ARTS EDUCATIONAL SCHOOLS
Accessibility Plan

Document Title	Accessibility Plan
Maintained by	ELT, Headteacher, SLT, HoF
Owned by	Headteacher
Institutional/Directorate Policy	Day School and Sixth Form
Approved by	DSSF Board
Last Reviewed	November 2026
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DSSF Accessibility Plan

1. Ethos and aims

ArtsEd strives to be a genuinely inclusive and welcoming school. Our aim is to ensure that every one of our pupils can participate fully in the life of the School. We are committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. Scope

This plan applies to the Day School and Sixth Form, although there are aspects which will apply to the wider ArtsEd Institution. It should be read in conjunction with the Day School and Sixth Form Admissions Policy and the Equal Opportunities Policy.

The School is aware that some disabled pupils may experience difficulties navigating the School site and buildings and is committed to acknowledging these barriers and, wherever possible, addressing them.

ArtsEd is committed to advancing equality, celebrating diversity, and fostering an inclusive community where every pupil, family member, staff tier, and visitor feels valued and safe. We actively dismantle systemic, physical, attitudinal, and communication barriers. We recognise disability interacts with race, socio-economic background, gender identity, and neurodivergence and seek to ensure that our provisions are equitable for all.

The School's Accessibility Plan considers ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. The three-year plan includes how the School plans to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in all aspects of the ArtsEd Curriculum
- improve the provision of information to disabled students which is already accessible to those without disabilities.
- improve the physical environment of the School in order to increase the accessibility of education and associated services offered by the School.

3. Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's [Special Educational Needs and Disability (SEND) Policy] sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School is aware of the need to allocate adequate resources for the implementation of this Policy.

4. Definition of disability and extent of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's SEND Policy outlines its provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the School and access to information particular to pupils with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan comprises actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum. This includes admission to the school, teaching, learning and the wider curriculum offer of the School including leisure and cultural activities, visits and trips.
- Improve the School's physical environment to increase the extent to which disabled pupils are able to access and enjoy the education, opportunities, facilities and services offered by the School. This includes improvements to both the physical environment of the School and physical and digital aids to access education.
- Improve disabled pupils' access to information and other resources and ensuring written information (e.g. handouts, timetables, textbooks and information about school events) is accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities. We also respect the right to confidentiality of parents and children.

The School is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

ArtsEd is committed to continually advancing equity, diversity and inclusion through ongoing research, regular policy review and compliance with the Equality Act 2010, ensuring that practices, provision and decision-making promote fairness, celebrate diversity and actively seek to prevent discrimination for all members of the School community.

DSSF Accessibility Plan

A. Pupil: Entrance, Teaching and Learning and the Curriculum

Actions to improve Entrance, Teaching and Learning and the Curriculum

- ArtsEd is a non-selective school. Our selection process is designed to identify pupils who are able to benefit from the high academic and vocational expectations of the 'ArtsEd Curriculum' and who can make a positive contribution towards the life of the School.
- The School welcomes pupils with disabilities and/or special educational needs, provided we can reasonably offer them the support that they require, cater for their additional needs and ensure they can be safely accommodated on our site.
- The School is not a therapeutic setting. Learning is designed to be challenging, with high expectations of all pupils across both the academic and vocational aspects of the ArtsEd Curriculum.
- We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.
- Our policy is to apply our admission criteria fairly to all potential pupils.
- We require parents of children with special educational needs, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the School at the outset of the admissions process so that we can consider and make - to the extent reasonable - adequate provision for them.
- As part of the registration process, parents are required to provide full details and all relevant information about their child's medical, educational or pastoral needs, including all diagnostic or other relevant clinical or expert reports, assessments, or other educational or health information. This includes EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan) or equivalents.
- Timely provision of this documentation enables the School to properly assess each child's needs and consult with parents about any adjustments which can reasonably be made. It ensures that the School can confirm that each child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others. This information must be provided prior to the admissions assessment process.
- ArtsEd has developed its Learning Development Department (LDD) over the last few years due to increased demand from pupils with additional learning needs and/or recognised disabilities. The School has continued to develop in the following areas:

