



Oasis Academy Byron Accessibility Plan

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, academy councillors, 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 Byron 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 academy population
- The nature of the academy, including a consideration of the impact of the academy'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 academy
- The impact on disabled pupils of the way in which the academy is organised, for example, academy policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the academy
- 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 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
- Academy Development Plan
- Asset Management Plan

The Action Plan for physical accessibility relates to the Access Audit of the academy, which is undertaken by Oasis Community Learning (OCL). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Information about the Accessibility Plan will be published on the academy website.

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

Date: Spring 2019

Date for review: Spring 2022

Oasis Academy Byron Accessibility Plan 2019 - 2022

1. Improving the Physical Access

<u>Objective</u>	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Timescale</u>	<u>Outcomes</u>
1.1 Improve access to school from school gate	Resurface path from school gate to office	Property and Estates	Spring 2019	Safe flat access to the school
1.2 Improve outside playground surface	Resurface top and bottom playground	Property and Estates	Summer 2019	Children have a flat safe surface on which to play
1.3 Staircases	Colour-contrasted handrails to both sides of staircases	On-going	Site manager	Staircases clearly demarcated
1.4 Improve access to the outdoor learning space	Stepped access to lower grass area	P&E Principal Site Manager	Summer 2021	Children will have safe access to lower grass area
1.5 Improve ramp access from top playground to bottom playground	Access reviewed and safe installation to be designed with correct gradient and hand rail	P&E Principal Site Manager	Summer 2020	Safe access in place for parents from top playground to bottom playground

2. Improving the Curriculum Access

<u>Objective</u>	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Timescale</u>	<u>Outcomes</u>
2.1 Teaching Assistants and teachers have an increased understanding of dyslexia, dyscalculia, ASC to ensure children with SEN have increased access to the curriculum	INSET for supporting children with SEN. The use of other professional partners is deployed.	SENCO	Summer 2019 onwards	Raise teaching and support staff confidence in strategies for increasing children's access to the 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 -school minibus	Senior Leadership Team	Summer 2019 onwards	All children able to access all educational visits and take part in a range of activities 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	Senior Leadership Team	Ongoing	Learning starts on time without the need to make adjustments to accommodate the needs of individual pupils Pupils have access to appropriate equipment
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 academy	Senior Leadership Team	Autumn 2019 onwards	Whole Academy Community aware of issues relating to access
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, epipens, epilepsy treatment	SENCO	Ongoing	Staff have required knowledge to support children on medication in school

3. Improving the Delivery of Written Information

<u>Objective</u>	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Timescale</u>	<u>Impact</u>
3.1 Availability of written material in alternative	The academy will make itself aware of the services	SENCO	Summer 2019 onwards	The academy will be able to provide written

formats	available through the LA for converting written information into alternative formats			information in different formats when required for individual purposes
3.2 Make available academy brochures, school newsletter and other information for parents in alternative formats	Review academy 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 SENCO	Ongoing	Delivery of academy information to parents and the local community improved Pupils access to provision improved
3.3 Review aids ensuring accessibility for pupils with visual impairment	Follow and seek advice from Visual Impairment Service on alternative formats and use of IT software to produce customised materials	SENCO	Ongoing	Delivery of academy information to pupils and parents with visual difficulties improved
3.4 Review signage around the academy	Audit signage around the academy to ensure that it is accessible to all	Site Manager Principal	Summer 2019 onwards	Academy community have clear accessible signage
3.5 Raise the awareness of adults working at and for the academy on the importance of good communication systems (link 2.1)	Arrange training courses in relation to specific target groups, for example, autistic spectrum disorders and communication	Principal SENCO	Ongoing	Academy is more effective in meeting the needs of pupils