

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 learners, under Part 4 of the DDA:

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

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

- a) Increasing the extent to which disabled learners can participate in the school curriculum
- b) Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services
- c) Improving the delivery to disabled learners of information, which is provided in writing for learners 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 learners 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 learner 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 create an inclusive, semi-democratic learning space that empowers young learners to actively help shape their education, embrace personal responsibility, and cultivate curiosity, creativity, and innovation. We aim to prepare young learners not only to thrive in a fast-changing world but to contribute meaningfully to it.

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

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners 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:

- Learners
- 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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. 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	Evaluation	Review
Effective communication with parents	Executive Head	Termly consultations with parents, Termly EHCP meeting with SENDCo	Time allocated	In place from September 2024	Executive Head	Parents/carers fully informed about progress. Engage with their child's learning	
Training for staff on increasing access to the curriculum for all learners	Executive Head	Epipen training Training from SEN Consultant Access to courses/CPD Ongoing guidance from specialists e.g. OT, sensory support for learners with visual or hearing impairment etc.	Training time Time allocated	In place and ongoing	Executive Head	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 learners	SLT	Strategic deployment of Teaching Partners and SENDCo. Use of ICT.	Specific apps to support learning	In place from September 2024		Positive impact on learner 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 2024		Needs of all learners met enabling positive outcomes.	
Appropriate use of specialised equipment to benefit learners and staff	SENDCo	ICT policy for learners with difficulty with handwriting Coloured acetate overlays for learners with visual difficulty Specially shaped pens and grips for learners with grip difficulty Use of sensory and fidget toys	Specialist equipment as listed	In place for September 2024 and ordered as required		Increased access to the curriculum. Needs of all learners met	
Improve	SENDCo	Consult sensory	Cost of equipment	From 2024		Teaching aids	

educational experiences for visually impaired learners		support team Use of magnifiers, braille keyboards, enlarged reading materials as required				more easily seen and learning experiences enhanced.	
Improve educational experiences for hearing impaired learners	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 2024 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 learners	Executive Head	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 learners 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 learner hearing aids to fire alarms if necessary Completion of PEEPs	Cost of equipment/ installation	Future plan		Awareness of auditory alarm by learners with hearing difficulties enhanced	

Improve signage to indicate	Business/Facilities Manager	Line markings indicate disabled parking bays	Cost of equipment/ Installation	In place from September 2024		Disabled people aware of wheelchair	
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access routes around school		Signs on exterior of building to indicate disabled entry to the school				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 learners	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	Executive Head	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/learners as appropriate. Written information available in alternative formats.	
Ensure documents are accessible for learners with visual impairment	Teaching Staff, SENDCo	Seek and act on advice from sensory support on individual learner 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		Learners 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 learners, parents, and staff.

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