

## Oasis Academy Woodview Accessibility Plan 2017/18

Oasis Academy Woodview's mission statement is:

*We are a welcoming community that inspires all children to achieve the best. We aim to develop in every child a sense of belonging and respect for all.*

This applies to all children regardless of sex, race, disability, religion or belief and sexual orientation in accordance with the Equality Act 2010. We aim to meet every child's needs within mixed ability, inclusive classes and for all children to participate fully in school life.

### **Improving access to the physical environment.**

The academy has increased the accessibility of the building by installing:

- Two lifts
- An evacuation chair
- Ramps outside three ground floor infant classrooms
- Four disabled toilets (There is at least one on each floor)
- A hearing loop system in the reception area.

Children with disabilities have a Personal Emergency Evacuation Plan (PEEP)

### **New Targets**

<b>Development Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale and Budget</b>	<b>Responsibility</b>	<b>Success Criteria</b>
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 <sup>st</sup> April £8,000	Principal and site manager	Disabled pupils will have access to and from the playground using ramps built outside each classroom.
Creating the Environment 5.9	To provide nappy changing facilities for pupils with toileting issues	To create a personal care area in an appropriate WC incorporating a changing bed	31st October £1,000	Principal and site manager	Pupils have facilities better equipped to meet their needs
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 governor for SEN meets with the SENDCO termly and feeds back to the academy council. She also attends conferences provided by the Communication and Autism Team and advises the academy council on strategies and resources that will support the inclusion of our growing number of autistic children.

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	Create time-table of interventions that limits withdrawal from lessons.	By 30 <sup>th</sup> September	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.	By end of Autumn Term	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.

## New Targets

Development Area	Targets	Strategies	Timescale and Budget	Responsibility	Success Criteria
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.	EYFS Staff plus other support staff to attend Makaton training and teach to all children in EYFS in order to include two non-verbal children.	05/05/2017  £160	SENDCO EYFS leader	EYFS staff and children can use basic Makaton signs and symbols.
Teaching and Learning 6.1	To improve communication for speech and language difficulties	SENDCO, senior learning mentor and two SEN Teaching Assistants to attend ELKAN speech and language training in the Autumn term.  Teachers to shadow Elkan trained staff in order to use best practise the strategies with all children.	20/09/2017  By July 2018	SENDCO  SENDCO	All four trainees will be awarded Elkan level 2 or three.  The school will be awarded the <i>Communication Friendly Schools</i> status.  Monitoring will demonstrate evidence of Elkan recommended strategies being used universally.

## 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.

The Cygnet course was run in the academy and parents from the wider community attended.

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 invite parents to a weekly coffee morning tailored to their needs.  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.	£500 for resources	Deputy Principal	Good rates of attendance and positive feedback from parents

Written September 2017

Agreed by Academy Council on \_\_\_\_\_

To be reviewed \_\_\_\_\_