

Accessibility Plan

Oasis Academy Parkwood 2024-2027

Approved by:	T.Norriss	Date: 08.05.24
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Last reviewed on:	08.05.24
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Next review due by:	07.05.25
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Oasis Academy Parkwood Accessibility Plan 2024-2027

We are committed to meeting the needs of students with disabilities, as we are to meeting the needs of all groups of students, under the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students i.e. making reasonable adjustments.

Improving access to the curriculum

The curriculum was reviewed in 2022 and is underpinned by the 9 Oasis Habits and is framed around three key drivers, Character, Competence and Community. Our Curriculum ensures all teachers plan an inclusive curriculum, which responds the particular needs of our community. We offer a broad and rich curriculum and have high expectations for all children. Our wide range of trips and activities compliment the curriculum and ensure all pupils access opportunities beyond the classroom.

Improving access to the physical environment

The building is accessible to wheelchair users, and we work closely with other agencies to cater for the needs of our pupils with SEND. There are disabled toilets at both ends of the building; staff and visitors can access all areas. Disabled parking arrangements are in place at the front of the building and the school is surround by flat surfaces and subtle ramps to each door. The reception area has automatic doors to allow easy access for all students, staff and visitors. This ensures that disabled students have full access to all areas of learning. Academy routines and the curriculum are reviewed to ensure that disabled students are not placed at a disadvantage, the Academy will use specialist furniture and equipment for students with specific physical needs and disabled students can take advantage of all that the Academy has to offer.

Improving access to information

We have improved the quality of our communication recently. We have kept the website updated and made use of Twitter, Class Dojo, Facebook and the MCAS app to pass on information and share pictures of events quickly and efficiently in addition to the traditional paper-based methods. The use of digital curriculum newsletters, has allowed parents and carers to easily translate the information into their home languages and keep up to date with what is happening in the Academy. We also post key messages on class window and at all entrances to the academy building. Key information has been shared with parents at open meetings to discuss information and content regarding the curriculum. Our Inclusion team has played a key part in our communication with our hard to reach parents with phone calls, face-to-face meetings and home visits.

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. We are committed to providing a fully accessible environment which values and includes all pupils, staff, school, 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.

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.

3. Coverage of the Accessibility Plan

Oasis Academy Parkwood plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Academy was fully renovated in 2021 and is DA (Disability Discrimination Act) compliant.

- The Accessibility Plan contains relevant actions to:
- Ensure students with SEND make good or better progress
- Identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations
- Ensure that Teaching Assistants and Learning Support Assistants and teachers have the skills and knowledge to meet the needs of students with SEND and ensure they make good or better progress
- Ensure all trips and extra-curricular activities are inclusive
- Ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students
- Identify and share, where appropriate, the medical needs of children and provide specialist training where necessary

4. Information gathering

The following information was considered when formulating the plan:

- The nature of the school population
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- Students and staff already in the academy.
- The nature of future intake
- The level of staff awareness of special educational needs and equalities legislation
- The presence of students with disabilities and their participation in the life of the school

