

Oasis Academy Hadley Accessibility Plan

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled students.

2. Aims of the plan

We are committed to providing a fully accessible environment which values and includes all students, staff, academy councillors, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Coverage of the Accessibility Plan

Oasis Academy Hadley plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Academy was built in 2013 and is DA (Disability Discrimination Act) compliant.

The Accessibility Plan contain relevant actions to:

- To ensure students with SEND make good or better progress
- To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations
- To ensure that Teaching Assistants and Learning Support Assistants and teachers have the skills and knowledge to meet the needs of students with SEND and ensure they make good or better progress
- To ensure all trips and extra-curricular activities are inclusive
- To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students
- To identify and share, where appropriate, the medical needs of children and provide specialist training where necessary

4. Information gathering

The following information was considered when formulating the plan:

- The academy population
- The impact of the academy's existing plans and priorities
- Students and staff already in the academy

- The nature of future intake
- The level of staff awareness of special educational needs and disabilities
- The presence of students with disabilities and their participation in the life of the academy
- The impact on students with disabilities of the way in which the academy is organised, for example, academy policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the academy
- The curriculum
- The ways in which information is currently provided for students with disabilities
- Progress of students with disabilities and their outcomes in external testing including Key Stage 1 and 2 tests, GCSE, A level and BTEC level 3

5. Action Plans

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness training for staff and academy councillors in the matter of disability discrimination and meeting the needs of students and staff with disabilities.

6. Accessibility Plan links to other documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Statement
- Special Educational needs and Disabilities (SEND) policy
- Health and Safety Policy
- Behaviour for learning Policy
- Anti-Bullying Policy
- Academy Development Plan

Information about the Accessibility Plan is published on the academy website.

The Plan will be monitored by the Academy Council and OCL through the Strategic Reviews.

Implementation Date: September 2016

Date for review: Summer 2018

Improving the Curriculum Access Plan

Objective	Actions	Timeframe
To ensure students with SEND make good or better progress	<ul style="list-style-type: none"> • Early identification of need through effective use baseline data and appropriate assessments • Identification and implementation of appropriate personalised intervention timetables • Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan and review 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Within 3 weeks of admission • Half termly in line with academy assessment schedule
To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations	<ul style="list-style-type: none"> • Early identification of need • Appropriate assessment completed • Students eligible for Access Arrangement are registered with NCA in good time • Students identified for access arrangements receive these adaptation whenever tests and exams are taken. • Ensure sufficient staff are trained to support children with Access Arrangements • Arrangements are monitored by SENCo and Examinations Officer 	<ul style="list-style-type: none"> • Within a half term of needs being identified
To ensure that Teaching Assistants and Learning Support Assistants and teachers have the skills and knowledge to meet the needs of students with SEND and ensure they make good or better progress	<ul style="list-style-type: none"> • Audit the additional needs of students • Skills audit for staff • Training for identified staff in the identified needs • Timetable team around the students meetings 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Start of each year • As needed • Half termly

Objective	Actions	Timeframe
	<ul style="list-style-type: none"> • Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan and review 	<ul style="list-style-type: none"> • Half termly in line with academy assessment schedule
<p>To ensure all trips and extra-curricular activities are inclusive</p>	<ul style="list-style-type: none"> • Review all plans for trips and extra-curricular activities to ensure accessible to all • Make appropriate adaptations where necessary to ensure trips and extra-curricular they are inclusive • Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive 	<ul style="list-style-type: none"> • As annual programme is agreed • As part of trip planning
<p>To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students</p>	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs • Purchase specialist equipment required 	<ul style="list-style-type: none"> • As needs are identified
<p>To identify and share, where appropriate, the medical needs of children and provide specialist training where necessary</p>	<ul style="list-style-type: none"> • Identified medical needs on admission • Audit medical needs and health care plans each term • Provide training for staff in understanding of identified conditions. • Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Start of each term • As needed