



COMPASS

ACADEMY

Accessibility Plan September 2021

Approved by:	The Governing Body
Date:	September 2021
Last reviewed on:	September 2020
Next review due by:	September 2022

*The Local Governing Committee has agreed that this policy will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2022**.*

THE COMPASS ACADEMY ALTERNATIVE PROVISION

YOUR JOURNEY TO SUCCESS STARTS HERE

OUR VISION

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning

AIMS

- To help pupils see their worth and feel that they belong
- To develop the skills of empathy, resilience and respect
- To promote lifelong learning experiences through the broad & balanced curriculum

Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

VALUES

We believe that each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

1. Aims

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 take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

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

If you have any concerns relating to accessibility in school, please raise this with either SENCo – Mrs Holly Read or alternatively please speak directly to Mr Chris Mulqueen, Aspire Academy Principal.

We have included a range of stakeholders in the development of this accessibility plan; pupils, staff and the Local Governing Committee.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Impact to be reviewed July 2022.

Priority	Action	Timeline	Monitoring and Cost	Impact
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	Identify potential training needs for staff in line with specific SEN Needs, medical needs or disabilities pupils may have	September 2021	AVP/SENCO (CHO)	
	Training planned and delivered for staff on specific areas of need	January 2022	AVP/SENCO (CHO)	
	Audit the provision for students with specific EHCP needs to ensure all needs are being met and legal provision fulfilled	September 2021	AVP/SENCO (CHO)	
	CPD/training to improve quality of support and progress made	January 2022	SLT	
	Review training needs as required	July 2022	SLT	
Improve the facilities for providing: -a safe space for pupils who may require additional support. -medical needs -external areas of the school	Identify suitable locations for 1:1 support room	September 2021	SLT	
	Identify specific areas for First Aid treatment and support	September 2021	SLT	
	External areas promote best standards of health and safety within the school.	September 2021	SLT	

<p>Increase access to the curriculum for pupils with a disability/Curriculum for disabled and SEN pupils is appropriate and meets their needs and relates to plans/EHCP in place.</p>	<p>School evaluation through lesson observations, book scrutinies, planning scrutinies and discussions during pupil progress reviews identify SEN groups making judgement of quality of teaching and learning.</p> <p>Annual reviews for EHCP.</p> <p>Assessment data collected and analysed to check pupils are making progress.</p> <p>Offer a differentiated curriculum for all pupils.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum is reviewed termly to ensure it meets the needs of all pupils.</p>	<p>As per QA calendar, termly</p> <p>July 2022</p> <p>As per data collection calendar</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2022</p>	<p>SLT</p> <p>AVP/SENCO (CHO)</p> <p>SLT</p> <p>SLT</p> <p>SLT/STL</p> <p>SLT/STL</p> <p>SLT</p>	
<p>Improve and maintain access to the physical environment across all sites</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> · Ramps · Elevators · Corridor width · Disabled parking bays · Disabled toilets 	<p>Ongoing</p> <p>July 2022</p>	<p>SLT</p>	

4. Monitoring arrangements

Government guidance states this document will be reviewed every 3 years, but Compass Academy aim for it to be reviewed and updated annually.

It will be approved by the Local Governing Committee and Mrs Jacqui Thompson, Principal.

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) policy and information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed/Reviewed
Number of storeys	Compass Academy	None	SLT/Site Manager	September 2021 Half termly review
Corridor access	Compass Academy	Ensure corridors are all sufficiently wide enough for wheelchair access	SLT/Site Manager	September 2021
Parking bays	Compass Academy	Ensure designated disabled parking spaces are available on site	SLT/Site Manager	September 2021
Entrances/Ramps	Compass Academy	Ensure ramp access is clear	SLT/Site Manager	September 2021 Weekly review
Toilets	Compass Academy	Ensure disabled toilets are clean and accessible at all times	SLT/Site Manager	September 2021 Weekly review
Emergency escape routes	Compass Academy	Ensure Compass Academy has adequate signage to ensure emergency escape routes are clearly highlighted	SLT/Site Manager	September 2021 Half termly review

