**Oasis Academy Woodview Accessibility Plan - September 2017-2020**

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**

| 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. | 30st April<br><br>£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<br><br>£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 halftermly 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 timetable of interventions that limits withdrawal from lessons. | By 30th September | Leadership team<br><br>SENDCO | All support staff will have an intervention time-table which, as far as is possible, includes noncurriculum 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<br><br>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. | £160 | SENDCO EYFS leader | EYFS staff and children can use basic Makaton signs and symbols. |

**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

**New Targets**

| Development Area | Targets | Strategies | Timescale and Budget | Responsibility | Success Criteria |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Parental and Community involvement 1.1 | To continue weekly coffee morning tailored to their needs. | Appoint members of staff to run the coffee morning. | £500 for resources | Principal | Good rates of attendance and positive feedback from parents |
| | This will include visits from professionals to help support parents, eg. School nurse, Police, housing | Designate an area for the coffee morning<br><br>Survey parents to find out what their needs are.<br><br>Invite various staff and outside agencies to facilitate the meetings if necessary.<br><br>Parents to complete evaluation form. | | | |