



SEND Accessibility Plan

Compass Lingwood



POLICY	SEND Accessibility Plan
STATUS/DATE OF THIS VERSION	May 2026
APPROVED BY	Board of Trustees
RATIFIED BY	Board of Trustees – July 2026
REVIEW	May 2029

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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.

At Compass Lingwod, we are committed to meeting the need all pupils and aim to minimise barriers to learning so that all pupils feel valued and achieve their potential. We adopted a whole school approach to Special Educational Needs and Disabilities.

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. The school engages regularly with the Norfolk Local Authority and the Unity Education Trust.

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

We have included a range of stakeholders in the development of this accessibility 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

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 SEND</p>	<ul style="list-style-type: none"> • Our school offers adaptations to the curriculum and wider school environment to cater for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum, as set out in our SEND Information Report and Provision Menus on Individual Pupil SEND Support Plans • Single level floor with steps and ramped access to outside areas • Curriculum progress is tracked for all pupils, including those with a disability and the SENDCo works with SLT to identify any pockets of under-performance • Targets are set effectively and are appropriate for pupils with additional needs, as set out on their SEND support plans • The curriculum is reviewed by Leaders and Trust Directorate to make sure it 	<p>To fully embed good practice in delivering high quality Universal Provisions to meet high incidence, low impact SEND.</p>	<p>SENDCo to lead staff training on new approaches, with a particular focus on universal provisions and adaptations, such as Widgit.</p> <p>NSFT Therapy team lead regular training on approaches and adaptations to support pupils with SEND.</p> <p>SENDCo and SLT to monitor delivery of Universal provisions within the classroom, and support colleagues as needed to access this</p> <p>SENCO led Smart Target Training to support teachers in effective target setting for pupils.</p>	<p>SENDCo Class Teachers Senior Leadership Team (SLT)</p> <p>NSFT Therapy team</p>	<p>SENDCo monitoring with feedback given to staff as needed.</p> <p>Termly</p> <p>From Summer Term 2026</p> <p>May 2026</p>	<ul style="list-style-type: none"> • Pupils with SEND access a full curriculum alongside their peers, and as a result make good progress • Classrooms are inclusive spaces, where physical and educational adaptations are made to the learning and environment to meet the needs of individuals • Staff carefully consider adaptations to meet the needs of particular learners in particular lessons (not one size fits all)

	meets the needs of all pupils		Teaching assistants			
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"> • Level access or ramps available to access all buildings and classroom areas. • Quiet areas identified in school to support learners who may need an alternate space to go to if needed • Pupils have timetable use of sensory room • Personal Emergency Evacuation Plans (PEEPs) are put in place for those who need support in leaving the building quickly and safely 	Senior leaders, including the SENDCo, and site management staff ensure robust risk assessments and action plans are in place for any pupil requiring physical adaptations to the school environment	<p>Termly site walks identify any emerging needs that require site adaptation.</p> <p>Risk assessment for new sensory room and equipment to be written and disseminated to all staff</p> <p>SENDCo completes individual Sensory Audits as required</p> <p>SENDCo communicates to SLT, Site staff about any specific site adaptations that may be required for new pupils, or current pupils with evolving needs</p>	<p>Site Staff</p> <p>AHT</p> <p>SENDCo</p>	<p>Termly</p> <p>Summer Term</p> <p>As required</p> <p>Summer Term (new starters in September) / ongoing for current pupils</p>	<ul style="list-style-type: none"> • Pupils with additional physical and/or sensory needs can access all elements of school life • School accesses additional support by virtual schools/central teams to get specialist support as needed
Remove barriers to communication for pupils, staff, parents and carers	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage 	All classrooms and school signage embrace a 'total communication' approach, that embraces those learners who may communicate	SENDCo to work with class teachers and SLT to identify signage that could be dual-coded throughout the school	<p>SENDCo</p> <p>Class Teachers</p> <p>SLT</p> <p>Trust lead for EAL</p>	Widgit training Autumn Term 2025	<ul style="list-style-type: none"> • Pupils with additional physical and/or sensory needs are taught in a fully supportive environment.

	<ul style="list-style-type: none"> • Dual-coding in lessons through use of visuals (such as visual timetables) • Large print resources (if required) • Pictorial or symbolic representations for key areas in classrooms (where required to meet needs) <p>For parents specifically, adjustments can be made to how information is shared, which may include written summaries of conversations or information sharing ahead of meetings to allow for processing time.</p>	<p>through means other than verbally</p> <p>All classroom signage and parental communication considers the needs of families with additional needs and/or EAL</p>	<p>Parents to be consulted as to their communication preferences/needs</p>	<p>SLT</p>	<p>For all new starters and annually.</p>	<ul style="list-style-type: none"> • Parents/carers/families feel well-informed about the adaptations in place so that their child can access a full curriculum
--	---	---	--	------------	---	--

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

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's senior leadership team, including the SENDCo, and the central team from Unity Education Trust if required.

It will be approved by the headteacher and the Unity Education Trust.

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
- › SEND policy
- › Supporting pupils with medical conditions policy