



## Oasis Academy Blakenhale Infant/Junior Accessibility Plan

2023 -2024



### **Accessibility plans**

Some pupils in our Academies have disabilities. We are committed to meeting the needs of these pupils as we are to meeting the needs of all groups of pupils within our Trust. Under the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils i.e. making reasonable adjustments.

**Accessibility plans** are in place in each Academy, as per the 2010 Equality Act.

Accessibility plans ensure that:

- Disabled pupils have full access to all areas of learning, social interaction and enrichment
- Academy routines and the curriculum are reviewed to ensure that disabled pupils are not placed at a disadvantage
- Academies review their environments to guarantee access for disabled pupils and will make use of specialist furniture and equipment for pupils with specific physical needs, where necessary
- Disabled pupils can take advantage of all that the Academy has to offer

Teachers modify their learning and teaching expectations as appropriate for pupils with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

pupils who are taught in our SEND Resource Bases have regular opportunities to integrate in the mainstream academy so that they have equality of opportunity in terms of provision and opportunity, including extra-curricular activities.

Teachers and support staff ensure that the work undertaken by disabled pupils:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work or when, for example, using vision aids

- is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allows hearing-impaired pupils to learn about sound in science and music, and visually impaired pupils both to learn about light in science and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this

## APPENDIX 1 Accessibility Plans

### Legal Background

Under the Equality Act 2010 all Academies must have an [Accessibility Plan](#). The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of protected characteristics including sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other Academy planning documents.

The plan will be reviewed by the Academy and monitored by the Regional Director.



The Monitoring and Evaluation Team will look at policy into practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals 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; which includes teaching and learning and the wider curriculum of the Academy, such as participation in after school clubs, leisure and cultural activities or Academy visits;
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

Development area	Targets	Strategies	Outcome and by when	Success indicators
<b>Administering medicines</b>	Identified Staff trained to administer regular and emergency medications.	Training provided by school nurse team.	Staff are confident in the administration of medication specific to the needs of the pupils in their class.	Pupils receive medication appropriate to their needs regularly and successfully.
<b>Wheelchair access</b>	To ensure that the lift is always operational in order to accommodate wheelchairs and their users.	Regular maintenance	On-going communication with engineers	People in wheelchairs have access to the main academy building.
<b>Staff training</b>	Teaching approaches and learning activities are made accessible to all pupils.	Staff dealing with vulnerable groups have the appropriate training from the external services.	Progress is secure and children are working towards national averages consistently throughout the school.	Progress data
<b>Stimulating environment</b>	To ensure that all groups of children are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas.	The environment is regularly audited to reduce all barriers to learning, achievement and full participation.	Pupils are able to gain access to all resources and stimuli which they need in order to reach their full potential.	Pupils happy and fully engaged in their learning and making good or accelerated progress.
<b>Curriculum delivery</b>	Classrooms are organised for all pupils including those with a disability.	Guidance from specialists (PSS, BSS, Visual impairment service, Speech and language, educational psychologist, Family support)	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils are able to access learning environment independently or with limited support.

<b>Speech and language therapy</b>	Improve language skills of pupils who have entered Year 3 and existing pupils within the academy.	Analysis of language needs and creation of appropriate language programmes by the new Speech and Language therapist.	Children have greater understanding of spoken language and are able to articulate their thoughts effectively	More pupils are speaking at age appropriate levels in all year groups.
<b>School design for disabled pupils</b>	All areas accessible to disabled pupils.	Strategic discussions with the Academy sponsors, incorporates school prioritised disabled access points as an integral part of property and estates buildings.	New entrance to the academy will be fully accessible for all adults and children with a disability. Stairs by the old reception area will be serviced by a lift which can accommodate a wheelchair to get to the first floor.	Disabled pupils able to access all physical areas without difficulty.
<b>Curriculum delivery</b>	Classrooms are organised for all pupils including those with a disability.	Guidance from specialists (autism service, PSS, BSS, Visual impairment service, Speech and language, educational psychologist, Family support)	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils are able to access learning environment independently or with limited support.