



Educate
Together
Academy
Trust

DOCUMENT CONTROL

Author/Contact	N Buglass Tel: 0117 379 0119 Email: info@educatetogether.org.uk	
Document Path & Filename	I Am Compliant/policies and Procedures/2018/19 Policy Stack/Accessibility Policy_SET0001_21.1	
Document Reference	Accessibility Policy	
Version	21.1	
Status	Approved	
Publication Date	February 2022	
Related Policies		
Review Date		
Approved/Ratified by	CEO	Date: February 2022
Distribution: All staff through 'I Am Compliant' Policy file. Please note that the version of this document contained within the Policy Folder on Staff General is the only version that is maintained. Any printed copies should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.		

Version	Date	Comments	Author
19.1	April 2018		Jo Barr, Head
21.1	February 2022	See accessibility walk round – no changes required	Cameron Love, Facilities and Health and Safety Manager

Somerdale Educate Together Accessibility Policy

Introductory statement

The Equality Principle: All children have equal right of access to Educate Together schools. Children of all social and cultural groups and of all religious and non-religious backgrounds and regardless of disability or medical need are equally respected.

The Co-education Principle: All children are encouraged to fulfil their potential in a school setting that is committed to equal opportunities for all girls and boys.

The Child Centred Principle: The schools promote a child-centred approach to the curriculum in which the teacher guides and facilitates the child’s learning through both formal and informal methods, while encouraging the child to be an active participant in his/her learning. Each child’s individual needs are considered and he/she is encouraged to learn at an appropriate pace. There is a constant striving for excellence in all areas of school life.

The Democratic Principle: The Trust is committed to work in such a way as to embrace the input and active participation of parents, pupils and the community in the daily life of the school, whilst positively affirming the professional role of the teachers.

The school is aware of the access needs of children, staff, visitors and parents/carers with disabilities. The site has been planned to include the needs of all and opens with these needs taken into account. The new build is also undertaken with these principles taken as a start point.

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children.	Create access plans for individual disabled children	Before child arrives	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils’ access needs. Raised confidence of staff to meet access needs.
School staff are better aware of access issues.	Provide information and training on disability equality for all staff. Confirm with relevant personnel and contractors.	Ongoing	Headteacher	Building completed

SET0001: Accessibility Policy

Version: 19.1

Ensure all fire escape routes are suitable for all and kept clear	Regular checks as part of monthly health and safety inspections	Ongoing	Headteacher (Site manager in future)	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
Maintain entry systems	Regular servicing	Ongoing	Headteacher/Servicing company	All disabled people able to access reception and enter independently.
Ensure all common facilities accessible to disabled children	Regular checks as part of monthly health and safety inspections	Ongoing	Headteacher	All have equality of access

Improving access to the curriculum

All children have equality of access to the curriculum. Please see Teaching and Learning, SEND policy and SEND information report.

Improving access to information.

Targets	Actions	Timescale	Responsibility	Outcomes
Inclusive discussion of access to information in all parent meetings and annual reviews	<ol style="list-style-type: none"> a. Ask parents/carers and children about access to information and preferred formats in all reviews b. Develop preferred methods to meet needs 	Ongoing	SENCO/ Headteacher	Staff aware of pupil's preferred methods of communication.