

# Accessibility plan

## Oasis Academy Foundry



**Approved by:**  
Emma Johnson

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**Next review due by:** Annually

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all, and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding across all subjects.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have consulted a range of stakeholders in the development of this accessibility plan, including parents, staff and academy councilors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils including SEN and EAL.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Targets are reviewed at least every half term.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>	<p>Mental Health curriculum embedded and used by new members of staff.</p>	<p>Staff to be supported in delivering the mental health curriculum.</p> <p>Training and</p>	<p>Emma Walker</p>	<p>Spring 1</p>	<p>All pupils develop their ability to access the curriculum by learning how to become more resilient to any factors affecting their mental health.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> </ul>	<p>Buildings to be consulted on:</p> <p>Disabled parking bays.</p> <p>Disabled toilet for adults</p>	<p>Discuss with buildings the viability of schemes and funding</p>	<p>Emma Walker and Emma Johnson</p>	<p>Buildings meeting Spring term</p>	<p>Viability and building options reviewed. Decisions taken in light of this</p>

	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Disabled toilet facilities available in the early years</li> </ul>	<p>and changing facilities</p> <p>Ramps up to the main entrance</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Become a Communication Friendly school to ensure access for all.</p>	<p>Introduce Makaton (form of symbol/sign language) and vocabulary development strategies across the whole school.</p> <p>Senior staff to undertake Eklan level 4 and knowledge cascaded down to all staff. All staff will trained in identifying Speech and Language needs in pupils and supporting strategies that can support pupils in the classroom/ playground.</p>	<p>Emma Walker</p> <p>Asima Ravat and Emma Walker</p>	<p>Spring 1 2020</p> <p>Summer 2 2020</p>	<p>All staff are confident to use Makaton with all pupils to ensure accelerated progress in understanding and use of language.</p> <p>Staff are equipped to recognise any pupils who have a speech and language need. All pupils are supported in acquiring knowledge and understanding of language.</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mrs Emma Johnson (Principal) and the Academy Council.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy