

Accessibility Policy

Compass Primary Academy



Approved by:	Jo Fallowell	Date: December 2018
Last reviewed on:	December 2018	
Next review due by:	December 2019	

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

At Compass Primary we have a vision that all children should be entitled to explore, discover and dream. We have 5 school values, one of which is respect. Pupils, adults and families are all encouraged and expected to treat others with courtesy and to make others feel good about themselves. We also promote the value of cooperation where learning behaviours such as sharing, turn taking, teamwork, awareness of others' needs and encouraging others are all celebrated.

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

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

The academy supports any available partnerships to develop and implement the plan. As an academy within the Brooke Weston Trust, we abide by the Accessibility Guidelines outlined in this document: [Brooke Weston Accessibility Policy](#).

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.

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.

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 good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Assemblies reflect the inclusive values and ethos which Compass Primary Academy promotes.</p> <p><i>Using specialist teachers to support learning and to give pastoral and inclusion support.</i></p> <p><i>Organising Teaching Assistant (TA)</i></p>	<p>To raise the profile and knowledge of learning needs which are ‘invisible’.</p> <p>E.g. autism, anxiety and depression through PSHE lessons and assemblies.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>For all pupil to be screen for ‘happiness’ using <u>The Children’s Happiness Scale</u>.</p> <p>Buddy schemes to support vulnerable pupils.</p>	<p>DBy Rho AHa</p>	<p>April 2019</p>	<p>Pupils and teachers will be informed about the practical and emotional issues related to mental health.</p>

	<p><i>deployment to cover a mix of curriculum and learning needs.</i></p> <p><i>Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).</i></p>					
<p>Improve and maintain access to the physical environment</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 • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves are at wheelchair accessible height • <i>The outside play areas are flat and almost completely accessible to wheelchair users</i> 	<p>To review our accessibility strategy for the stairs at the end of our corridors. Although this is not an accessibility barrier for pupils or adults in the school currently, we want to promote our school environment as accessible to all.</p>	<p>Half-termly Accessibility and Health and Safety walks to be completed with the Health and Safety Officer and Site Supervisor.</p> <p>Working with Occupational Therapy to consistently improve the learning environment for individual children e.g. table and chair types/sizes</p>	<p>DBy NFa</p>	<p>Six times per year on a half-termly basis.</p>	<p>All areas of the academy are accessible to all pupils when required.</p> <p>Evacuation Plans are regularly reviewed for pupils and adults with disabilities as well staff working with disabled pupils.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our academy 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 • Induction loops 	<p>All pupils, staff and visitors to the school are able to access information.</p>	<p>Pictorial or symbolic representations to be displayed to aid navigation around the school site.</p>			

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal, Jo Fallowell in conjunction with the Health and Safety Link governor Bob

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) clause 65
- Supporting pupils with medical conditions policy

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Appendix 1: Accessibility Audit

Statement			
Key personnel/groups consulted about accessibility issues	Kelly Greaves		
Actions approved on	5 th December 2018		
Signed	<table border="1"> <tr> <td>Jo Fallowell</td> <td>Principal</td> </tr> </table>	Jo Fallowell	Principal
Jo Fallowell	Principal		
Review date	5 th December 2019		

Participation and learning			
Question	Yes	No	Action required
Do staff have the necessary training to teach and support those with a disability?	X	<input type="checkbox"/>	All Teaching staff and Support staff access training regarding SEN/D policy and it is continually updated annually or when necessary. Pupils with specific disabilities and/or medical conditions have their needs detailed in Individual Care Plans and staff are trained as necessary.
Are there opportunities for all to achieve, including in music, drama and physical activities?	X	<input type="checkbox"/>	A fully inclusive curriculum is delivered and a range of extra-curricular clubs are offered to all too. Particularly SEN/D pupils attending local cluster sporting events. School additional provision includes 'Sensory Circuits' and 'Play Leaders'.
Do staff recognise and plan for the additional time and effort needed by those with disabilities?	X	<input type="checkbox"/>	
Are alternative experiences made available for those who cannot participate in particular activities given alternative experiences?	X	<input type="checkbox"/>	Alternative arrangements and activities are in place for any pupil who is unable to participate (i.e. short term disability – broken limb)
Has ICT equipment been fitted with additional software/hardware to allow access by those with a disability?	X	<input type="checkbox"/>	Yes – an example would be dictation software on computers and iPads. Visual SEN keyboards.
Are outings and visits accessible to all?	X	<input type="checkbox"/>	Yes, where necessary additional adults, alternative modes of transport would be used, detailed in the Risk Assessment.
Do staff have high expectations for all?	X	<input type="checkbox"/>	
Do all staff strive to remove barriers to learning and participation?	X	<input type="checkbox"/>	
Are reasonable adjustments made where necessary, and is there provision of auxiliary	X	<input type="checkbox"/>	

aids and services where need is identified?			
Design of the premises			
Question	Yes	No	Action required
Is the layout accessible in:	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • learning areas 	X	<input type="checkbox"/>	Classrooms are generally accessible, there is a step into most rooms but an alternative entrance is from a door from an outside veranda. The veranda is accessible at certain areas and a ramp has been put in place where needed.
<ul style="list-style-type: none"> • sporting areas 	X	<input type="checkbox"/>	School hall and outside playground and grass area is wheelchair accessible.
<ul style="list-style-type: none"> • social areas 	X	<input type="checkbox"/>	Dining hall is accessible
<ul style="list-style-type: none"> • play areas? 	X	<input type="checkbox"/>	
Can wheelchair users move freely around premises?	<input type="checkbox"/>	X	A wheelchair could access most areas but to move freely around from one area to another would require using the outdoor areas. The building has 3 distinct areas connected by flights of steps. One flight being of 4 steps and another flight being approximately 10 steps.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	X	<input type="checkbox"/>	1 disabled toilet is accessible.
Are showers available?	X	<input type="checkbox"/>	A shower is accessible in EYFS area.
Are pathways around the premises safe and well signed?	X	<input type="checkbox"/>	
Are parking arrangements appropriate and safe for disabled access?	X	<input type="checkbox"/>	Disabled parking bays are available in school carpark which is a distance of approx 125m. Parking can be made available at the front of the school in special circumstances. Drop off zone in carpark has been made available to Parents and Pupils.
Are emergency and evacuation systems appropriate for all?	X	<input type="checkbox"/>	Individual care plan pupils have their own protocol – staff are aware.
Are alarms accessible to all (ie via flashing lights as well as sirens)?			Alarms are only audio.
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	<input type="checkbox"/>	X	
Are signs clear and simple?	X	<input type="checkbox"/>	
Does décor provide appropriate contrast and harmony for those with visual impairment, autism or epilepsy?	X	<input type="checkbox"/>	Contrasting white edging is on steps. Lighting in classrooms is appropriate. Any problems with flickering lights or interactive whiteboards are reported and fixed immediately, suitable and varied backgrounds

			are used on IWB.
Are all areas well lit?	X	<input type="checkbox"/>	
Are steps taken to reduce background noise for those with a hearing impairment?	X	<input type="checkbox"/>	An audio audit has been conducted last year and rooms are designed adequately with appropriate sound reduction materials in place.
Is furniture and equipment selected, adjusted and located appropriately?	X	<input type="checkbox"/>	Specialist seating has been sourced for individual pupil with disability.