

# Oasis Academy Nunsthorpe Accessibility Plan

March 2020

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other school planning documents.

This Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Advice and support from outside agencies sought and followed for individual children.</p> <p>Children have a Personalised Learning Plan (PLP) outlining their needs, which is agreed with staff and parents.</p> <p>Before and after school clubs are planned to include children with disabilities.</p> <p>Trips and visits are accessible to all. Risk assessments are completed for individual needs where appropriate.</p> <p>Some staff trained in specific medical needs e.g. epipens and diabetes.</p>	<p>All staff are enabled to best support pupils with a disability and fully understand their individual needs.</p>	<p>Training for staff around different disabilities and needs.</p> <p>Meetings with SENDCO and external agencies to discuss and understand children's individual needs.</p> <p>Planned transitions and sharing of information for children with disabilities.</p>	<p>Kate Calvert/ ALT</p> <p>Kate Calvert</p> <p>Kate Calvert/ ALT</p>	<p>Autumn Term 2021</p> <p>Ongoing</p> <p>Summer Term 2020</p>	<p>All staff are enabled to best support pupils with a disability and fully understand their individual needs.</p>

<p><b>Improve and maintain access to the physical environment</b></p>	<p>The school is a single storey building, which is wheelchair accessible.</p> <p>The school has disabled facilities available, including parking, toilets and showers.</p> <p>Intimate care plans in place where needed.</p> <p>Guided sight trained TA, who can support children with visual impairments.</p> <p>Some adaptations to EYFS playground equipment.</p> <p>Awareness of access needs for staff, parents, visitors and provision in place.</p> <p>Advice and support from outside agencies sought and followed for individual children (ETHV, physiotherapy, occupational therapy).</p> <p>Risk assessments for individual children when required.</p>	<p>All disabled pupils can be safely evacuated from the school building.</p> <p>The school is fully aware of the access needs of pupils with a disability.</p> <p>Ensure all classrooms are set up to best support children with hearing impairments and visual impairments.</p>	<p>Personal Emergency Evacuation Plans (PEEP) created for children with identified difficulties.</p> <p>Access plans to form part of children's personalised learning plans when required.</p> <p>Checklist for ways to best set up classrooms. Monitoring of classroom set up.</p>	<p>Kate Calvert</p> <p>Kate Calvert</p> <p>Kate Calvert</p>	<p>Spring 2020</p> <p>Autumn Term 2020</p> <p>Autumn Term 2020</p>	<p>Personal Emergency Evacuation Plans (PEEP) will be in place for children with identified difficulties.</p> <p>Access plans are completed as part of children's personalised learning plans when required.</p> <p>All classrooms are set up to best support children with hearing impairments and visual impairments.</p>
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<p><b>Improve the delivery of written information to pupils</b></p>	<p>Written information is adapted for children with visual impairments as advised by ETHV.</p> <p>Coloured paper, overlays and screen backgrounds are available.</p> <p>Widgit symbols are often used to support written information given to children.</p> <p>Key members of staff Makaton trained. This is being shared with all staff and children through 'signs of the week'.</p> <p>Meetings offered to parents to discuss any reports that they may require support with.</p>	<p>Ensure all resources are adapted for visually impaired children e.g. reading diaries, tray labels.</p> <p>Widgit to be used to support learning sent home e.g. knowledge organisers.</p> <p>Key documents available in different languages.</p>	<p>Time and training on how to adapt resources.</p> <p>Staff training on Widgit. Time to adapt home learning with Widgit.</p> <p>Translation of key documents into languages prevalent in school.</p>	<p>Kate Calvert</p> <p>Kate Calvert/ Phase Leaders</p> <p>Kate Calvert</p>	<p>Autumn Term 2020</p> <p>Autumn Term 2020</p> <p>Spring Term 2020</p>	<p>All resources are adapted for visually impaired children e.g. reading diaries, tray labels.</p> <p>Widgit is used to support learning sent home e.g. knowledge organisers.</p> <p>Key documents are available in different languages.</p>
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