



Compass
Academy Trust

Accessibility Plan

Wickham Common

1	Spring 2022	
2	Spring 2023	
3	Spring 2024	

Document Detail	
Policy Reference:	Compass Academy Trust
Category:	Accessibility
Authorised By:	Head teacher
Status:	Approved
Issue Date:	Spring 2022
Review Date:	Spring 2023

Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan	5
4. Monitoring arrangements.....	10
5. Links with other policies	10

1. Aims

Compass Academy Trust and its schools aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to access education, facilities and services
- Improve the availability of accessible information to disabled pupils

The Trust will work to ensure all of its schools provide an environment that is welcoming, caring, calm, safe and purposeful.

We will seek to make the curriculum accessible to all pupils helping them to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The Trust supports any available partnerships to develop and implement the plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<p>Ensure curriculum resources are regularly checked to ensure they include updated examples of people with disabilities.</p> <p>Regularly review the pupils with disabilities and what support they require to access the curriculum.</p>	<p>Curriculum leaders to regularly check the resources for their areas include updated examples of people with disabilities.</p> <p>Class teachers to ensure they are aware of the needs of their children and ensure that they are provided with the appropriate curriculum resources.</p>	<p>Curriculum leaders</p> <p>Class teacher</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All children have access to an appropriate curriculum.</p>

	<ul style="list-style-type: none"> The curriculum is reviewed regularly to ensure it meets the needs of all pupils. 					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required, this includes:</p> <ul style="list-style-type: none"> School well sign-posted. Secure gates - only authorised cars can drive into the school car park. Inclusive play opportunities provided for all students. Inclusive after school clubs provided for all students. Outdoor seating area - plenty of room for wheelchair users to sit at the tables. Disabled toilets, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull 	Doors to be made more accessible to wheelchair user	Doors to be made wider to allow better access to classrooms, potential to look at automated doors for the main school entrance.	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds
		Improve access throughout site for wheelchair users	Stairs and steps to be replaced with a ramp where practicable	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds
		Improve access to Field for wheelchair users	Stairs to be replaced with a ramp or lift to allow access for disabled students/staff to the field	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds

	<p>cord.</p> <ul style="list-style-type: none"> • Good wheelchair access to the front of the school • Classrooms - very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to manoeuvre independently. • Good standard of daylight throughout the school. 	Ramps to replace steps on all external access doors and fire doors	Safer evacuation during emergency situations and general day to day use	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds
		Evacuation plans for Disabled students and staff	Personal Emergency Evacuation Plans (PEEPs) in place for all disabled students and staff	SENCO/SBA	Ongoing	Every student/staff member that requires a PEEP has one and are reviewed annually

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured paper and overlays • Pictorial or symbolic representations • Soundfield systems in classes and in the halls 	<p>Ensure Soundfield systems are in the classrooms of children with hearing difficulties.</p> <p>Check internal signage is accurate and readable.</p> <p>Look into installing induction loops</p> <p>Look into accessing braille documents as necessary.</p>	<p>Soundfield systems to be regularly checked to ensure they are working correctly.</p>	<p>SENCO / Premises Officer</p>	<p>Ongoing</p>	<p>All pupils with a disability will have access to all relevant information.</p>

--	--	--	--	--	--	--

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy