

Accessibility Plan

To be read in conjunction with:

- Risk Assessment Policy
- Health and Safety policy
- Equal Opportunities policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Needs Policy
- Admissions Policy
- Curriculum Statement
- Complaints Policy

Accessibility Plan

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

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

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

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Atelier 21 is an independent school for pupils aged 4-14. The school comprises of one main school building over 3 stories (ground, first, and second floor), a single storey annex, and a single storey outbuilding shed. The pupil entrance has disability access, as does the rear lobby fire exit. There is also disability access to all ground floor classrooms. The upper floors are inaccessible to wheelchair users due to the absence of a lift.

Aims

- To be at the heart of our locality by working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- The Children and Families Act 2014
- Ofsted

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 plan will be made available online via the school website, and paper copies are available upon request from the school office.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils
- Parents
- Staff

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Improving participation in the curriculum							
Priority	Lead	Strategy/Action	Resources	Timescale	Monitoring (School Business Manager)	Evaluation (Head of School)	Review
Effective communication with parents	Head of School, Business Manager, Lead Teacher	Termly consultations with parents, Termly EHCP meeting with SENDCo	Time allocated	In place from September 2020		Parents/carers fully informed about progress. Engage with their child's learning	
Training for staff on increasing access to the curriculum for all pupils	Head of School, Business Manager, Lead Teacher, SENDCo	Epipen training Training from SEN Consultant Access to courses/CPD Ongoing guidance from specialists e.g. OT, sensory support for pupils with visual or hearing impairment etc.	Training time Time allocated	In place and ongoing Regular visits from SEN consultant		Increased access to curriculum. Needs of all learners met. Maintain records of staff trained.	
Effective use of resources to increase access to curriculum for all pupils	Head of School, Business Manager, Lead Teacher, SENDCo	Strategic deployment of Teaching Partners and SENDCo. Use of ICT.	Specific apps to support learning	In place from September 2020		Positive impact on pupil progress. Barriers to learning removed by using apps like Clicker and Dragon Speak.	
A curriculum that meets the needs of individual learners	SENDCo, Teaching Staff	Personalised and individual timetables Visual timetables Self-directed learning time Low ratio of students to staff Specific training in touch typing with Dance Mat Specific training in use of Clicker and Dragon Speech Recognition Software	Specific apps to support learning Weekly/fortnightly time with mentors Time allocated	In place from September 2020		Needs of all learners met enabling positive outcomes.	
Appropriate use of specialised equipment to benefit pupils and staff	SENDCo	ICT policy for pupils with difficulty with handwriting Coloured acetate overlays for pupils with visual difficulty Specially shaped pens and grips for pupils with grip difficulty Use of sensory and fidget toys	Specialist equipment as listed	In place for September 2020 and ordered as required		Increased access to the curriculum. Needs of all learners met	

Improve educational experiences for visually impaired pupils	SENDCo	Consult sensory support team Use of magnifiers, braille keyboards, enlarged reading materials as required	Cost of equipment	Future plan		Teaching aids more easily seen and learning experiences enhanced.	
Improve educational experiences for hearing impaired pupils	SENDCo	Consult hearing impairment team Use of radio aids when required Adjustments made to equipment, i.e. soundproofing tiles and rubber cups for stool feet to improve acoustic quality	Installation of equipment	In place from September 2020 and visits from sensory team		Staff know how to operate and maintain hearing technology and learning experiences enhanced	
All out of school activities and after school clubs are planned to ensure reasonable adjustments to enable participation of whole range of pupils	Head of School, Business Manager, Lead Teacher, SENDCo, teaching staff	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements.	Any specialist equipment needed to access a club	Ongoing		Increased access to the extra-curricular activities for all pupils with SEND.	

