



ACCESSIBILITY PLAN

At Oasis Academy Wintringham our values reflect our commitment to a school where there are high expectations of everyone. Students are provided with high quality learning opportunities so that each one attains and achieves all that they are able to. Everyone in our academy is important and included. We promote an ethos of care and trust where every member of our academy community feels that they truly belong and are valued. We work hard to ensure there are no invisible students here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe academy, committed to improving student's confidence and self-esteem. We know that safe and happy students achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Councillors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the school website. We understand that Oasis Community Learning will monitor the Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Oasis Academy Wintringham is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

The academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Oasis Academy Wintringham Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in afterschool clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include handouts, timetables, text books and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

The Oasis Academy Wintringham Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Academy Council on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

Behaviour Management Policy

Curriculum Policies

Emergency Plan

Health & Safety Policy

Academy Development Plan

Special Educational Needs Policy

Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the Academy Council. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all Academy Council committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the Academy website.

The Accessibility Plan will be monitored through the Academy Council

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our Academy were identified by:

The Academy

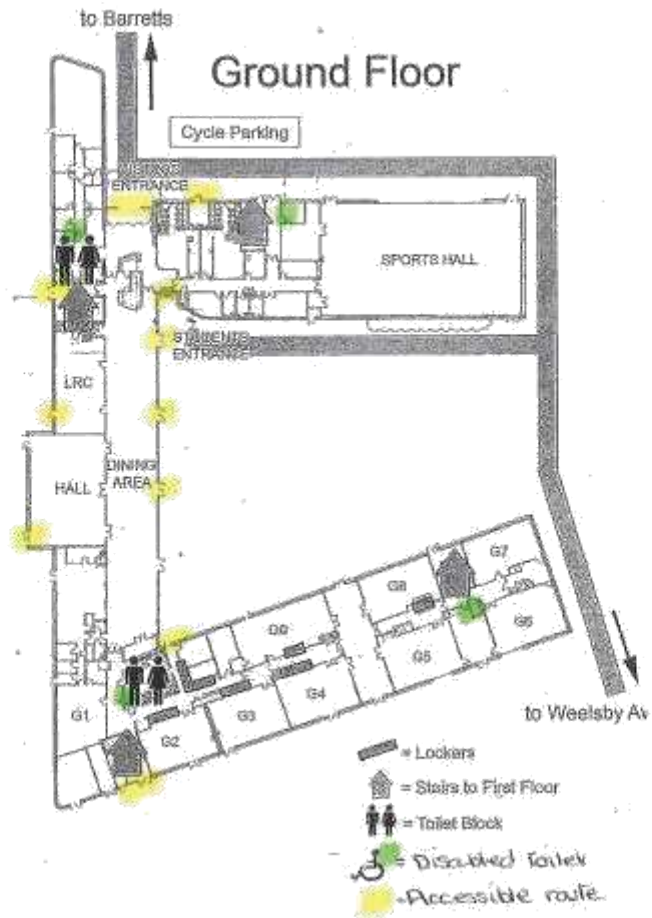
Council Principal

Leader of Standards SEND

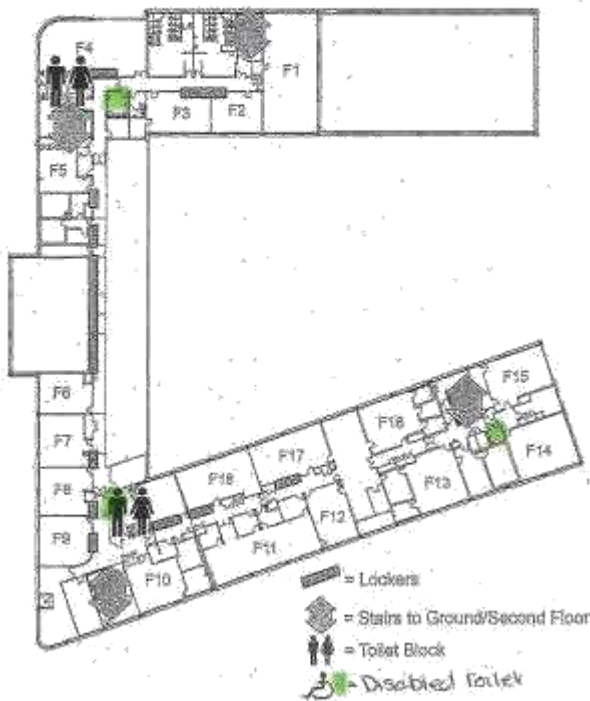
Health & Safety Officer

Site Manager

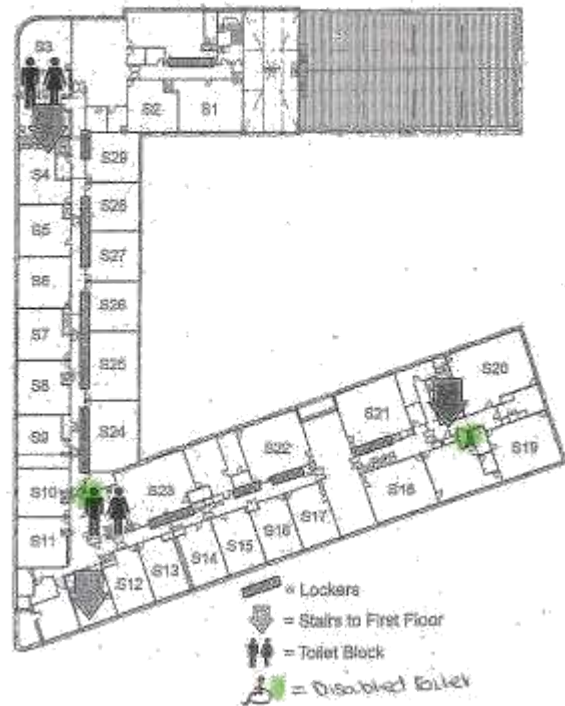
A plan of the school buildings showing areas of accessibility is shown below:



First Floor



Second Floor



Equality Act 2010: Schedule 10, 3 part 2 a, b & c

<p>Aim</p>	<p>Current good practice Include established practice and practice under development</p>	<p>Objectives State short, medium and long-term objectives</p>	<p>Actions to be taken</p>	<p>Person responsible</p>	
