Oasis Academy Blakenhale

Equality and Accessibility Plan 2026– 2027

3-year period covered by the plan:

Plan Agreed	**September 2026**	
Review date	**September 2029**	
Lead members	**Natasha Hussey** **Helen Cotterell** **Lucy Bate**	

Aims

In accordance with the Equality Act 2010, all schools are required to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to benefit fully from education, facilities, and services.
- Improve the availability of accessible information for pupils with disabilities.
- 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
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- 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 students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

Oasis Academy Blakenhale is committed to treating all pupils fairly and with respect. We aim to provide access, opportunity, and participation for every pupil, without discrimination of any kind. Our curriculum planning across all subjects ensures that the school meets the diverse needs of all learners, taking account of characteristics such as ability, disability, culture, ethnicity, language, religion, sexual orientation, gender, age, and social circumstances.

We recognise the importance of preparing all pupils to participate fully in a diverse, multi-ethnic society. Through regular assessment, pupil progress reviews, and close collaboration between class teachers and the SENDCo, we ensure that all children receive equitable access to learning and have the support necessary to achieve success across all subjects.

The school is committed to ensuring that all staff receive appropriate training in equality matters and in understanding the duties and expectations set by the Equality Act 2010, including the specific requirements surrounding disability.

We value collaborative work and engage with relevant partners, such as parents and external agencies , to develop, review, and implement our Accessibility Plan effectively.

Our school's Complaints Procedure applies to concerns relating to accessibility. Parents or carers who have accessibility-related concerns should follow the steps outlined in that procedure.

Legislation and Guidance

This policy 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 a disability as a physical or mental impairment that has a "substantial" and "long-term" adverse effect on a person's ability to carry out normal day-to-day activities.

Under the SEND Code of Practice:

- Long-term is defined as lasting a year or more.
- Substantial means more than minor or trivial.

The definition includes:

- Sensory impairments (e.g., those affecting vision or hearing).
- Long-term medical conditions (e.g., asthma, diabetes, epilepsy, and cancer).

Under the Equality Act 2010, schools must make reasonable adjustments for pupils with disabilities to reduce or remove any substantial disadvantage compared with non-disabled pupils. These adjustments may include the provision of:

- Auxiliary aids,
- Changes to classroom organisation or teaching approaches, and
- Adaptations to the physical environment or facilities.

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

- Inclusive School (DfES0774/2001)
- SEN & Disability Act 2001
- The SEN Code of Practice 2015
- The Disability Discrimination Act (amended for schools 2001)
    - Code of Practice for Schools (Disability Rights Commission

Monitoring

This Equality and Accessibility Plan will be reviewed every three years, in line with statutory requirements. However, the plan may be reviewed and updated more frequently if necessary to reflect:

- Changes in legislation
- Updates in school practice
- Identified needs of pupils
- Outcomes from monitoring and evaluation

Ongoing monitoring of accessibility and equality actions will take place through:

- Regular SEND and inclusion reviews with the SENDCo
- Curriculum monitoring and subject leader evaluations
- Learning walks and environment audits
- Feedback from pupils, parents, staff, and external professionals
- Analysis of progress and attainment data for pupils with SEND or disabilities

Where issues or barriers to access are identified, appropriate adjustments and actions will be implemented promptly.

Accessibility Plan - Identifying Barriers to Access

Accessibility Barrier	Completed	In Progress	Under Discussion	Not Yet Addressed
School trips made accessible to all students irrespective of attainment or impairment	✓			
Preparation for entry into the Academy (Admissions Policy, Academy Prospectus and student information pack).		✓		
School clubs and activities.	✓			
Ensure that staff have the necessary training to teach and support disabled students.	✓			
Staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.	✓			
High expectations of all students.	✓			
Full access to the curriculum.	✓			
Academy policies (Anti-bullying, SEN, Health & Safety) reviewed annually.	✓			

Classrooms are organised for disabled students.	✓			
The size and layout of all areas allow access for all students.	✓			
Students who use wheelchairs move around the school without experiencing barriers.	✓			
Pathways of travel around the school site and arrangements are safe, logical and well signed.	✓			
Emergency and evacuation systems inform all students, including students with SEN and disabilities.	✓			
Non-visual guides assist students and visitors to use buildings including lifts with tactile buttons.	✓			

The Academy building and site has allowed us to ensure that we are meeting the existing needs of those students 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 students with profound hearing loss or more severe visual impairment than has been the case previously.

Actions:

- We will review the needs of students as part of our termly review of the SEND register and will communicate any additional needs regarding the building and site to the Principal and the Health & Safety Lead.
- We will liaise with local schools to ensure that students 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 and the Health & Safety Champion.
- The Principal and the Health & Safety Lead will work with the site team and wider services to ensure work to meet the needs of disabled
- Students is completed in an efficient and timely manner.
- We will update our preparation for entry to the academy procedures to include a student information pack

Oasis Academy Blakenhale Disability Accessibility Plan 2026-2029

Improving access to the curriculum

Term	Targets	Strategies	Outcomes	Timeframe
Short Term	To ensure that all curriculum activities and extra-curricular activities are accessible to all pupils.	To carry out curriculum reviews; Act on suggestions following SEND reviews; Extend the range of extra-curricular activities to suit individual needs and ensure all children are able to access provision offered.	More opportunities across the curriculum available for pupils with additional needs; List of extra-curricular activities including which pupils are involved.	
Medium Term	To plan and implement improvements and adaptations to curriculum and extra-curricular activities as and where required.	Ensure all new developments comply with current legislation; Ongoing liaison with property and estates team.	Academy building enables access for all pupils; Good access to IT provision; Good levels of staff support.	
Long Term	To review short and medium priorities in light of new legislation or where a specific need arises.	Admission profiles created for every pupil admitted; One-page profiles for all SEND pupils.	Curriculum designed around the needs of the pupils and local community; Wide range of teaching styles used; All staff receive training in inclusive classrooms.	

Physical Improvements to the Environment

Term	Targets	Strategies	Outcomes	Timeframe
Short Term	To ensure all parts of the building and any further alterations are fully accessible to all pupils.	All plans and building designs reference H&S requirements and access plans.	Building fully compliant with legal requirements and guidance to meet current children's needs.	
Medium Term	Any future decoration to comply with legislation for visually impaired pupils.	Ongoing consultation with estates team.	All areas of the building accessible via ramps and handrails. Lift available for use by pupils, staff and parents who cannot use the stairs. Disabled parking arrangements in place.	
Long Term	To ensure the whole academy site is fully accessible.	To carefully consider the use of lifts, ramps, footpaths and access for vehicles and pedestrians.	All areas of the building accessible via ramps and handrails. Lift available for use by pupils, staff and parents. Disabled parking arrangements in place.	

Improving Provision of Information

Term	Targets	Strategies	Outcomes	Timeframe
Short Term	To improve communication with disabled pupils/users.	Liaise with specialist staff with reference to different formats of information. Ensure the academy website is clear and easy to access. Parent messaging service embedded.	Increased choices of how to access information.	
Medium Term	To consult with Disability Information Service about the best way to make information available to all users.	Increase levels of awareness amongst staff responsible for information. Feedback from pupils, staff, parents and visitors.	Information accessible to all. Variety of ways available to access information depending on specific need.	
Long Term	To review progress made in short and longer term.	Analyse feedback and plan for next steps of development.	Wider understanding of issues involved.	