



DOCUMENT CONTROL

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Version	Date	Comments	Author
19.1	April 2022	Original document for Trust used as base for consistency	Emma Garnett, Head
22.1	June 22	To be reviewed in term 1 with staff	Emma Lindsay, Headteacher

Abbey Farm 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.	By Sept 2022	Headteacher	Building completed
All building work has completed	Confirm with relevant personnel and contractors.	Sept 2022	Headteacher	

AFET0001: Accessibility Policy

Version: 22.1

Improve access to the foyer	<p>a) Arrange furniture so area is wheelchair accessible and put in waiting chairs for visitors</p> <p>b) Put up clear signs in the welcome area with symbols, welcome sign in different languages and formats</p>	By Sept 2022	Admin	Disabled parents/carers visitors feel welcome.
Make all book shelves accessible to all children	<p>a) Consider height of shelves</p> <p>b) Consider layout to make area wheelchair accessible</p>	Term 1 2022	All staff	All children have independent access to all books.
Ensure that all disabled pupils can be safely evacuated	<p>a) Put in place Personal Emergency Evacuation Plans for all children</p> <p>b) Develop a system to ensure all staff are aware of their responsibilities</p>	Sept 2022	SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Disabled person's parking bay with access to reception	<p>a. Allocate a space in staff car park for staff disabled parking</p> <p>b. Disabled parking bay marked for parents and visitors</p> <p>c. Install a dropped kerb to enable access to the school office</p>	Sept 2022	Reds10/DfE specification	<p>Accessible parking bay for disabled staff in the car park and for parents/visitors on the road.</p> <p>Easy access from street to lobby for wheelchair users/people with pushchairs etc.</p>
Ensure all fire escape routes are suitable for all and kept clear	Regular checks as part of monthly health and safety inspections	Ongoing	Headteacher and Caretaker	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	Sept 2022	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 and SEND policy.

Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> a. Ask parents/carers about access needs when child is admitted to school b. Review all letters home to check reading age/plain English c. Produce newsletters and letters in different languages if required d. Use App to engage with parents/carers 	Sept 2022	Headteacher	All parents getting information in format that they can access
Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	Sept 2022	SENCO/ Headteacher	Staff routinely produce and adapt information to children in more accessible ways.
Inclusive discussion of access to information in all parent meetings and annual reviews	<ul 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.
Design school information and website to be accessible	Use Plain English etc. and ensure it explicitly welcomes all children including those with EAL, disabilities and those with SEN	Sept 2022	Headteacher	Parents/carers feel confident in the information they have about the school.
Children become more aware of their own learning styles and access needs	<ul style="list-style-type: none"> a. Include access to information in Learn Together Curriculum b. Encourage pupils to express their access needs and explore learning styles 	From Sept 2022	All teachers	Children are able to articulate their access needs and understand their own learning styles
Use visual signs as well as written	Written and visual signs to be displayed around the school	Sept 2022	All teachers	Everyone can understand signage and find way around school.
Develop visual timetabling in all classes	Agree whole school approach	Sept 2022	SENCO/ Headteacher	All children clear about timetable and secure about what is happening.

This is to be reviewed and discussed with new Local board of governors – January 2023