


Accessibility Policy	
Updated	July 2023
Status	Statutory policy Delegated to the Finance and Resources Sub-Committee Updated every 3 years
Review	July 2026



This plan sets out the proposals of the Management Committee of the school to increase access to education for pupils with SEND. The strategy covers our statutory duty as set out in the Disability Discrimination Act.

A person suffers a disability 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 carry out normal day to day activities.

Our duty under the Disability Discrimination Act sets out that all schools will:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty); and
- ensure that the Local Authority and Management Committee have the duty to publish Accessibility Strategies and Plans.

1. Statement of intent

Compass School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness of the school.

Compass School aims to include all pupils, including those with special educational needs and disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils;
- identifying ways in which all pupils can access the full curriculum;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- raising awareness of SEND amongst all stakeholders;
- providing information for pupils with SEND in a form which is user friendly;
- using language which does not offend in all its' literature and make staff and pupils aware of the importance of language;
- an inclusive ethos.

2. Access to the curriculum

We are committed to increasing access to the curriculum, teaching and learning, learning environment, grouping of pupils, access to school facilities, intervention strategies, partnership working and preparation of pupils for transitions.

We will provide support for individuals to enable them to access the curriculum by:

- targeted intervention to increase access;

- a regular audit of physical access difficulties/opportunities; and
- Accessing support services such as those for the hearing or visually impaired.

3. Access to information

We will improve the delivery of written information to pupils, parents, staff and visitors with disabilities. We will ensure that information is made available in various preferred formats within a reasonable time frame.

4. Improving the physical environment

Compass School assess the physical needs of pupils and the practical problems of accessibility to the premises regularly and seek to remedy any shortcomings. We will prioritise changes and improvements and make the necessary representations in order to facilitate any changes. We will plan for the development in the school in a way which incorporates the facilities necessary to promote inclusion.

5. Equality Impact Assessments

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the Management Committee groups includes the due regard for Equality and Diversity issues, as required by the Equality Act 2010 and its duties.