



# **Oasis Academy Clarksfield**

## **Accessibility Plan**

### **2019-20**

#### **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 pupils.

#### **2. Aims of the plan**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, school, 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 Clarksfield plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

#### **4. Information gathering**

The following information was considered when formulating the plan:

- The nature of the school population
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- Pupils already in the school and moving through it
- The nature of future intake
- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school
- The impact on disabled pupils of the way in which the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities

#### **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 in the matter of disability discrimination and the need to inform attitudes on this matter.

#### **6. Accessibility Plan links to other documentation**

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

- Equality Policy

- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

Information about the Accessibility Plan will be published on the school website. The plan will be monitored by school leaders through the Strategic Reviews.

**Date: September 2019**

**Date for review: September 2020**

## Oasis Academy Clarksfield Accessibility Plan 2019-2020

### 1. Improving the Physical Access

<u>Item</u>	<u>Activity</u>	<u>Timescale</u>	<u>Personnel</u>
1.1 Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee space underneath	Refurb starting Autumn 2019	Principal Site Manager
1.2 Improve access for wheelchair users from the main reception	There is currently a flight of stairs from the main entrance that leads down into school. An alternative entrance will be proposed following academy conversion.	Autumn 2019 / on going	Principal Site Manager Contractors
1.3 Push button door access to the front entrance.	No automatic doors/push button doors anywhere in the School for wheelchair users. Investigate push button on main front door.	Refurb starting Autumn 2019	Principal Site Manager

## 2. Improving the Curriculum Access

<u>Objective</u>	<u>Action</u>	<u>Personnel</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Impact</u>
2.1 Teaching Assistants and teachers are enabled to ensure children with SEN have access to the curriculum in relation to the new SEN Code of Practice	INSET for supporting children with SEN.  CPD identified for staff who are supporting individual pupils based on external agencies recommendations.	SENDSCO	Teaching/Support staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
2.2 All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Continue use of accessible transport	SLT	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation	Ongoing	Increase in access to all school activities for all disabled pupils
2.3 Classrooms are optimally organised and equipped to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms Purchase any specialist equipment required Allocation of classrooms have been carefully considered by SLT with individual needs in mind	SLT	Learning starts on time without the need to make adjustments to accommodate the needs of individual pupils  Pupils have access to appropriate equipment	Ongoing	Increase in access to the National Curriculum

2.4 Training for awareness raising of disability issues	Provide training for staff and pupils. Discuss perception of issues with staff to determine the current status of the school	SLT	Whole School Community aware of issues relating to access	Ongoing	School will benefit by a more inclusive school and social environment
2.5 Medical needs of children are known and specialist training provided where necessary	Provide training for staff in administration of specific medicines, for example, asthma, epi-pens, epilepsy treatment Care plans for all CYP are in place	SENDCO Learning mentor School nurse	Staff have required knowledge to support children on medication in school	Ongoing	Increase in access to the National Curriculum

### 3. Improving the Delivery of Written Information

<u>Objective</u>	<u>Action</u>	<u>Personnel</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Impact</u>
3.1 Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	SENDCO Learning mentor	The school will be able to provide written information in different formats when required for individual purposes	Autumn 2019	Delivery of information to disabled pupils improved

3.2 Make available school brochures, school newsletter and other information for parents in alternative formats	Review school publications and promote the availability in different formats for those that require it  Support parents requiring assistance in completion of forms etc	Admin Officer Principal SENDCO	All school information available for all  Parental forms completed as required	Ongoing	Delivery of school information to parents and the local community improved  Pupils access to provision improved
3.3 Review aids ensuring accessibility for pupils with visual impairment and hearing impairment	Follow and seek advice from Visual/ hearing Impairment Service on alternative formats and use of IT software to produce customised materials	SENDCO Additional and complex needs team	All school information available for all	Ongoing	Delivery of school information to pupils and parents with visual/ hearing difficulties improved
3.4 Review signage around the school	Audit signage around the school to ensure that it is accessible to all	Site Manager Principal	Signage is clear and accessible to all	Spring 2019 onwards	School community have clear accessible signage
3.5 Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training courses in relation to specific target groups, for example, autistic spectrum disorders and communication	Principal SENDCO Learning Mentor	Staff awareness of specific target group is raised	Ongoing	School is more effective in meeting the needs of pupils