan is regularly reviewed and evaluated by the **Proprietor, Maria Frost**.
- Staff at the school will be made aware of the Accessibility Plan and refer to it when the need for accessibility arises.

Le Herisson School Accessibility Plan | 2017-2020

TASKS	YEAR	TIMESCALE	FINANCE	RESPONSIBILITY	MONITORING	SUCCESS CRITERIA
COMPLIANCE						
Compliance with the Equality Act 2010	Yr 1 and ongoing	April 2017		All staff	Proprietor	Ofsted material change report, internal evaluation & review and inspections confirm compliance. All stakeholders have equality of access and opportunity at Le Herisson School.
ADMISSIONS TO THE SCHOOL						
Ensure the wording of all school documentation and policies continues to make provision for children with special educational needs and disabilities and is therefore not unintentionally discriminatory	Yr 1 and ongoing	April 2017 and annually when all documents are reviewed		Proprietor	Proprietor	Policy wording is not discriminatory Policy wording does not unintentionally cause offence Written policies are accessible to all (translations are available on request) as is reasonable on request.
Consider the needs of the pupils prior to entry (linked to curriculum as well as access)	Yr 1 and ongoing	From April 2017 and for all new pupils		Proprietor All staff		A term before entry all aspects of need resourced Plan of transition and entry into Le Herisson School

<p>Admissions data will provide the school with information regarding needs and disabilities</p>	<p>Yr 1 and ongoing</p>	<p>As required</p>		<p>All stakeholders</p>	<p>Proprietor</p>	<p>Previous school information has been considered, reviewed and investigated</p> <p>Appropriate plans for access to the building, learning and other available facilities have been completed prior to entry.</p>
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ACCESSIBILITY TO BUILDINGS

Given the constraints of the building and the location of the school (lower ground floor of a Methodist church) ensure access considerations can meet the needs of students, parents/carers and stakeholders.

<p>Consider the fire evacuation procedures.</p> <p>Safety and Fire Hazard drills can cater for disabled need.</p> <p>Fire Marshals appointed and trained.</p>	<p>Yr 1 and ongoing</p>	<p>April 2017 Reviewed as required</p>	<p>As required</p>	<p>Proprietor</p> <p>Staff</p>	<p>Proprietor</p> <p>Fire marshal</p>	<p>All pupils, visitors and staff will be aware of fire evacuation procedures</p> <p>All pupils and staff will have rehearsed and know fire evacuation procedures</p> <p>All pupils, visitors and staff will have appropriate support to ensure safe evacuation</p> <p>A Fire Marshal has been appointed and trained.</p>
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<p>Physical access issues: Visitors and pupils in wheelchairs or with physical disabilities will be directed in advance to use our alternative accessible routes (lift access is located in the French Early Classroom)</p>	<p>Yr 1 and ongoing</p>	<p>April 2017</p>	<p>As required</p>	<p>Proprietor</p>	<p>Proprietor Fire marshal</p>	<p>Where possible all visitors, students and parents will be made aware of the access arrangements for those with physical disabilities.</p> <p>Access arrangements will be accessible in languages other than English and French, if required and known about in advance.</p>
<p>Door modifications will be made to support access for disabled toilet facilities for males and females, staff and pupils as required.</p> <p>Automatic open and release doors for wheelchair users and ramps/stairlifts will be installed if the need arises for regular access to those with a physical disability</p>	<p>Yr 1 and ongoing</p>	<p>As and when required</p>	<p>As required</p>	<p>Lease Provider Proprietor Staff</p>	<p>Proprietor</p>	<p>All staff will be aware of needs and ensure accessibility arrangements where reasonable are made and adhered to.</p> <p>All visitors, staff, parents and pupils have full access to the school, classrooms and toilets with reasonable adjustment made.</p>
<p>Ensure that where possible vehicles purchased for transport are fitted with wide doorways and railings.</p>	<p>Yr 1 and ongoing</p>	<p>As and when required</p>	<p>As required</p>	<p>Proprietor</p>	<p>Proprietor</p>	<p>Appropriate vehicle that all (where reasonably possible) can access for transporting staff and students to approved, accessible venues</p> <p>Specific vehicles where practical hired for use for transporting staff and pupils to approved venues provide access for all</p>

