Oasis Academy Wintringham Accessibility Plan

1 year period covered by the plan: 2026-2027

Plan agreed: May 2026 - Plan Review: May 2027 Lead member of Dan Scott, Principal, Vice Principal (Inclusion),

Jessica Aitken, Assistant Principal (SENCO)

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995&2005 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

1. Not to treat disabled students less favourably for a reason related to their disability.

2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.

3. To plan to increase access to education for disabled students.

This plan sets out the proposals of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the

DDA:

1. Increasing the extent to which disabled students can participate in the Academy curriculum.

2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.

3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that Oasis Academy Arena's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Academy's Aims

• Embraces a partnership between the Academy and home.

• Offers each member the opportunity to grow in knowledge fostered through shared values and guidance.

• Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour,

creed or ability

• Children will be helped to appreciate that they are members of the wider community in its richness and diversity.

• Curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

• Inclusive School (DfES0774/2001)

• SEN & Disability Act 2001

• The SEN Code of Practice 2015

• The Disability Discrimination Act (amended for schools 2001)

• Code of Practice for Schools (Disability Rights Commission)

Accessibility Plan- Identifying Barriers to Access

	Completed	In progress	Under discussion	Not yet addressed
School trips made accessible to all students irrespective of attainment or impairment.				
Preparation for entry into the Academy. (Admissions Policy - within the resources of the Academy, Academy Prospectus and student information pack.)				
School clubs and activities				
Ensure that staff have the necessary training to teach and support disabled students.				
Staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.				
High expectations of all students				
Full access to the curriculum.				
Academy policies, i.e. Anti-bullying, SEN policies, Health & Safety. (All in place with annual review).				

Classrooms are organised for disabled students				
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students.				
Students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.				
Pathways of travel around the school site and parking arrangements safe, routes logical and well signed.				
Emergency and evacuation systems set up to inform all students, including students with SEN and disabilities; including alarms with both visual and auditory components.				
Non-visual guides assist students and visitors to use buildings including lifts with tactile buttons.				
Steps are made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment.				
Furniture and equipment selected, adjusted and located appropriately.				
Access to school facilities.				
Breaks and lunchtimes.				
Lessons are responsive to student diversity/				
All students encouraged to take part in music, drama and physical activities.				
Staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education.				
Provide access to computer technology appropriate for students with disabilities.				
Assessment and exam arrangements.				

Preparation of students for the next phase of education.				
Provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.				
Ensure staff are familiar with technology and practices developed to assist people with disabilities.				

The Academy building and site has allowed us to ensure that we are meeting the existing needs of those students with some form of disability at present. However, we recognise that we need to review individual needs overtime, and may need to revisit some specific areas should we have students with profound hearing loss or more severe visual impairment than has been the case previously.

Actions:

• We will review the needs of students as part of our termly review of the SEND register and will communicate any additional needs regarding the building and site to the Principal, Vice Principal (Inclusion), Assistant Principal (SEND) and the Health & Safety Champion.

• We will liaise with local schools to ensure that students in new intakes, or mid-year transfers, have their needs met when attending the Academy. Should there be additional needs regarding the building and site, these will be reported to the Principal, Vice Principal (Inclusion), Assistant Principal (SEND) and the Health & Safety Champion.

• The Principal, Vice Principal (Inclusion), Assistant Principal (SEND) and the Health & Safety Champion will work with the site team and wider services to ensure work to meet the needs of disabled students are completed in an efficient and timely manner.