- The use of appropriate information systems to record the individual needs of each pupil – managed by the LDD and the Admissions department.
- Ensuring that advanced planning for all pupils is based on relevant information from previous schools.
- Continuing to liaise with external services and agencies regarding the support needs of individual pupils
- Providing individual academic, pastoral and language support as required
- Developing outstanding learning and teaching across the School, using lesson observations and learning walks
- Regular staff training on SEND and supporting individual pupils.
- Parents evening appointments for progress review meetings
- Ensuring that all school trips and clubs are accessible for all pupils
- Using blended learning and a range of teaching methods and styles to facilitate access for all pupils
- Interventions for individuals with SEN are coordinated by Head of LDD with Heads of Key Stage and/ or relevant members of the SLT

Objective	Action	Timescale	Responsibility	Intended Outcomes
Ensure pupils of all abilities have access to teaching, learning and wider curricula	Continue to develop Teaching, Learning, Curriculum, SEND and EAL policies	Annual	DoS, DoSF, DoTL, Hd LDD	Annual review of policies
Strengthen use of digital accessibility tools across teaching and learning	Audit and promote use of Microsoft accessibility features including Immersive Reader, Dictation, Live Captions, Accessibility Checker and Translation Tools.	Annual	DoTL, IT, Hd LDD	Improved independent access to learning and greater engagement for SEND and EAL pupils
Encourage all pupils to access co-curricular activities	Actively promote opportunities and monitor participation	Termly	Deputy Head HoSF	Increased uptake across all groups
To ensure that all pupils have access to meaningful careers information, advice and guidance	Continue delivery of careers education and guidance	Annual	Careers Coordinator	Ensuring that students have good understanding of both vocational and other career pathways etc

To ensure staff regularly review teaching strategies to remove barriers to learning	Lesson observations and learning walks include accessibility focus	Ongoing	HoDs/ DoTL	Inclusive practice embedded
Establish structured pupil voice regarding accessibility and inclusion.	SEND focus groups. Accessibility standing item within School Council.	Annual	Hd LDD	Accessibility improvements informed by pupil feedback.
Ensure wellbeing support is accessible to all pupils	Existing wellbeing provision maintained	Ongoing	DSL / Tutors Head of KS	Effective support available
Accessibility considerations embedded within wellbeing and safeguarding arrangements.	Annual review of support for pupils with SEND and disabilities.	Annual	LDD/ DSL	Earlier identification of barriers and improved wellbeing outcomes.
Strengthen admissions and transition arrangements for pupils with SEND, disabilities and accessibility requirements.	LDD and SENDCo involvement in admissions discussions and personalised transition planning where required.	Ongoing	LDD / Admissions	Appropriate support in place from the start of attendance.

B. Staff Training and Development

Objective	Action	Timescale	Responsibility	Intended Outcomes
Deliver regular SEND and inclusion training	Through INSET and staff meetings	Ongoing	Hd LDD	Increased staff confidence
Monitor effectiveness of training	Feedback from staff, parents and pupils	Annual	Deputy Head/DoTL	Improved practice
Produce SEND good practice guidance	Develop guidance materials through individual pupil profiles	Annual	Hd LDD	Consistent classroom approaches
Develop disability awareness and confidence across all staff	Deliver training on visible and non-visible disabilities, reasonable adjustments and inclusive practice.	Ongoing	People and Culture / SLT	Improved inclusive culture and staff understanding.

C. Physical Environment

ArtsEd aims to provide continual improvement in the physical school environment to ensure that all pupils are able to take advantage of education and benefits, activities, facilities or services provided or offered by the School.

It is our aim to continue to work to provide easy access for all pupils, staff and visitors, including wheelchair users, those with impairments to their mobility and those with impaired sight or hearing.

ArtsEd will continue to take all reasonable steps to ensure that any future buildings and refurbishment projects will consider facilities and services in support of the needs of disabled persons.

ArtsEd aims to make reasonable adjustments to ensure that all ground floor and upper floor areas are accessible with assistance. Where independent access is not possible, clear and concise internal arrangements are to be in place, so that inconvenience is minimised. An example of this is the Green Roof, which currently does not have accessibility features.

