



Accessibility Plan

Oasis Academy Parkwood

Approved by:	T.Norriss	Date: 27/2/20
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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.

Principles and values which relate to equality and inclusion.

The Parkwood Path is created to promote cohesion, where people are recognized solely as themselves, and within a school, family and a community, where no one is a stranger. Everyone is welcomed, treasured and supported to be the person they aspire to be.

Through Inclusion, opportunities and experiences are for all. Everyone has the right to have exceptional education that allows them to make life choices

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 included a range of stakeholders in the development of this accessibility plan, including pupils.

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. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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>Approach</p> <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>Long Term</p> <p>Develop a practical toolkit for teachers to understand and set out strategies for inclusion for a range of disabilities.</p> <p>Medium Term</p> <p>Develop knowledge and understanding for teachers of a range of disabilities by providing training opportunities.</p> <p>Short Term</p> <p>Audit knowledge of teachers and support</p>	<p>1. Set up a disability group to discuss what should be included in the document.</p> <p>2. Discuss document presentation and content.</p> <p>3. Research key areas</p> <p>Map out the range of disabilities experienced in school and sources of information or expertise.</p> <p>Send questionnaire to teaching and non-teaching staff to</p>	<p>S Brough Di Sutton</p> <p>S Brough</p> <p>Group</p> <p>SB Group</p> <p>SB</p>	<p>By January 21</p> <p>February 20</p> <p>May 20</p> <p>September 20</p> <p>July 20</p> <p>February 20</p>	<p>Meeting set up and members established</p> <p>Evidence of plan</p> <p>Documented research Of areas identified.</p> <p>Plan and timetable of Visitors to school/training</p> <p>Analysis of questionnaires</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>	staff around disabilities.	consider their knowledge.			
Improve and maintain access to the physical environment	<p>Approach</p> <p><i>Oasis Academy Parkwood underwent a huge transformation in the last three years 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"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Long Term</p> <p>Oasis Academy Parkwood have just re-acquired ownership of part of the building previously used by Health Visitors.</p> <p>This part of the building still needs refurbishment.</p>	<p>Discuss the long term plan for the refurbishment and planned use for the rooms within it.</p> <p>Think about access</p> <p>E.g. door thresholds etc.</p>	Oasis Principal	To be confirmed	Refurbishment is in line with rest of the building – access and protocols
Improve the delivery of information to pupils with a disability	<p>Approach</p> <p><i>Oasis Academy Parkwood uses a range of communication methods to ensure information is accessible. This includes:</i></p>	<p>Long term</p> <p>Signage is maintained.</p> <p>Short term</p> <p>Resources are available</p>	<p>Regular checking of signs</p> <p>Opportunities to report damage.</p>	<p>Caretaker</p> <p>Business Manager/Principal</p> <p>SB/Oasis</p>	On-going	Audit/review completions

	<ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources as required</i> • <i>Induction loops as required</i> • <i>Pictorial or symbolic representations as required</i> 	as required.	<p>All children know fire alarm sounds/procedures.</p> <p>Especially HI/VI impaired mobility pupils</p>	Parkwood Staff	February 20	Feedback from pupils
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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

Appendix 1: Accessibility audit.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	All corridors wide with double doors in most places			
Shower	1 shower in disabled toilet located next to ASET rooms			
Parking bays	1 parking bay in school grounds			
Entrances	Automated entrance door. Security door Low entrance buttons Low threshold doors			
Ramps	Located at key entry/exits points around school e.g. halls			
Toilets	2 disabled toilets located at each end of the school.			

Reception area	Button access Low reception desk Double door entrance Low threshold doors			
Internal signage	Fire exits with lighting Fire alarms			
Emergency escape routes	Signs Fire evacuation			