

Accessibility plan

Oasis Academy John Williams



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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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. All students access a broad and balanced curriculum dependent on their needs.

Reasonable adjustments are made for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.

Use our best endeavours to secure Special Educational Needs and Disability provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.

Request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.

Support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.

Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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, 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, including: students, parents, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
	Include established practice and practice under development	State short, medium and long term objectives			

<p>Increase access to the curriculum for students with a disability.</p>	<ul style="list-style-type: none"> • Our academy offers an adapted curriculum for all students. • We use resources and strategies tailored to the needs of students who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability/additional needs and relevant actions are implemented. • Targets are set effectively and are appropriate for students with additional needs. • The curriculum is reviewed to ensure it meets the needs of all students. • Quality Assurance for SEND has been created. • Guidance from specialists e.g. sensory support, occupational health and physiotherapists. • Medical conditions policy updated. • Comprehensive fire evacuation plan in place for students with physical disabilities. 	<p>Short term – regularly update staff of specific students and their needs.</p> <p>Students with medical needs are appropriately supported.</p> <p>Appropriate training delivered and up to date.</p> <p>Medium term - Quality Assurance for SEND to be implemented effectively with all staff being held to account.</p> <p>Subject specific staff are skilled to deliver via appropriate technologies.</p> <p>Review the provision offered for KS4 GCSE options. Quality Assurance for SEND to be launched to staff.</p> <p>Long term - all SEND strategies are embedded into the academy’s ethos and are monitored regularly.</p> <p>Quality Assurance for SEND to be embedded effectively with</p>	<p>Pupil passports updated and fully accessible to all staff.</p> <p>Regular staff briefings and CPD opportunities.</p> <p>Organise regular training sessions for teachers with a focus on specific difficulties.</p> <p>To ensure all teachers and support staff understand how to adapt resources and strategies to ensure they create a positive learning experience.</p> <p>Evacuation drill completed.</p> <p>All new staff trained in how to safely evacuate those with a physical disability.</p>	<p>KFI/SCO</p> <p>KFI</p> <p>KFI</p> <p>KFI</p> <p>SHA</p> <p>SHA</p>	<p>All teachers and support staff are able to fully meet the requirements of students’ needs.</p> <p>Evidence of relevant adaptations and students making expected progress is clear in lessons.</p> <p>All pupil passports are updated.</p> <p>CPD and training completed.</p> <p>Briefings used effectively and regularly.</p> <p>Key workers in place.</p> <p>Seating plans and intentional</p>
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		<p>all staff being held to account and required actions taken which includes identifying relevant CPD.</p> <p>All staff at OAJW are equipped to support any disability.</p>	<p>Seating plans scrutinised.</p> <p>IT/equipment investigated and used where appropriate, such as voice to text software.</p> <p>All manual handling/personal care training is up-to-date where necessary.</p>	<p>KFI</p> <p>IT/KFI</p> <p>SHA</p>	<p>strategy sheets are correct.</p>
<p>Improve and maintain access to the physical environment for all students.</p>	<p>The building is fully accessible to all physically disabled students. The environment is adapted to the needs of students as required, which includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Access parking bays • Access toilets • Library shelves at wheelchair accessible height • Two lifts in the academy are accessible for those with a physical disability • Students needing wheelchair access to rooms are timetabled appropriately 	<p>Short term - To ensure all classrooms are accessible and make necessary reasonable adjustments if needed so students can access the desks in all rooms.</p> <p>All steps and edges are regularly repainted so they are visible for partially sighted students and adults.</p> <p>Install a ramp for all ground floor areas with steps.</p> <p>To ensure all drainpipes are secured and are not loose.</p> <p>Medium term - To ensure there is suitable doorway</p>	<p>To buy raisers for the desks as and when they are needed.</p> <p>Site team to repaint annually which is to be included in summer works program.</p> <p>Site team to include this in their summer works program.</p> <p>As and when required.</p>	<p>TS/KFI</p> <p>TS</p> <p>TS</p> <p>TS</p>	<p>All steps and edges are painted yellow and are maintained at least once a year.</p> <p>Ramps are available around the academy if needed.</p> <p>Students are timetabled in accessible classrooms based on their needs.</p>

	<ul style="list-style-type: none"> • All steps and edges are visible for the partially sighted by painting them yellow • Large signage above department entrances • Enlarged A3 maps are printed for students with visual impairments <p>Classrooms audited to check accessibility e.g. adjustable tables.</p>	<p>access to key areas of the academy which include appropriate ramps for wheelchairs if needed.</p> <p>Long term – An access toilet could have a shower installed for a wheelchair user.</p> <p>Hoist to be installed in sports changing room for persons who require full physical care support.</p> <p>To ensure doorway access to all blocks is suitable for all users, this includes the size of the doorways and ramps.</p> <p>The academy can be accessed by any student with any form of disability.</p>	As and when required	TS	<p>All drain pipes are secure.</p> <p>Shower and hoist installed in identified toilet.</p> <p>Room identified and converted into a physio room.</p>
Improve the delivery of information to students and parents/carers with a disability.	<p>All written information is provided either via laptop or individual hard copy that is clear to read.</p> <p>A writing slope or other equipment to be used to increase independence.</p> <p>Our academy uses a range of communication methods, where relevant, to ensure information is accessible. This includes:</p>	<p>Short term - Identify any students and parent/carers (that we are not currently aware of) that may need information communicated in a different format.</p> <p>To ensure all assessments of need are up to date and strategies implemented/followed.</p>	<p>To look at the structure of the SEND team so we can either recruit or train a LSA that is qualified in Makaton/sign language.</p> <p>Create a parent/carers survey to identify if any</p>	KFI KFI	<p>All written and spoken communication is accessible for all parents/carers and students.</p>

	<ul style="list-style-type: none"> • Internal signage • Large print resources • Translated into a different language • Pictorial or symbolic representations • Resources on different coloured paper • Simplified language • Audio and video tape • Work with the Teacher of the Visual Impaired and the Teacher of the Deaf. 	<p>Identify those that have English as an Additional Language and implement appropriate strategies to support them.</p> <p>Medium term - To appoint a member of the SEND team who is qualified in sign language and Makaton.</p> <p>All staff understand how to increase independence whilst supporting the access of written information.</p> <p>Long term – Carry out surveys to establish whether members of the OAJW community require information to be delivered in a different format.</p> <p>IT is provided that is personalised to the students' specific needs.</p>	<p>need additional support.</p> <p>To evaluate the visibility of the signage.</p> <p>As and when required, braille signs may need to be implemented.</p> <p>To create a report which identifies students who have EAL.</p> <p>Ensure all staff have knowledge of and are implementing strategies to support those students who have EAL.</p>	<p>SHA/TS</p> <p>KFI/TS</p> <p>KFI</p> <p>KFI</p>	
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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 Oasis Community Learning and the Principal.

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 Students with Medical Conditions Policy