Whilst some facilities are not currently accessible for wheelchair users, every reasonable effort will be made to facilitate access where practicable. Personal Emergency Evacuation Plans (PEEPs) will be available for those persons requiring them.

Companies that hire the facilities are requested to inform the School beforehand of any visitors who will require assistance, and a PEEP will need to be produced by the Head of Facilities.

Objective	Action	Timescale	Responsibility	Intended Outcomes
Improve accessibility for visually impaired users	Maintain appropriate colour contrast, signage and step markings	Ongoing	Head of Facilities	Improved navigation
Improve accessibility for hearing impaired users	Install acoustic improvements where appropriate	Ongoing	Head of Facilities	Better access to communication
Emergency evacuation arrangements	Maintain PEEPs and evacuation equipment	Ongoing	Head of Facilities / SLT	Safe evacuation
Improve access routes around site	Maintain pathways, ramps, handrails, entry/exit mechanisms and lighting	Ongoing	Head of Facilities	Safe movement around campus
Accessible classrooms and teaching spaces	Annual review of accessibility needs	Ongoing	Head of Facilities / SLT	Suitable learning environments

Undertake a formal annual accessibility audit of the site.	Review signage, colour contrast, wayfinding, hearing support systems, entry/exit mechanisms, visitor facilities and accessibility routes.	Annual	Head of Facilities	Evidence of continuous accessibility improvement.
Embed accessibility review within all capital projects and refurbishments.	Accessibility considerations included at planning and design stages of all projects.	Ongoing	Head of Facilities	Accessibility improvements planned proactively rather than reactively.
Ensure adequate washroom facilities for mobility impaired users are available.	Review and monitor suitability of accessible washrooms, ensure that all accessible facilities are regularly inspected and maintained	Ongoing	Head of Facilities	Safe and adequate accessible washroom facilities are always available for mobility impaired users.
Review provision of hearing loops within key reception, performance and visitor areas.	Undertake annual review of existing and future requirements.	Annual	Head of Facilities	Improved accessibility for hearing-impaired visitors and pupils.

D. Improve Information, Communication and Publications

ArtsEd aims to make its website accessible for people of all abilities including those with visual, hearing, cognitive and motor impairments. It also provides translation tools to view the website in other languages. The School aims to provide a high level of usability across all of its web presence by following best-practice accessibility guidelines.

ArtsEd will aim to ensure that its physical marketing material will be produced in a range of formats, font sizes, colour schemes to assist accessibility for all potential pupils and their parents.

Objective	Action	Timescale	Responsibility	Intended Outcomes
Ensure website accessibility	Review website functionality and accessibility	Annual	Marketing / IT	Website remains accessible
Ensure publications are available in accessible formats	Alternative formats available upon request	Ongoing	Marketing	Improved access to information

Improve digital accessibility across all communications.	Accessibility checking tools used before publication of key documents.	Ongoing	All Staff	Reduction in accessibility barriers.
Ensure all digital content follows accessibility standards.	Guidance issued on accessible document design, presentations and online content.	Annual	IT / Marketing	Accessibility embedded across school communications.
Consider neurodiversity-friendly design principles in school communications.	Review readability, formatting, navigation and presentation of information.	Ongoing	Marketing / LDD	Improved accessibility for neurodiverse users]

E. Staff Accessibility and Workplace Adjustments

Objective	Action	Timescale	Responsibility	Intended Outcomes
Ensure staff can access appropriate workplace support and reasonable adjustments.	Develop and publish a clear reasonable adjustments procedure.	2026-27	People and Culture	Staff understand how to request support and adjustments.
Promote an accessible and inclusive workplace.	Review recruitment, induction and employment processes from an accessibility perspective.	Annual	People and Culture / SLT	Inclusive employment practices demonstrated.
Improve staff wellbeing and accessibility monitoring.	Conduct wellbeing and accessibility surveys and respond to identified barriers.	Annual	People and Culture / SLT	Improved staff wellbeing and accessibility outcomes.
Improve accessibility of internal systems and communications.	Review staff-facing systems, forms and digital platforms for accessibility compliance.	Annual	IT / People and Culture	Equal access to information and systems for all staff.