



Compass Learning Centre

Accessibility Plan 2023-2026

Statutory Policy: YES		Governor Action: NO		
Governors' Committee Responsible:		Full Governing Body		
Link Governor:		Chair of Governors		
Link SLT:		School Business Leader & SEND & Inclusion Lead		
Person Responsible:		School Business Leader & SEND & Inclusion Lead		
Date Reviewed:		May 2025		
Next Review Date:		May 2026 (annual submitted to Governors for consideration)		
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>		• Special Educational Needs and Disability policy and related SEN information report • Policy for Supporting pupils at school with medical conditions • Equality Information and Equality Objectives Learning & Teaching Policy • Health & Safety Policy (including off-site safety) • Relationship & Behaviour Policy and Principles • School Development Plan		
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓	✓		✓

Inspire, Transform, Excel and Succeed

Signed: *Alison Glazier* Headteacher Date: 13.05.25

Signed: *Aimee O'Brien* Link Governor Date: 26/05/25

Equality Impact Assessment – initial screening record

- What area of work is being considered? - Upon whom will this impact?	Accessibility Plan Students / Staff / Visitors																																				
How would the work impact upon groups, are they included and considered? <table border="1" data-bbox="193 573 1165 808"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
The Equality Strands	Negative Impact	Positive Impact	No impact																																		
Minority ethnic groups		√																																			
Gender		√																																			
Disability		√																																			
Religion, Faith or Belief		√																																			
Sexual Orientation		√																																			
Transgender		√																																			
Age		√																																			
Rurality		√																																			
Does data inform this work, research and/or consultation. And has it been broken down by the equality strands? <table border="1" data-bbox="193 1016 1165 1274"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td>√</td><td></td><td></td></tr> <tr><td>Gender</td><td>√</td><td></td><td></td></tr> <tr><td>Disability</td><td>√</td><td></td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td>√</td><td></td><td></td></tr> <tr><td>Sexual Orientation</td><td>√</td><td></td><td></td></tr> <tr><td>Transgender</td><td>√</td><td></td><td></td></tr> <tr><td>Age</td><td>√</td><td></td><td></td></tr> <tr><td>Rurality</td><td>√</td><td></td><td></td></tr> </tbody> </table>		The Equality Strands	No	Yes	Uncertain	Minority ethnic groups	√			Gender	√			Disability	√			Religion, Faith or Belief	√			Sexual Orientation	√			Transgender	√			Age	√			Rurality	√		
The Equality Strands	No	Yes	Uncertain																																		
Minority ethnic groups	√																																				
Gender	√																																				
Disability	√																																				
Religion, Faith or Belief	√																																				
Sexual Orientation	√																																				
Transgender	√																																				
Age	√																																				
Rurality	√																																				
Does the initial screening highlight potential issues that may be illegal? No Further comments:-																																					
Do you consider that a full Equality Impact Assessment is required? No																																					
Initial screening carried out by Personnel Administrator Signed: Michelle Nokes Dated: 13.05.25																																					
Comment by Headteacher: Reviewed with no changes Signed <i>Alison Glazier</i> Dated: 13.05.25																																					

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

2. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability policy and related SEN information report;
- Policy for Supporting pupils at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Learning & Teaching Policy
- Health & Safety Policy (including off-site safety)
- Relationship & Behaviour Policy and Principles
- School Development Plan

3. Our vision and aims

Compass Learning Centre wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including alternative curriculum and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Compass Learning Centre asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers regularly.

Curriculum

Compass Learning Centre has improved access to the curriculum for disabled pupils through the following means:

- using dedicated laptops and interactive Whiteboards to support the curriculum;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of social emotional mental health, ADHD, attachment difficulties on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).
- Modifying whiteboard backgrounds and font to support pupils with visual impairment and specific learning difficulties
- Applying for large font text exam papers for pupils with visual impairment.

Physical Environment

Compass Learning Centre has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 3 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing accessible toilets;
- ensuring that there is good lighting throughout the school, making use of natural light where possible and reducing glare through the use of blinds and film fitted to windows in classrooms, hall and offices;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Compass Learning Centre already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing large font versions of our school policies (on request)
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Compass Learning Centre will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Compass Learning Centre will work in partnership with the Dorset Council in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Compass Learning Centre's Accessibility Plan will be implemented by Kerry Taylor, School Business Leader * and Becky Hubbard, SEND & Inclusion Lead.

Sufficient resources will be allocated by Compass Learning Centre to implement this Accessibility Plan.

6. Monitoring

Compass Learning Centre Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Full Governor Board.

The governing body, or proprietor will monitor Compass Learning Centre's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Compass Learning Centre Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Compass Learning Centre complaints procedure covers the Accessibility Plan.

Approved Full Governing Body Meeting

DATE

Review date May 2026

* new School Business Leader in post from September 2024.

The Compass Accessibility Action Plan 2023-2026

Improving the Physical Access at Compass Learning Centre

The Compass is a single storey building on a level site which was a former school for students with severe learning and physical disabilities. It has wide doorways to classroom and all corridors. All rooms are accessible to wheelchair users. There is an accessible toilet for wheelchair users.

Item	Activity	Timescale	Cost £
<i>Cost out the items specified below</i>	Seek LA advice with regards to the costs of these activities, which will also enable us to make an estimate of time required.		
Removal of uneven paving slabs from alternative entrance to classroom end of the Hub	Provide a safer surface for all users accessing all entrance and exit points by the Hub building	By September 2023 Completed	TBC
Uneven surface outside KS3 area to be remedied	To remove trip and slip hazard	By May 2023 Completed	NIL

The Compass Accessibility Action Plan 2020-2023

Improving the Physical Access at Compass Learning Centre

Item	Activity	Timescale	Cost £
<i>Cost out the items specified below</i>	Seek LA advice with regards to the costs of these activities, which will also enable us to make an estimate of time required.		
Resurface / clean walkway leading to Hub entrances	Provide a safer surface for all users accessing all entrance and exit points by the Hub building	By September 2021 Completed	TBC