



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 ETAT Policy Stack/Accessibility_RET0001_19.1 | |
| Document Reference | Accessibility Policy | |
| Version | 19.1 | |
| Status | Approved | |
| Publication Date | Nov 2018 | |
| Related Policies | | |
| Review Date | | |
| Approved/Ratified by | Head/CEO | Date: Nov 2018 |
| Distribution: | | |
| All staff through 'I Am Complaint' 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 |
|---------|-----------|-----------------------------------|------------------------------|
| 01 | July 2015 | | Ros Farrell, Head |
| 19.1 | Nov 2018 | Adopted following MPET/PET review | Emma Garnett and Steve Davis |
| | | | |
| | | | |

Redfield Educate Together Accessibility Policy

Introductory statement

The Redfield Educate Together Primary Academy is an Educate Together school. It is bound by the following principles:

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.

Rights Respecting School

This policy relates to

Article 23: Right to special education and care if you have a disability

Article 28: Right to an education

Continued overleaf.

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 the individual disabled children as part of IEP process | Before child arrives | SENCO | Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. |
| School staff are aware of access issues | Provide information and training on disability equality for all staff | Regularly | Headteacher | Raised confidence of staff to meet access needs |
| Any works and maintenance to be aware of all accessibility needs | Contractors to be briefed | As necessary | Premises Manager | Works and maintenance to consider access to all areas. |
| Entrance safe at events | Pushchairs to be stored away from doors and also not in hall or classroom areas | Ongoing | Admin | Disabled parents/carers visitors feel welcome. |
| Install signage and external access for all including visually impaired people | <p>A) Replace external lightbulbs immediately when 'blown'</p> <p>B) Paint white stripes on the edge of all external steps.</p> | Ongoing | Caretaker | Visually impaired people feel safe in the grounds. Access around the site is easier for all. |
| Make all shelves accessible to all children | <p>A) Consider height of shelves</p> <p>B) Consider layout to make area wheelchair accessible.</p> | Ongoing | Teachers | All children to have independent access to all books. |
| Ensure that all disabled pupils can be safely evacuated | A) Put in place Personal Emergency Evacuation | Ongoing | SENCO | All disabled children and staff working with them are safe and confident in the event of fire. |

| | | | | |
|--|--|-----------|-------------|---|
| | <p>Pans for all children</p> <p>B) Develop a system to ensure all staff are aware of their responsibilities.</p> | | | |
| Disabled person's parking by with access to school | <p>A) Space allocated</p> <p>B) Dropped kerb to enable access to the reception from car park.</p> | Installed | | Accessible parking bay for disabled staff/visitors. Easy access from car park to welcome area for wheelchair users/people with pushchairs etc.. |
| Accessible toilet | | Installed | | Able to admin a wider range of pupils with impairments |
| Ensure all fire escape routes are suitable for all | Install ramps to make level egress on all fire doors to make them accessible to disabled people | Installed | | All disabled staff, pupils and visitors able to have safe, independent egress in emergency situations. |
| Reception security and entry system to make it more accessible and welcoming | | Installed | | All disabled people able to access reception and enter independently. |
| Ensure all common facilities accessible to disabled children | | Installed | Headteacher | All rooms accessible to all. |