

Accessibility plan

Oasis Academy Hobmoor



September 2022

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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.

		Embed a whole school approach to Mental Health and Well-Being	<p>Class Wellbeing champions</p> <p>Attend Leading Mentally Healthy Schools Training updates and network meetings</p> <p>Set up a Well-Being working party.</p> <p>Complete action plan</p> <p>Staff to be supported in delivering the mental health curriculum.</p>	Wendi Mike Sue Hollis	Autumn 22 ongoing Autumn 22 ongoing	All pupils develop their ability to access the curriculum by learning how to become more resilient to any factors affecting their mental health.
Improve the physical environment for pupils with disabilities/SEND	<p>The environment is adapted to the needs of pupils as required.</p> <p>We are a fully accessible mainstream school.</p> <p>We have a nurture room.</p> <p>Each Year group has a group room between classrooms.</p> <p>Speech and Language Intervention Room</p>	Improve the physical environment for pupils with disabilities/SEND	<p>Set up quiet areas/chill out space</p> <p>Set up sensory room- liaise with OAF re Tent</p> <p>Designate space required</p> <p>Cost and order resources</p>	Wendi Mike Sue Hollis SLT	Academic Year 22-23	

<p>Improve access to information for pupils with disabilities /SEND</p>	<p>Where appropriate and possible TAC meetings are Person Centred</p> <p>PCR tools are used with children to record their views.</p> <p>Children’s views are sought for SEND reviews.</p> <p>Children with ASC have one page profiles</p>	<p>To increase the participation of pupils with SEND in consultation and decision-making in order to involve them more in their own learning.</p>	<p>Carry out Pupil Interviews with Pupils with SEND to ascertain pupil views</p> <p>Carry out questionnaire with SEND children</p> <p>Children with SEND contribute to and attend review meetings</p>	<p>Wendi Mike Class Teachers</p>	<p>At least annually</p> <p>Termly</p>	<p>Evidence of feedback from children on achievement and progress towards individual targets.</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 Mr Paul Jones (Interim Principal) and the Regional Director

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