- The impact on students with disabilities of the way in which the school is organised, for example, school policies and practices around the administration of medicines, timetabling, anti-bullying policy, school trips and teaching and learning
 - The physical environment of the school
 - 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 plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 councilors in the matter of disability discrimination and meeting the needs of students and staff with disabilities.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Parkwood offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Use of 'roger' radio hearing aids for hearing Impaired students</i></p> <p><i>Use of coloured overlays for pupils with visual stress.</i></p> <p><i>Allow rest breaks for pupils with mobility concerns.</i></p> <p><i>Support pupils with Occupational therapy programmes in school.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Increase the range of interventions offered based on needs.</p> <p>Child voice informs provision</p> <p>To identify students for Access arrangements to enable them to fulfil their potential in tests and examinations.</p>	<p>Access staff training to increase the range of interventions offered.</p> <p>Child voice to form part of support plan reviews</p> <p>Discuss with SLT and assessment lead the arrangement needed</p>	<p>PF BD TG TN</p>	<p>October 24</p> <p>By January 25</p> <p>January 25 identifies where need is needed</p>	<p>100% of pastoral interventions are part of a recognised evidence-based programme (e.g. THRIVE)</p> <p>The majority of parents agree that if their child has SEND the school gives them the support they need to succeed (parent view).</p> <p>All children able to access tests</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>Oasis Academy Parkwood underwent a huge transformation (approx. 5 years ago) with a comprehensive refurbishment. Therefore, is compliant with the building requirements at this time.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Oasis Academy Parkwood have just developed and create a hub area for access to all parents/carers and pupils</p> <p>Development of sensory room</p> <p>Create a sensory garden/outdoor area focusing on provision.</p>	<p>Discuss the long term plan for the refurb and planned use for the rooms within it.</p> <p>Think about access E.g. door thresholds etc.</p> <p>New sensory room to be added</p> <p>Sensory garden space developed with Ongo and used withing the school day</p>	<p>Oasis Principal</p> <p>SN</p> <p>SN PF</p> <p>SN</p>	<p>On-going</p> <p>Sept 2024</p> <p>Sept 2024</p>	<p>Refurbishment is in line with rest of the building – access and protocols within the Hub area</p> <p>Sensory room being used</p> <p>Sensory garden being used and highlighted in pupil voice</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Oasis Academy Parkwood uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources as required • Induction loops as required • Pictorial or symbolic representations as required 	<p>Signage is maintained</p> <p>Short term</p> <p>Resources are available as required.</p>	<p>Regular checking of signs</p> <p>Opportunities to report damage.</p> <p>All children know fire alarm sounds/procedures.</p> <p>Especially HI/VI impaired mobility pupils</p>	<p>Caretaker Business Manager/ Principal</p> <p>PF/Oasis Parkwood Staff</p>	<p>On-going</p> <p>September 24 – Termly checks</p>	<p>Audit/review completions</p> <p>Feedback from pupils</p>

<p>To ensure that all curriculum activities and extra-curricular activities are accessible to all pupils</p>	<p>Regular monitoring of attendance and demographics at extra-curricular activities</p> <p>Regular monitoring of MTPs to cross-reference opportunities for guaranteed experiences and 100 things</p>	<p>Embedding The Parkwood 100 things passports</p> <p>To ensure all trips and extra-curricular activities are inclusive</p>	<p>Cost of subsidising 100 things and guaranteed experiences activities for PP pupils or those experiencing hardship (no child left behind)</p> <p>Review all plans for trips and extra-curricular activities to ensure accessible to all</p> <p>Make appropriate adaptations where necessary to ensure trips and extra-curricular activities are inclusive</p> <p>Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive</p>	<p>SLT PF CL</p>	<p>Sept 24 - yearly</p>	<p>100% engagement with 100 things and guaranteed experiences</p> <p>All extra-curricular activities are fully inclusive and proportionally represent SEND/EAL/PP groups</p> <p>Good access to IT provision.</p> <p>Oasis Horizons project implemented. Good levels of staff support.</p> <p>Respond to pupil voice – what do pupils want in their offer?</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 Disability Group/Governors/Principal.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Off site, educational visits and trips
- Health and safety policy
- Student Equality and Inclusion Policy – National
- Special educational needs/Disabilities Policy (SEND policy) Local/National
- (SEN) information report Local
- Equality Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

The Plan will be monitored by the Academy Council and OCL through the Strategic Reviews.

Date: May 2024

Date for review: May 2025

Appendix 1: Accessibility audit.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None	Maintenance staff Site lead	-
Corridor access	All corridors wide with double doors in most places	Make sure corridors are clear and not obstructions	Maintenance staff Site lead Cleaning staff	Daily
Shower	1 shower in disabled toilet located next to ASET rooms	Cleaned daily	Maintenance staff Site lead Cleaning staff	Daily
Parking bays	1 parking bay in school grounds	No actions	Maintenance staff Site lead	Yearly Sept
Entrances	Automated entrance door. Security door Low entrance buttons Low threshold doors	Checked weekly	Maintenance staff Site lead	Weekly

Ramps	Located at key entry/exits points around school e.g. halls	No actions	Maintenance staff Site lead	Yearly
Toilets	2 disabled toilets located at each end of the school.	Cleaned daily	Maintenance staff Site lead Cleaning staff	Daily
Reception area	Button access Low reception desk Double door entrance Low threshold doors	Cleaned daily Checked termly	Maintenance staff Site lead Cleaning staff	Termly
Internal signage	Fire exits with lighting Fire alarms	Checked termly	Maintenance staff Site lead	Termly
Emergency escape routes	Signs Fire evacuation	Checked termly	Maintenance staff Site lead	Termly