



Compass
Academy Trust

Accessibility Plan

Oak Lodge

1	Spring 2022	
2	Spring 2023	
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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>	All children have access to an appropriate curriculum.

	<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. Disabled toilets, in general, well signed and include toilet safety handle bars, sink, hand dryer and 	Doors to be made more accessible to wheelchair user	Front doors to be automated to provide easier access to main school office	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds
		Improve signage access to and around the school building	Clearer and more obvious signage commissioned.	Facilities Manager/Senco	As required	All users will be able to find main entrance and navigate main access the building
		Access to main entrance to made more accessible	Kerbs to be highlighted, signage to be improved from the car park – to give obvious and clear route to entrance. Handrails added to staircases, installation of a ramp to main doors.	Facilities Manager	When reasonably practicable or when funding is available to make to improvements needed	Fully compliant buildings and grounds

	<p>an emergency pull cord.</p> <ul style="list-style-type: none"> • Good standard of daylight throughout the school. • Soundfield systems are continually updated 	Toilets to be made more accessible	Currently no provision for a child in a wheelchair to access hand washing facilities. No emergency cord in disabled toilet.	Facilities Manager	Quotes being arranged, action to be taken	Fully compliant Toilets to be accessible to wheelchair users
	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	

<p>Improve the delivery of information to pupils with a disability</p>	<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>Once a child's class is decided upon, a Soundfield is to be installed or checked to ensure it works.</p>	<p>SENCO / Premises Officer</p>	<p>Ongoing</p>	<p>All pupils with a disability will have access to all relevant information.</p>
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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