



Oasis Academy Foundry Accessibility Plan 2023/24

Revised/Checked by Mr. Dritan Sadiku

September 2023

We aim for Oasis Academy Foundry, in line with the Equality Act 2010 to be welcoming and happy environment in which all students thrive, develop a curiosity for learning and actively engage in acquiring skills and characteristics for the future. We want all students to enjoy school, to be challenged to achieve their very best, to understand their development as they go, and we are committed to giving all of them every opportunity to achieve the highest of standards. Improving teaching and learning underpins all we do. We aim to meet every child's needs within mixed ability, inclusive classes and we want all students to participate fully in the life of the Academy.

Improving access to the physical environment

The building is accessible to wheelchair users, and we work closely with local authority agencies to cater for the needs of deaf learners. In addition to this, mainstream classrooms used by deaf learners are equipped with a sound field system which helps to project the teachers' voices more clearly. Where necessary teachers wear amplifiers on lanyards for specific children and these are also used in assemblies. There are four disabled toilets, one in the main reception (including a hoist, showering and changing unit), one by the KS1 hall and another in the Y5 corridor with an additional disabled toilet within the new nursery setting. Disabled parking arrangements are in place at the front of the building. The Nursery has a sensory room and there is a specific Thrive room catering for children requiring social-emotional support.

Improving access to the curriculum

The curriculum was reviewed in 2021 and is framed around character, competence and community to develop a wide range of characteristics and life skills and widen pupil outlook on the world. We offer a broad and balanced curriculum and have high expectations for all children. A wide range of trips and activities compliment the curriculum and ensure all pupils access opportunities.

Improving access to information

We have worked hard to improve the quality of our communication over the last three years. We have kept the website updated and made use of Twitter and ClassDojo to pass on information and share pictures of events quickly and efficiently. Bromcom MIS is used for additional text communication and Parent Evening appointments and Club places are booked through Parent Evening System Online. Support for use of technology is also provided in the rare cases it is required and all children have access to an iPad through the Horizons project implemented in 2020. Class information are sent out at the beginning of each term digitally and an Academy events are shared via ClassDojo electronically throughout the academic year, to celebrate the various achievements as well as to share key messages with parents and to remind them about upcoming events. Termly Parental Workshops provide the opportunity for teachers to communicate information regarding the curriculum content to parents and carers. Key information has been shared with parents at open meetings to discuss information and content regarding the updated RSE curriculum within the 21/22 academic year.

Improvements for this year:

Objectives		Date to			
Area	State short, medium & long-term objectives	Actions to be taken	Person responsible	complete actions by	Success criteria
Physical Environment	Improve outdoor learning space	Playground equipment that develops gross motor skills.	SENCo	December 2023	Children develop gross motor skills and core strength.
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for any student who needs it	SENDCo and First Aid lead	December 2023	Clear and precise evacuation practices.
	Ensure that all classrooms are suitable environment for students with ASC	Complete sensory audit of Autism Base Complete sensory audit of classrooms	SENDCo	December 23	Staff Removal of sensory barriers to learning for students with ASC
Access to the curriculum	Increase confidence of all staff in scaffolding the curriculum	Be aware of staff training needs on curriculum access	Curriculum lead and SENCo	PDMs termly.	Students appropriately challenged across the curriculum
	Mental Health curriculum embedded and used by new members of staff	Staff to be supported in delivering new mental health curriculum. Further adapted to meet needs of SEND pupils.	SENDCo and Curriculum Leader	CPD Slots termly	Raised staff confidence in strategies for scaffolding and increased student participation
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure contributions are fair and offer alternative payment methods to allow trips to continue.	Principal/EVC	As required	All students in Academy able to access all educational visits and take part in a range of activities
Access to Information	To increase the number of parents accessing information and attending termly workshops at the academy.	Termly accessible workshops for all on arrange of topics, SG, curriculum, apps etc as well as a performance or workshop.	Deputy Principal for Parental Engagement	Continuous EP and DS July 2024	Percentage of PP / workshop, attendance detailed by DS
	Ensure that languages other than English to be visible in school	Relevant, key signs to be multi-lingual.	Inclusion Lead	On-going monitor and update	Confidence of parents to access their child's education

