



(The “School”)

Accessibility Plan

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.

Ethos and aims of the School

CERENE is dedicated to the education of children with special learning needs. As such, it is at the core of its mission to ensure that children attending the School and experiencing disabilities are able to enjoy the quality of education available to others. A child has learning difficulties if some cognitive processes make he or she having a significantly greater difficulty in accessing the learning contents 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 Student's Project ("Projet de l'Elève") will be put in place with the parents and carers.

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.

Cost and funding

For students in state schools there may be some funding available from the local authority but this is unlikely 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 Brent Borough where the School is located.

CERENE is structured to offer the best set-up for children with special learning needs. As such, it endeavours to provide the individual help to students from within its own resources at no extra charge to parents and carers. 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.

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.

At the date of the present Accessibility Plan, CERENE is housed in a wing of Lycée International Winston Churchill at Wembley (LWC). The LWC building is assessed on an individual basis to ascertain if it has and is adapted for (or should be adaptable) for access by students with physical disabilities.

What CERENE provides

Being dedicated to children with special learning needs, CERENE is organized in order to offer its students the best access to the school program. In addition to the "Projet de l'Elève", a "Reeducation Plan" (Plan de Rééducation Personnalisé, or "PRP") is put in place, if need be. They are monitored by the Head Master, the Paramedical Coordinator and the paramedical staff, as may be necessary.

Students:

Educational material is adapted to the student's needs (physical and cognitive accessibility). It can be used either via standard paper and pencil format or in electronic format. Every child benefits from a personal computer (PC) during the whole of his or her education at CERENE. Each computer is equipped with carefully chosen software, allowing to supplement the student's access to the pedagogical material.

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 fulfill 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 role.

Accessibility Plan Committee

CERENE being housed in LWC, it participates and benefits from the LWC set-up in terms of accessibility plan. CERENE is invited and participates in the LWC committee created to follow those matters. LWC committee consists of Head of School, Head of Secondary or Coordinator of Primary, CPE (Dean) and learning Specialist. The Committee may co-opt additional members whose expertise in any field would be of assistance. CERENE is represented via its Head Master. 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.

CERENE participates in the careful monitoring of the plan success. The LWC governing body and CERENE 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).

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
- School representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare / Pastoral Care (vie scolaire)

1. 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	Continue researching latest software in general that may help students with learning difficulties progress	August 2017	Potentially some funding for software licences	Head master and Head of operations
Ensure students with learning needs progress to their potential	Ensure PE and PRP are created for any students that require additional support	January 2017	Ergonomic tools and resources, Special needs register to inform all staff	Head Master and Paramedical Coordinator
Provide suitable materials and support where possible for students with learning needs	Develop pedagogical tools	August 2017	Some financial allocation within the resources budget	Head of operations

2. 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.

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. Ensure QCCA sports facility is DDA compliant.	Dec 2016		LWC TOG/ LWC Premises Manager
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	LWC 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	As required		LWC 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		LWC Deputy Head/IT Manager
Ensure hearing equipment in classroom supports	To consider latest possible technology	As required		LWC Deputy Head/IT Manager

hearing impaired	as/when required			
Review PE curriculum to ensure PE is available to all	Get information on sports for disability students	If required		CERENE Head Master PE teacher

3. 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	From Sept 2015/ then ongoing	Head Master
Improve delivery of information to students with visual impairment	Ensure PCs and projectors are properly set/ use enlarge print/ clarity	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 Master
Provide information to student in or French or English / difficulty in hearing in one language/impact on bilingual curriculum offered.	Consider what is offered works under bilingual teaching offer	As required	

Policy written in July 2016