

## **Oasis Academy Bank Leaze Accessibility Plan 2021 – 2022**

Plan agreed: October 2021 - Plan Review: June 2022

Lead member of staff: Jo Chambers, Co-Principal, SENCO

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 & 2005 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the Academy curriculum.
2. Improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the Oasis Academy Bank Leaze Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Academy's Aims

- Embraces a partnership between the Academy and home.
- Offers each member the opportunity to grow in knowledge fostered through shared values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability • Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- Curriculum provides a setting in which all pupils have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002

- The Disability Discrimination Act (amended for schools 2001)
- Code of Practice for Schools (Disability Rights Commission)

**Accessibility Plan- Identifying Barriers to Access**

	Completed	In Progress	Under discussion	Not yet addressed
School trips made accessible to all pupils irrespective of attainment or impairment.	✓			
Preparation for entry into the Academy. (Admissions Policy - within the resources of the Academy, Academy Prospectus and pupil information pack.)	✓			
School clubs and activities.			✓	
Ensure that staff have the necessary training to teach and support disabled pupils.		✓		
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	✓			
High expectations of all pupils	✓			
Full access to the curriculum.		✓		
Academy policies, ie Anti-bullying, SEN policies, Health & Safety. (All in place with annual review).	✓			
Classrooms are organised for disabled pupils	✓			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, dining hall, library, outdoor sporting facilities and playgrounds – allow access for all pupils	✓			
Pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	✓			
Pathways of travel around the school site and parking arrangements safe, routes logical and well signed.	✓			
Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components	✓			

Non-visual guides assist pupils and visitors to use buildings including lifts with tactile buttons.	✓			
Steps are made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	✓			
Furniture and equipment selected, adjusted and located appropriately.	✓			
Access to school facilities.	✓			
Breaks and lunchtimes.	✓			
Lessons are responsive to pupil diversity	✓			
All pupils encouraged to take part in music, drama and physical activities.	✓			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.		✓		
Provide access to computer technology appropriate for pupils with disabilities.	✓			
Assessment and testing arrangements.	✓			
Preparation of pupils for the next phase of education.	✓			
Provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	✓			
Ensure staff are familiar with technology and practices developed to assist people with disabilities.		✓		

The Academy building and site has allowed us to ensure that we are meeting the existing needs of those pupils with some form of disability at present. However, we recognise that we need to review individual needs over time and may need to revisit some specific areas should we have pupils with profound hearing loss or more severe visual impairment than has been the case previously.

**Actions:**

- We will review the needs of pupils as part of our termly review of the SEND register and will communicate any additional needs regarding the building and site to the Principal, Business & Finance Director and Health & Safety Officer.
- We will liaise with local schools to ensure that pupils in new intakes, or mid-year transfers, have their needs met when attending the Academy. Should there be additional needs regarding the building and site, these will be reported to the Principal, Business & Finance Director and Health & Safety Officer.

- The Principal, Business & Finance Director and Health & Safety Officer will work with the site team and wider services to ensure work to meet the needs of disabled pupils is completed in an efficient and timely manner.
- Develop the Academy offer for appropriate after school clubs for pupils with SLD and complex needs
- Staff CPD on specific needs, sports coaching and technologies to assist pupils, staff and parents/carers with disabilities