

Oasis Academy Longmeadow Accessibility Plan

2018-2019



Introduction

Academy's duties around accessibility for disabled pupils.

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Academy Council has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

Oasis Academy Longmeadow Primary 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**

The Involvement of Disabled Children and Young People, Staff and Parents

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. Oasis Academy Longmeadow Primary is committed to equal opportunities and inclusion.

Oasis Academy Longmeadow Primary Accessibility Plan: School Year 2018-2019

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.	Guidance from specialists (hearing impaired service, autism service) taken into account for arranging classrooms for maximum benefit to disabled pupils. <i>Current advice given from:</i> <ul style="list-style-type: none"> • <i>Educational Psychology Service</i> • <i>Speech and Language Service</i> 	Monitoring indicates disability/SEN taken into account in organising the environment for learning <ul style="list-style-type: none"> □ <i>Access in class checked during learning walks each term</i> 	Disabled pupils able to access learning environment more effectively.
Curriculum delivery/ delivery of materials in other formats	Risk assessments are up to date. Individual targets used by classroom staff. Additional time requirements in practical work understood and planned for. Visual access ensured by adapting materials as required.	SEN information available to all staff and further training on implementation and differentiation of curriculum as required. All staff have access to SEN support plans and risk assessments they need for the pupils they teach. All relevant staff share the information for adapting resources as required.	Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils. SEN support plans and reviews checked each term.	Disabled pupils able to access curriculum more effectively.

<p>School design for disabled pupils</p>	<p>All areas accessible to disabled pupils.</p> <p>Main corridor is clear at all times so all classrooms are accessible</p> <p>Signs clear and understandable for visually impaired.</p> <p>Communication aids provided as required</p>	<p>Strategic discussions with LA on school campus, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of any rebuild improvement works.</p> <p>Ensure toilet areas and sinks are accessible to disabled pupils. Doors maintained for privacy. Provide handrails as required for disabled toilets.</p> <p>Provide steps for pupils to access sinks as required</p> <p>Seating areas should be available for disabled children in the playgrounds.</p> <p>Ensure corridors are tidy with all items put away in correct storage area each day.</p> <p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p>	<p>Risk assessments ensure areas of difficulty are addressed for individuals.</p> <p>All new buildings will be fully DDA compatible. Log any difficulties or on-going issues.</p> <p>Monitor the need each term.</p> <p>Daily.</p> <p>New signs clear and updated as required.</p>	<p>Disabled pupils able to access all physical areas without difficulty.</p> <p>All pupils can read the signs in place independently.</p>
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Wheelchair access	All areas are accessible to disabled pupils	<p>Doors wide enough for access.</p> <p>Chairs and desks/tables in class and lunch hall to be of a suitable height for wheelchairs if required.</p> <p>Adjustable height of chairs in computer suites to enable wheelchair access.</p> <p>Storage areas for wheelchairs as required, for easy access.</p>	<p>Accessibility ramps are available in Infant playground.</p> <p>Provide chairs and desks/tables as required for individuals.</p> <p>Monitor wheelchair use and update risk assessments as required, each term</p>	Any individual using a wheelchair can access all parts of the buildings easily and safely.
Visitor's access to buildings	Disabled visitors are able to access the sites easily and safely.	<p>Signage enables visitors to easily locate site offices.</p> <p>Disabled parking in the car park</p>	All signage in place and checked each term.	Visitors can effectively access the site.

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom; and
- Providing extra support and aids (such as specialist teachers or equipment).