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<p>Increase access to the curriculum for pupils with a disability.</p>	<p>1.Improve differentiation and provision in all classrooms for students with SEND.</p> <p>2.Improve and increase access to and</p> <p>3.Improve understanding of needs and requirements of students with SEND, including ASC, ADHD and SpLDs.</p> <p>All students have access to the whole curriculum, including PE activities and trips.</p>	<p>SEND.</p> <p>provision of interventions for students with SEND.</p> <p>4.Improve implementation and review of provision maps</p>	<p>ALT & SENCO to monitor quality of differentiation and provision.</p> <p>ALT & SENCO to audit current interventions and their impact on progress. Provision maps/profiles to be used across all year groups.</p> <p>SENCO to deliver staff training where possible. Identify gaps and seek external support if necessary.</p> <p>SENCO to audit profiles and ensure that teaching staff have relevant</p>	<p>ALT & SENCO</p> <p>ALT & SENCO</p> <p>SENCO</p> <p>SENCO</p>		
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		<p>and student profiles.</p> <p>5.Promote participation and independence of all students.</p>	<p>training on how to implement and review.</p> <p>ALT & SENCO to audit resources & QFT to ensure that lessons are planned to meet the needs of all students.</p>	<p>ALT & SENCO</p>		
<p>Improve and maintain access to the physical environment.</p>	<p>Disabled parking and external access to the building are appropriate. Disabled users can park near to the building and easily access all doors which are all at ground level.</p> <p>Changing facilities and specialist facilities are available and accessible.</p>	<p>Independent wheelchair access within the building.</p>	<p>Site Staff & Principal to audit accessibility through internal fire doors.</p>	<p>Site Staff & Principal</p>		

<p>Improve the delivery of written information to pupils.</p>	<p>Information is available in a range of formats and is monitored on a regular basis.</p>	<p>1.Improve the availability of written material in alternative formats when specifically requested.</p>	<p>SENCO, VP & Digital Media Technician to audit written information being delivered to parents and visitors and ensure conversions to alternative formats are implemented as necessary.</p>	<p>SENCO, VP & Digital Media Technician</p>		
		<p>2.Review website to ensure accessibility of information for all, including parents with SEND and EAL.</p>	<p>SENCO, VP & Digital Media Technician to monitor and review accessibility and update as necessary.</p>	<p>SENCO, VP & Digital Media Technician</p>		

