

**Oasis Academy Blakenhale Junior Accessibility Plan**

**2018 -2019**

<b>Development area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome and by when</b>	<b>Success indicators</b>
<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.
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