

Accessibility plan

Oasis Academy Woodview



Approved by:
Emma Johnson

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Next review due by: Annually

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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 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. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all, and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding across all subjects.

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.

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

We have consulted a range of stakeholders in the development of this accessibility plan, including parents, staff and academy councilors.

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.

3. Action plan

Targets

Development Area	Targets	Strategies	Timescale and Budget	Responsibility	Success Criteria
Creating the Environment 5.9	To ensure all areas of the school, including playgrounds, are accessible to all regardless of individual needs and abilities.	To consult with contractors with a view to providing ramps outside KS2 and foundation stage ground floor classrooms.	30 st April £8,000	Principal and site manager	Disabled pupils will have access to and from the playground using ramps built outside each classroom.
Teaching and Learning 6.1	Attempts to remove barriers to learning and participation experienced by learners with severe language difficulties are seen as opportunities for improving the learning experienced by all.	Introduce Welcomm speech and language tool kit. Relevant staff to be trained.	£538.80	SENDCO	Speech and language difficulties are identified and targeted support can close gaps.
Creating the Environment 5.8, 5.9	Ensure the environment is regularly audited to reduce all barriers to learning, achievement and full participation.	Create a new health and safety team of which the SENDCO will be a part.	Half termly	Senior leadership team	The team will meet half-termly to audit the environment and set targets.

Leadership and Management

The leadership's inclusive vision is reflected in the school's mission statement.

The SEND policy and SEND Information, detailing the provision offered by the academy, is on the website. A paper copy is available upon request.

There are clear procedures for the early identification and assessment of SEND which is reviewed regularly.

New Targets

Development Area	Targets	Strategies	Timescale and Budget	Responsibility	Success Criteria
Leadership and management 1.1	The leadership team to understand how the Academy's values and provision regarding inclusion are achieved	Continue to ensure that timetable of interventions limits withdrawal from lessons.	ongoing	Leadership team SENDCO	All support staff will have an intervention time-table which, as far as is possible, includes non-curriculum time.
Leadership and Management 1.11	All staff are involved in a systematic review of the Code of Practice procedures	Share and review the SEND policy and SEND Information with all staff.	Termly (CPD)	SENDCO	Staff meeting time allocated for review of SEND policy and SEND information.
Leadership and Management 1.9	The leadership team accounts for the effective implementation, monitoring and evaluation of the SEND policy.	Regular monitoring of environment, universal strategies, targeted and specialist interventions.	Termly	Leadership team SENDCO	Monitoring recorded and shared with all staff.

Teaching and Learning

Teaching and learning is regularly monitored by the leadership team and feedback given. Flexible groupings are created to offer all pupils opportunities in developing collaborative learning and support.

Teachers and teaching assistants aim to maximise the independence of children from their direct support.

The academy has a study club which is available to all children regardless of need.

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Parental and Community Involvement

New parents are shown around the school in order to familiarise them with the new setting.

There is a parent representative on the Academy Council.

All parents are regularly invited into school for workshops, performances, Award Assemblies, fetes, weekly Coffee Mornings, termly Parents' Evenings and to work with their children in class during topic weeks.

A variety of media is used to communicate with parents i.e. the school's website, newsletters and text messages

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Parental and Community involvement 1.1	To continue weekly coffee morning tailored to their needs. (Online provision due to covid19) This will include visits from professionals to help support parents, eg. School nurse, Police, housing	Appoint members of staff to run the coffee morning. Designate an area for the coffee morning Survey parents to find out what their needs are. Invite various staff and outside agencies to facilitate the meetings if necessary. Parents to complete evaluation form. Teachers/subject leaders to lead meetings	£500 for resources	Principal SENDCO	Good rates of attendance and positive feedback from parents

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 Mrs Emma Johnson (Principal) and the Academy Council.

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