Oasis Academy Enfield Accessibility Plan
2024 - 2025

Plan agreed: September 2024 - Plan Review: September 2025
Lead member of staff: Emma Robinson (Principal) and Claudette Dennis (Assistant Principal-SENCO)

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA (Disability Discrimination Act). 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 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:

- Increasing the extent to which disabled students can participate in the Academy curriculum.
- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- 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 Enfield's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Academy's Aims

We are committed to ensuring that all students, staff and visitors can access the academy's facilities, curriculum and activities effectively. This plan aligns with the broader goals of promoting inclusivity and removing barriers to education for individuals with disabilities.

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

- Inclusive School (DfES 0774/2001)
- 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)

Aim	Current good practice *Include established practice and practice under development*	Actions to be taken	Date to complete actions by
Increase access to the curriculum for pupils with a disability	-Early identification of need through effective use baseline data and appropriate assessments -Identification and implementation of appropriate personalised intervention timetables -Effective use of data and outcome of monitoring to track impact of interventions through the process of Assess, Plan, Do and Review - SEN information available to all staff via BROMCOM - Teachers use a range of Quality First Teaching strategies to support the curriculum Delivery - Guidance from specialists (hearing impaired service, autism service and physiotherapists) considered for arranging classrooms for maximum benefit to disabled students - School minibus is fitted with a lift and wheelchair restraint system -A staffed well-being room for students and staff - Ear defenders available for noise sensitive students.	Curriculum audit to be undertaken	Monitoring indicates disability/SEN considered in organising the environment and curriculum for learning September August SEN
To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations	-Early identification of need -Appropriate assessment completed -Students eligible for Access Arrangement are registered with NCA in good time -Students identified for access arrangements receive this adaptation whenever tests and exams are taken. -Ensure sufficient staff are trained to support children with Access Arrangements -Arrangements are monitored by SENCo and Examinations Officer	Training of more staff to become Level 7 assessors	-Within a half term of needs being identified

Improve the delivery of written information to pupils	- Handwriting pens are provided to learners who need them -Talking mode is enabled on all PCs Large text mode is enabled on all PCs -Overlays and screen available for student with dyslexia, dyscalculia and dyspraxia -Staff expected to adjust using the seating plan for HI students - Staff expected to adjust resources e.g. enlarged worksheets for VI students.	SENCo to lead on delivery of material to staff and to the readers	On going
Improve and maintain access to the physical environment	-A lift for disabled/injured students - Disability desks in classroom specially- Food Tech, Product Design and Science -Special fire arrangements -Evac chairs available- Personal Evacuation plans - Signs clear and understandable for visually impaired. -Toilet passes for certain students so there is a disabled access toilet on each floor.	Replacement of signs take account of appropriate colour schemes/size for signs if necessary.	New signs clear and updated, as required