

Accessibility plan Oasis Academy New Oak 2023-24

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 students because of protected characteristics including sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with students, 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 Standards Team will look at policy in to 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 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; and
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Aim	Current good practice: <i>Include established practice and practice under development</i>	Objectives: <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	School supports 14 children with ASC and 4 whom are Hearing impaired. Staff already adapting the curriculum to try and meet needs.	Increase confidence of teaching team to embed responsive and adaptive teaching ensuring scaffolds are in place to allow all children access. Minimising personalised curriculum to EHCP and Top Up band 4+ funded children. Ensure all educational visits to be accessible to all. Review PE curriculum to ensure that is accessible to all.	CPD for staff. Monitoring of SEND pupils	SENDCo	Ongoing	Number of Personalised curriculum < EHCP + Top up funding band 4+ pupils.
Improve and maintain access to the physical environment	Updated lighting throughout Classrooms designed with sensory needs in mind	Peeps for all who needs it. Ensure that all fire escape routes are clear. Ensure resources bases meet needs of users	Peeps completed by staff. FM to keep site clear. Base leaders update provision as needed	SENDCo Teachers FM	ongoing	Peeps in place Sensory barriers removed
Improve the delivery of written information to students	Supporting families with ESOL lessons Multi-language website	Continue to embed BSL within the school setting Annual review process to be clear and accessible to parents	Make signs of the week more relevant Support parents with school website.	DLB Staff	Summer 24	Clear communication Parental voice