<p>Outside space (playground) to accommodate (as practical and reasonable) the needs of pupils. Play space, recreational facilities and trips to be planned for with 'access for all' as a priority when required.</p> <p>Plan for additional needs as required</p>	Yr 1 and ongoing	April 2017	As required	Proprietor	Proprietor	All pupils able to access play and recreational facilities and other areas for creative space.
<p>CPD Staff to undertake professional development courses to develop their skills and understanding of pupils' needs and how to ensure real inclusion and facilitation of access for all.</p>	Yr 1 and ongoing	April 2017	As required	Proprietor	Proprietor	<p>Staff aware of the needs of all students and how to support access to classroom and curricular activities</p> <p>Performance management, appraisal, supervision and training enhance staff understanding of need and support accessibility to curriculum.</p>
<p>A balanced and relevant curriculum accessible to all students (as is reasonable and practical)</p>	Yr 1 and ongoing	April 2017	As required	All staff	Proprietor	<p>Skills of staff are utilised to support access to a balanced and relevant curriculum.</p> <p>Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum</p> <p>Curriculum takes into account where reasonable and practical the accessibility requirements and needs of students (location, skills of staff, needs of pupils).</p>

<p>Maintain a strong focus on the need to differentiate work for all students</p>	<p>Yr 1 and ongoing</p>	<p>April 2017</p>	<p>As required</p>	<p>Deputy manager Teachers</p>	<p>Proprietor</p>	<p>Lesson planning reflects and highlights individual needs</p> <p>Observations reflect pupil's ability to access to all lessons (as reasonably possible)</p> <p>All lessons personalised for individual needs (as reasonably possible)</p> <p>Appropriate resources are available to access the curriculum as reasonable and as required.</p>
<p>Provision of ICT in classrooms to meet the learning needs of all students</p>	<p>Yr 1 and as required</p>	<p>April 2017 and as required over the plan</p>	<p>As required</p>	<p>Proprietor Carolina Andrade</p>	<p>Proprietor</p>	<p>All pupils and staff have access to supportive technologies in order to maximise their access and engagement with the full curriculum offered.</p> <p>Access to tablet technology and other innovations to further enhance access to curriculum for pupils</p> <p>Appropriate resources created by staff to enhance the learning experience and access.</p> <p>Use of appropriate software and "App" technology to improve and provide access to the curriculum</p>

Implement effective, accessible Ipad assessment technology to enable all staff to understand each pupils specific achievements and areas for development	Year 1 and ongoing	April 2017	As required	Proprietor Carolina Andrade		<p>All staff have knowledge and access to prior assessment information to inform planning for meeting pupils' specific needs</p> <p>All pupils contribute to their assessment journey and parents are informed of their 'next steps' in order to make accelerated progress</p> <p>The assessments can be accessed by all teachers/management and are genuinely useful in supporting full access to the curriculum</p>
Plan for physical education sessions so that all pupils have access to physical education. Review access to physical and outdoor activities to allow all pupils to participate, where possible, in sport	Yr 1 and ongoing	April 2017	As required	All staff	Proprietor	All students have access to activities that support health and wellbeing
POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT						
Disability Awareness to be reflected and considered when developing all school policies, procedures, principles and statements; taking into consideration the needs of all stakeholders	Year 1 +	As per policy review cycle	As required	All stakeholders	Proprietor	School policies & procedures reflect the needs of all stakeholders, can be accessed by all and support the development of access for all (specific attention given to behaviour, anti- bullying and curriculum).

MEDICAL						
Assess pupils' health needs and identify resources required to meet those needs prior to school commencement	Yr 1 and ongoing	As necessary from Sept '17	As required	Proprietor	Proprietor	Specialist equipment as is practical and reasonable in place 2 weeks before pupil's start date, plan of action and appropriate risk assessments and pupils progress plan in place and shared
Training for teachers on specific special needs and in first aid	Years 1-3 and ongoing	As required	As required	All Staff	Proprietor	Upon joining the school teaching and support staff will be trained in first aid within 3 months and on a rolling basis – all staff must be qualified in first aid All staff aware and trained in the relevant special and additional needs areas of pupils in specific areas if pupil referrals demonstrate these areas of special need/disability
RECREATIONAL ACTIVITIES INCLUDING TRIPS						
Ensure that trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible	Yr 1 ongoing	April 2017 onwards	As required	Proprietor	Proprietor	All pupils (as considered reasonable) able to attend. Alternative equivalent experiences in place for those who cannot complete the main event
ACCESS TO WRITTEN INFORMATION						
Provide larger print handouts to pupils where necessary including information and worksheets	Year 1 +	April 2017	As required	All staff	Proprietor	All pupils have full access to everything written that other pupils have access to

Provide information to students in a format which meets their needs	Year 1 +	April 2017	As required	All staff	Proprietor	All students have access to technology and other materials
Where required & requested, provide school newsletters, letters and other information made available for students, families and staff in an alternative form, eg audio	As required	As required	As required	Proprietor	Proprietor	All stakeholders able to access newsletters, letters and any other information made available to stakeholders

Written :March 2017

Review Date : March 2020