

Accessibility plan

Oasis Academy Temple Quarter (Bristol)



Approved by: Richard James

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. All students access a broad and balanced curriculum dependent on their needs.

Reasonable adjustments are made for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.

Use our best endeavours to secure Special Educational Needs and Disability provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.

Request, monitor and respond to parent / carers’ and students’ views in order to evidence high levels of confidence and partnership.

Support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.

Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: students, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. 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	OBJECTIVES State short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability.	<p>Medium term – regularly update staff of specific students and their needs.</p> <p>Students with medical needs are appropriately supported.</p> <p>Appropriate training delivered and up to date.</p>	<p>Pen profiles updated and fully accessible to all staff.</p> <p>Regular staff briefings and CPD opportunities.</p> <p>Organise regular training sessions for teachers with a</p>	To be confirmed following staffing appointments.	<p>All teachers and support staff are able to fully meet the requirements of students’ needs.</p> <p>Evidence of relevant adaptations and students making expected progress is clear in lessons.</p> <p>All pen profiles are updated.</p> <p>CPD and training completed.</p>

	<p>Quality Assurance for SEND to be implemented effectively with all staff being held to account.</p> <p>Subject specific staff are skilled to deliver via appropriate technologies.</p> <p>Long term - all SEND strategies are embedded into the academy's ethos and are monitored regularly.</p> <p>Quality Assurance for SEND to be embedded effectively with all staff being held to account and required actions taken which includes identifying relevant CPD.</p> <p>All staff at OADR are equipped to support any disability.</p>	<p>focus on specific difficulties.</p> <p>To ensure all teachers and support staff understand how to adapt resources and strategies to ensure they create a positive learning experience.</p> <p>Evacuation drill completed.</p> <p>All new staff trained in how to safely evacuate those with a physical disability.</p> <p>Seating plans scrutinised.</p> <p>IT/equipment investigated and used where appropriate, such as voice to text software.</p>		<p>Briefings used effectively and regularly.</p> <p>Key workers in place.</p> <p>Seating plans and strategy sheets are correct.</p>
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		All manual handling/personal care training is upto-date where necessary.		
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<p>Improve and maintain access to the physical environment for all students.</p>	<p>Medium term - To ensure all classrooms are accessible and make necessary reasonable adjustments if needed so students can access the desks in all rooms.</p> <p>In the planning stages for the temporary site, ensure the site is accessible for all.</p> <p>Long term – Consider the arrangements of the permanent site to ensure it is accessible for all.</p>		<p>Contractor / Project support group.</p>	
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<p>Improve the delivery of information to students and parents/carers with a disability.</p>	<p>Medium term - Identify any students and parent/carers (that we are not currently aware of) that may need information communicated in a different format.</p> <p>To ensure all assessments of need are up to date and strategies implemented/followed.</p> <p>Identify those that have English as an Additional Language and implement appropriate strategies to support them.</p> <p>All staff understand how to increase independence whilst supporting the</p>	<p>To look at the structure of the SEND team so we can either recruit or train a LSA that is qualified in Makaton/sign language.</p> <p>Create a parent/carer survey to identify if any need additional support.</p> <p>To evaluate the visibility of the signage.</p> <p>To create a report which identifies</p>	<p>To be confirmed upon staffing appointments.</p>	<p>All written and spoken communication is accessible for all parents/carers and students.</p>
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	<p>access of written information.</p> <p>Long term – Carry out surveys to establish whether members of the OATQ community require information to be delivered in a different format.</p> <p>To appoint a member of the SEND team who is qualified in sign language and Makaton.</p> <p>IT is provided that is personalised to the students' specific needs.</p>	<p>students who have EAL.</p> <p>As and when required, braille signs may need to be implemented.</p> <p>Ensure all staff have knowledge of and are implementing strategies to support those students who have EAL.</p>		
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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 Oasis Community Learning and the Principal.

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 Students with Medical Conditions Policy