



# Oasis Academy Byron Accessibility Plan

## 1. Introduction

At Oasis Academy Byron, we celebrate the diversity of our school community and the rich experience that it brings to our learning with, and about, each other, recognising and appreciating our similarities and differences.

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

## 2. Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Academy to ensure we are socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

### **3. Objectives:**

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students

### **4. Oasis Academy Byron aims to:**

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- Nurture children towards positive self-worth and self-confidence as learners
- Help each mature socially and emotionally to secure an inclusive learning environment
- Support individual pupils with
  1. special educational needs
  2. disabilities

### **5. 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
- Localised One Plan
- Asset Management Plan

**Date: Spring 2026**

**Date for review: Spring 2028**



**Oasis Academy Byron Accessibility Plan 2026 – 2028**

<b>School: Oasis Academy Byron</b>		<b>Accessibility Plan Year 2026 - 2028</b>			
<b>Area of Improvement</b>	<b>Action to take</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>
<p><b>Access to and participation within the curriculum:</b>  <b>To increase the extent to which disabled pupils can participate in school curriculum.</b>            Our aim at Oasis Academy Byron is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with disability</p>					
To liaise with Nursery providers earlier and more frequently to review potential intake for September	To identify pupils who may need additional to or different provision for the September intake	Procedures Equipment Teacher/SENDCO time	Principal EY lead SENDCO	Ongoing	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	SENDCO Principal	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Time	SENDCO All school staff	Ongoing	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs e.g Children with severe asthma, severe allergies, diabetes, or mobility issues	To ensure collaboration between all key personnel	Time Resources	All staff involved with the child	Ongoing	Clear collaborative working approach

To ensure full access to the curriculum for all children	CPD for staff involving outside agencies where necessary.	Time Specific resources to access curriculum	All staff	Ongoing	Advice taken from specialist provision and strategies evident in classroom
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	Scaffold and other appropriate resources provided to support access to the curriculum. Specific equipment sourced from specialist teaching services				practice
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To finely review progress of all SEND pupils	SENDCO and class teacher meetings Pupil progress meeting Review meetings with parents	SEND support places	All staff	Termly	Progress towards targets on SEND support plans
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To promote the involvement of disabled students in classroom discussions	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate: -support for visually impaired pupils -individualized resources to aid children in order to motivate and aid the learning process		Whole school approach	Ongoing	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
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### Access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting,	Time	Leadership team H&S Lead Facilities Manager	On going	Enabling needs to be met.
	and more accessible facilities and fittings				
Ensure all with a disability are able to be involved	Disabled pupils have clear points outlined in their SEND support plans of how to access the school. Complete and review PEEPs annually	Time	All staff Pupils Parent/Carers	Termly	Enabling needs to be met
To ensure that the medical needs of all pupils are met fully within the capability of the school	To liaise with external agencies To identify training needs	Time	Principal SENDCO Operations manager	On going	All advice acted upon All pupils needs' are met and they are able to access the curriculum