

Oasis Academy Longmeadow Accessibility Plan

2021-2022.

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 **Accessibility Plan** sets out the proposals to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled students 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 students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Oasis Academy Longmeadow aims to:

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- Nurture children towards positive self-worth and self-confidence as learners
- Help each mature socially and emotionally to secure an inclusive learning environment Support individual pupils with;
 1. special educational needs
 2. Disabilities
- Provide training to all staff regarding the needs of disabled people

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.	<input checked="" type="checkbox"/>			
Preparation for entry into the Academy. (Admissions Policy - within the resources of the Academy, Academy Prospectus and pupil information pack.)	<input checked="" type="checkbox"/>			
School clubs and activities	<input checked="" type="checkbox"/>			
Ensure that staff have the necessary training to teach and support disabled pupils.		<input checked="" type="checkbox"/>		
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	<input checked="" type="checkbox"/>			
High expectations of all pupils	<input checked="" type="checkbox"/>			
Full access to the curriculum.	<input checked="" type="checkbox"/>			
Academy policies, ie Anti-bullying, SEN policies, Health & Safety. (All in place with annual review).	<input checked="" type="checkbox"/>			
Classrooms are organised for disabled pupils	<input checked="" type="checkbox"/>			
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	<input checked="" type="checkbox"/>			
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.	<input checked="" type="checkbox"/>			
Pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed.	<input checked="" type="checkbox"/>			
Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components	<input checked="" type="checkbox"/>			
Steps are made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	<input checked="" type="checkbox"/>			
Furniture and equipment selected, adjusted and located appropriately.	<input checked="" type="checkbox"/>			
Access to school facilities	<input checked="" type="checkbox"/>			

Breaks and lunchtimes.	<input checked="" type="checkbox"/>			
Lessons are responsive to pupil diversity	<input checked="" type="checkbox"/>			
All pupils encouraged to take part in music, drama and physical activities.	<input checked="" type="checkbox"/>			
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.		<input checked="" type="checkbox"/>		
Provide access to computer technology appropriate for pupils with disabilities.	<input checked="" type="checkbox"/>			
Assessment and testing arrangements	<input checked="" type="checkbox"/>			
Preparation of pupils for the next phase of education	<input checked="" type="checkbox"/>			
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.	<input checked="" type="checkbox"/>			
Ensure staff are familiar with technology and practices developed to assist people with disabilities.		<input checked="" type="checkbox"/>		

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, Site Manager, Property and Estates Director, 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, Site Manager, Property and Estates Director, 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