Oasis Academy Hobmoor 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 Hobmoor 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, antibullying 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

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: June 2026

Date for review: June 2027

Oasis Academy Hobmoor Accessibility Plan 2025-2026

1. Improving the Physical Access

Item	Activity	Timescale	Personnel
1. Wheelchair access to upper floor (KS2) via lift	Regular service/maintenance of lift functions and accessibility.	Inspection carried out every 3 months by contractors.	Equans Site Manager

2. Improving the Curriculum Access

Objective	Action	Personnel	Outcome	Timescale	Impact
2.1 Teaching Assistants and teachers are enabled to ensure children with SEN have access to the curriculum in relation to the new SEN Code of Practice	Enhance current offer utilising accessibility features available on iPad's	SENDCO	Teaching/Support staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National 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	SLT	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation	Ongoing	Increase in access to all school activities for all disabled pupils
2.3 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	SLT	Whole Academy Community aware of issues relating to access	Ongoing	Academy will benefit by a more inclusive school and social environment
2.4 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	SENDCO	Staff have required knowledge to support children on medication in school	Ongoing	Increase in access to the National Curriculum

3. Improving the Delivery of Written Information

Objective	Action	Personnel	Outcome	Timescale	Impact
3.1 Availability of written material in alternative formats	The academy will make itself aware of the services available through the LA for converting written information into alternative formats	SENDCO	The academy will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
3.2 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	SENDCO	All academy information available for all	Ongoing	Delivery of academy information to pupils and parents with visual difficulties improved
3.3 Raise the awareness of adults working at and for the academy on the importance of good communication systems	Arrange training courses in relation to specific target groups, for example, autistic spectrum disorders and communication	Principal SENDCO	Staff awareness of specific target group is raised	Ongoing	Academy is more effective in meeting the needs of pupils