



# Oasis Academy Clarksfield Accessibility Plan 2025-2026

## 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 Academy was fully renovated in 2021 and is DA (Disability Discrimination Act) compliant.

The Accessibility Plan contains relevant actions to:

- Ensure students with SEND make good or better progress
- Identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations
- 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

- Ensure all trips and extra-curricular activities are inclusive
- Ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students
- 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 nature of the school population
- The nature of the school, including a consideration of the impact of the school'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 equalities legislation
- The presence of students with disabilities and their participation in the life of the school
- The impact on students with disabilities of the way in which the school is organised, for example, school policies and practices around the administration of medicines, timetabling, 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 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 Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

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

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

Date for review: September 2026

## Improving the Curriculum Access Plan

Development Area	Targets	Strategies	Outcome	Success Criteria
<p>To ensure students with SEND make good or better progress</p>	<ul style="list-style-type: none"> <li>• Understanding and planning for additional time requirements</li> <li>• Staff are using specific guidance from SEND leads and others</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of need through effective use of baseline data and appropriate assessments</li> <li>• Identification and implementation of appropriate personalised intervention timetables</li> <li>• Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, plan, do and review cycle</li> <li>• All SEN provision reviewed on a termly basis</li> <li>• Further training given on implementation and adaption or curriculum</li> </ul>		<ul style="list-style-type: none"> <li>• Prior to admission wherever possible</li> <li>• Within 6 weeks of admission</li> <li>• Termly in line with academy assessment schedule</li> </ul>
<p>To ensure all classrooms are optimally organised and equipped to promote the participation and</p>	<ul style="list-style-type: none"> <li>• Classrooms are organised for pupils with SEN or a disability</li> <li>• Signs clear and</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with parents and relevant professionals to ensure the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring must indicate that disability/SEN has been taken into</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled pupils able to access the curriculum and learning environment</li> </ul>

<p>independence of all students</p>	<p>understandable for pupils with visual impairment.</p> <ul style="list-style-type: none"> <li>• Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs</li> <li>• Purchase of specialist equipment required</li> <li>• All areas accessible to disabled pupils</li> </ul>	<p>with SEN or a disability are met</p> <ul style="list-style-type: none"> <li>• Size and colour of signage is suitable</li> <li>• Signage is placed in suitable location/position</li> <li>• School design priorities disabled access points.</li> <li>• Disabled access points kept clear and seen by all as an integral part of the building</li> </ul>	<p>account when organising classroom environment</p> <ul style="list-style-type: none"> <li>• Monitoring must show that differentiation is in place targeted towards vulnerable groups</li> <li>• All students, regardless of SEN or disability have full access to the curriculum, feel successful, empowered and included.</li> <li>• Signs clear and updated as required</li> <li>• The building is fully accessible to disabled pupils</li> <li>• Issues with access logged and resolved</li> </ul>	<p>more effectively</p> <ul style="list-style-type: none"> <li>• OFSTED grade of '2' – Good in all areas – this includes Behaviour and Quality of Teaching</li> <li>• No specific group of students (including those with SEN or a disability) are underperforming academically.</li> <li>• Visually impaired students able to read and follow instructions on signage</li> <li>• Disabled pupils able to access all physical areas without difficulty</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Teaching approaches and learning activities are made accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Audit the additional needs of students</li> <li>• Skills audit for staff</li> <li>• Training for identified staff in the identified needs</li> <li>• Timetable Person Centred Review meetings</li> <li>• Effective use of data and outcome of</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained and rapid progress made in all areas including literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to admission wherever possible, start of each year as needed</li> <li>• Termly, in line with the academy assessment schedule Annually</li> <li>• Progress data</li> <li>• All 'at risk' groups</li> </ul>

		<p>monitoring to track impact of interventions through the process of assess, track, plan and review</p> <ul style="list-style-type: none"> <li>• Costed staffing plan matched to EHC plans in school</li> <li>• All staff receive appropriate training from external services All staff have access to student SEN profiles and SEN Support</li> <li>• Plans which document</li> <li>• student needs and how staff can assist</li> <li>• Extra training is readily available upon request</li> </ul>		broadly making same progress as all other students.
To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations	<ul style="list-style-type: none"> <li>• Students eligible for Access Arrangement are registered in good time</li> <li>• Arrangements are monitored by SENDCo and Data Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure sufficient staff are trained to support children with Access Arrangements</li> <li>• Early identification of need</li> </ul>	<ul style="list-style-type: none"> <li>• Students identified for access arrangements receive these adaptations whenever tests and exams are taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate assessment completed</li> </ul>
Stimulating environment	<ul style="list-style-type: none"> <li>• To ensure all groups of students are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas</li> </ul>	<ul style="list-style-type: none"> <li>• The environment is regularly audited to reduce all barriers to learning, achievement and full participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to gain access to all resources and stimuli which they need in order to reach their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils happy and fully engaged in their learning and making good or accelerated progress</li> </ul>

<p>To ensure all trips and extra-curricular activities are inclusive</p>	<ul style="list-style-type: none"> <li>• To ensure all trips and extra-curricular activities are inclusive and attended by all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Review all plans for trips and extra-curricular activities to ensure accessible to all</li> </ul>	<ul style="list-style-type: none"> <li>• Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive</li> <li>• Make appropriate adaptations where necessary to ensure trips and extra-curricular they are inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in uptake of trips and extra-curricular activities by students with SEND</li> </ul>
<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"> <li>• Identified medical needs on admission</li> <li>• Audit medical needs and health care plans each term</li> <li>• Provide training for staff in understanding of identified conditions.</li> <li>• Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication</li> </ul>			