Improving the physical environment							
Priority	Lead	Strategy/Action	Resources	Timescale	Monitoring (School Business Manager)	Evaluation (Head of School)	Review
Provision of wheelchair accessible toilet	Business/Facilities Manager	Maintain wheelchair accessible toilets with waste bin	Maintenance costs	In place and ongoing		Physical accessibility of school increased	
Access into school and reception to be fully compliant	Business/Facilities Manager	Two designated disabled parking bays Wheelchair access to the school building and ground floor		In place		Physical accessibility of school increased	
Improvements to help the visually impaired	Business/Facilities Manager	Top and bottom 2 stairs of staircases to have highlighted yellow/back visibility tape	Cost of material and labour	Ongoing maintenance		Hazards highlighted to visitors to increase safety for visually impaired people. All areas monitored and maintained.	
Improvements to help hearing impaired	Business/Facilities Manager	Link pupil hearing aids to fire alarms if necessary	Cost of equipment/installation	Future plan		Awareness of auditory alarm by pupils with hearing difficulties enhanced	
Improve signage to	Business/Facilities Manager	Line markings indicate disabled	Cost of equipment/	In place from September		Disabled people aware	

indicate access routes around school		parking bays Signs on exterior of building to indicate disabled entry to the school	Installation	2020		of wheelchair access.	
Maintain safe access around exterior of school	Business/Facilities Manager	Ensure pathways are kept clear	Cost of equipment	Ongoing		People with disabilities can move unhindered along exterior pathways	
Maintain safe access around interior of school	Business/Facilities Manager	Awareness of flooring, furniture, and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing		People with disabilities can move safely around the school	

Improve the delivery of written information							
Priority	Lead	Strategy/Action	Resources	Timescale	Monitoring (School Business Manager)	Evaluation (Head of School)	Review
Availability of written material in alternative formats	Business Manager, Head of School, Lead Teacher, SENCo	Improve availability of information for parents – display appropriate leaflets for parents to collect Provide translated documents if required	Cost of translation/adaptation	Ongoing and future plan		Information to disabled parents/pupils as appropriate. Written information available in alternative formats.	
Ensure documents are accessible for pupils with visual impairment	Teaching Staff, SENCo	Seek and act on advice from sensory support on individual pupil requirements. Ensure large, clear font used in documentation Use of magnifier if appropriate	Cost of magnifier or other specialist equipment as required	In place from September 2020 and future plan as required		Pupils able to access school documents.	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

We will work in partnership with pupils, parents, and staff.

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0.1	Initial Draft	B Gooding	15/07/2020
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three storey building with three separate staircases	The upper floors are inaccessible to wheelchair users due to the absence of a lift	School Business Manager	
Corridor access	Width varies on the ground floor. Lighting/emergency lighting throughout corridors	Clear signage to direct wheelchair users around ground floor to accessible points of the building	School Business Manager	TBC
Lifts	None	There are no plans to install a lift	School Business Manager	
Disabled parking bays	Two parking bays in visitor / parent car park	Possibility of adding further bays if need arises	School Business Manager	As required
Entrances	Two entrances at front of building – Main Entrance and Pupil Side Entrance, later having ramp and wheelchair access	Clear signage to indicate disabled access	School Business Manager	September 2020
Ramps	Ramp to Reception Class Garden. Wheelchair/step free access to Pupil Side	Ensure ramps are kept clear and unlocked as and when required.	School Business Manager	Ongoing

	Entrance, leading to School Office. Wheelchair / step free access to/from rear lobby fire exit Ramp to/from front kitchen fire exit.			
Toilets	Two disabled toilets on Ground Floor	To be maintained regularly with sufficient waste disposal	School Business Manager	Ongoing
School Office	Narrow entrance Wide open well-lit space	Assistance may be required to negotiate doorway	School Business Manager	Ongoing
Internal signage	Exits clearly signposted	Corridors may need internal signage for visually impaired pupils and/or parents/visitors as and when required	Business Manager	As required
Emergency escape routes	Clearly signposted	Assistance may be required for wheelchair users to exit the building in an emergency	School Business Manager	As required