

## **SPECIAL NEEDS POLICY / DISABILITY DISCRIMINATION ACT**

Reviewed and updated 1st September 2024

### **Pupils with Special Educational Needs**

Some pupils, for part or all of their school lives, need a greater level of support than others. When children are identified by teachers as having special needs, their parents are informed.

These children usually only need monitoring and extra help for a limited period. Where appropriate, the school will refer parents to specialists such as Educational Psychologists or Speech Therapists.

Where teachers and staff see signs of difficulties at school, they should seek information and discuss with other member of staff.

Once an opinion has been formed among staff regarding a specific child, the head teacher should inform parents in a private meeting and discuss the possibility of seeking professional help.

The headteacher should also request advice from:

- Health Professionals
- Speech specialists
- Education Psychologists

It is the duty of the school to make sure all appropriate actions are undertaken to identify any potential learning or development difficulty with a child. The school should also liaise with appropriate agencies or bodies regarding these difficulties.

### **Plan to improve disabled access within affordable means / Accessibility plan**

The wellbeing of children being a key priority means a continuous communication with parents is necessary. As long as the welfare and the health and safety regulation are respected, L'Ecole Bilingue will undertake every reasonable step to improve disabled access.

Access will be possible for all pupils except non-mobile cases. The steps leading from the building outside prohibit this.

If parents wish to register a child with a disability, it is the role of the head teacher to discuss with parents and medical experts how access to the school would be possible.

- Possibility of a teacher or an assistant helping the child access the school, assisting her or him to use the stairs leading to the main entrance.

If necessary, the school will discuss with the London Diocesan Fund the possibility of installing new non-structural equipment to facilitate access.

Look at past experience from the previous years. Assess and use this experience to improve what has been done on disabled access:

- What worked well?
- What did not work?

Lastly, if necessary, liaise with London Diocesan Fund, the Diocesan Advisory Committee and the church architect to discuss possibilities of improving disabled access. This meeting would be necessary before undertaking any major or structural changes for disabled access. Its objective would be to discuss affordable and possible means of improvement to disabled access to the school.

L'école Bilingue will also ensure that an accessibility strategy is put in place, over a prescribed period in order to address curriculum aspects:

(a) increasing the extent to which disabled pupils can participate in the schools' curriculums;

(b) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This will be set up in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Ref: *"Children Act 1999"*  
*"Education Act 2002"*  
*"Disability Discrimination Act 2005"*  
*"Equality Act 2010"*