

Oasis Academy Enfield Accessibility Plan

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled students.

2. Aims of the plan

We are committed to providing a fully accessible environment which values and includes all students, staff, academy councillors, 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.

3. Coverage of the Accessibility Plan

Oasis Academy Enfield plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Academy was built in 2008 and is DA (Disability Discrimination Act) compliant.

The Accessibility Plan contain relevant actions to:

- To ensure students with SEND make good or better progress
- To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations
- To 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
- To ensure all trips and extra-curricular activities are inclusive
- To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students
- To 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 academy population
- The impact of the academy'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 disabilities
- The presence of students with disabilities and their participation in the life of the academy
- The impact on students with disabilities of the way in which the academy is organised, for example, academy policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the academy
- The curriculum
- The ways in which information is currently provided for students with disabilities
- Progress of students with disabilities and their outcomes in external testing including, GCSE, A level and BTEC level 3

5. Action Plans

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

6. Accessibility Plan links to other documentation

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

- Equality Statement
- Special Educational needs and Disabilities (SEND) policy
- Health and Safety Policy
- Behaviour for learning Policy
- Anti-Bullying Policy
- Academy Development Plan

Information about the Accessibility Plan is published on the academy website.

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

Implementation Date: September 2017

Date for review: Summer 2020

Accessibility Plans

Oasis Academy Enfield, September 2017

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 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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Food, craft and science teaching spaces have variable height work stations School minibus is fitted with a lift and wheelchair restraint system	Improve accessibility options for those with visual impairments	Seek advice from the RNIB and The Joseph Clark School in Chingford	SENCo	Dec 17	The academy is accessible to any student, regardless of physical disability

<p>Improve the delivery of written information to pupils</p>	<p>Handwriting pens are provided to learners who need them</p> <p>Talking mode is enabled on all PCs</p> <p>Large text mode is enabled on all PCs</p> <p>Overlays and screen available for student with dyslexia, dyscalculia and dyspraxia</p>	<p>To improve access to reports and data for parents with visual impairment</p>	<p>Explore the options of creating taking reports</p>	<p>SENCo</p>	<p>Before Mod2 reports in Nov 17</p>	<p>Visual impairment should not limit parental support opportunities</p>
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