

Oasis Academy Ryelands Primary Accessibility Plan - Year 2023 -2024

Introduction:

At Oasis Academy Ryelands we celebrate the diversity of our school community and the rich experience that it brings to our learning with, and about, each other; recognising and appreciating our similarities and differences.

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

Oasis Academy Ryelands achieved IQM Flagship status in 2022.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

Context:

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Academy to ensure we are socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

Objectives:

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students

Oasis Academy Ryelands Primary aims to:

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- Nurture children towards positive self-worth and self-confidence as learners
- Help each mature socially and emotionally to secure an inclusive learning environment
- Support individual pupils with
 1. special educational needs
 2. disabilities
- Provide training to all staff regarding the needs of disabled people

Definitions:

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.” The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. Oasis Academy Ryelands Primary is committed to equal opportunities and inclusion.

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A) child or young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

The Accessibility Plan should be read in conjunction with the following policies, strategies and document.

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

The SEN Revised Code of Practice 2014

- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED
- Equality Statement
- Special Educational needs and Disabilities (SEND) policy
- Health and Safety Policy
- Behaviour for learning Policy
- Anti-Bullying Policy
- Academy Development Plan
- Student Equality and Inclusion Policy.
- Teaching and Learning Policy

- Curriculum Policy

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
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Access to and participation within the curriculum:
To increase the extent to which disabled pupils can participate in the school curriculum
 Our aim at Oasis Academy Ryelands is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

To liaise with Nursery providers earlier and more frequently to review potential intake for September	To identify pupils who may need additional to or different provision for the September intake	Procedures Equipment Teacher/Inclusion Manager Time	Principal EYFS Phase Leader Inclusion Manager	Ongoing	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision Learning walks
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	Inclusion Manager Principal	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Time	Inclusion Manager All school staff	Ongoing	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, diabetes or mobility issues.	To ensure collaboration between all key personnel.	Time Resources	All staff involved with the child	Ongoing	Clear collaborative working approach

<p>To ensure full access to the curriculum for all children</p>	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary • Providing a differentiated curriculum as necessary with appropriate resources • Trained support staff support • Multimedia activities • Use of interactive ICT equipment • Specific equipment sourced from specialist teaching services. 	<p>Time Equipment Specialised equipment Furniture</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Advice taken from specialist teaching services and strategies evident in classroom practice</p>
<p>To finely review attainment of all SEND pupils</p>	<ul style="list-style-type: none"> • SENCo and class teacher meetings • SEND Learning Success Booklets written by class teachers with parents and children involved in the process. • Pupil progress meetings • Regular liaison with parents 	<p>Time Send Support Plans</p>	<p>All staff</p>	<p>Termly</p>	<p>Progress made/achieved SEND Learning Success Booklets targets</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of leaning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> • Wheelchair access • Support for visually impaired children • Appropriate keyboard and mouse • Staff training • Individualised resources to aid children in order to motivate 		<p>Whole school approach</p>	<p>Ongoing</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

	<ul style="list-style-type: none"> • and aid the learning process 				
To promote the use of the 'Accessibility Features' on the Ipad.	<ul style="list-style-type: none"> • Staff training in using the Accessibility Features • Training on Immersive Reader • Training the children. • Monitoring teaching and differentiation/use of scaffolds via the iPads. • Monitoring opportunities for children not using the iPads where it can become overstimulating. 	Time	Whole school approach	Ongoing	<p>Variety of learning styles and multi-sensory activities seen in the classrooms.</p> <p>Children making use of the features.</p>

To deliver findings to the Hub Council	Hub Council Meetings	Time	Principal	Annually	Hub Council fully informed about SEN provision and progress
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Access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	Leadership team Health & Safety Champion Premise Officer	Ongoing	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting areas	Time Resources Furniture	All staff	Ongoing	Lively and inviting environment maintained

Ensuring all with a disability are able to be involved	Make sure all disabled children have plans in their SEND Learning Success Booklets plans on how to access all areas of the school. Complete and review PEEPS annually.	Time	All staff Children Parents/carers	Termly	Enabling needs to be met where possible
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To ensure that the medical needs of all pupils are met fully within the capability of the school	To liaise with external agencies To identify training needs	Time	Principal Inclusion Manager Head First Aider	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
To ensure driveway, roads, paths around the school are as safe as possible	Communication with parents through letters/newsletters/website/1:1 school staff	Time	Leadership team	Ongoing	No accidents

Access of information

To improve the delivery of information for disabled pupils and parents.

To ensure all children with ASD/SLCN have access to the curriculum	Regular parental communication Individualised teaching strategies used for all children who require it (ASD, ADHD, SLCN)	Time Resources and strategies put into place Classroom environment	All staff	ongoing	All children being able to access the curriculum
To review children's records ensuring schools awareness of any disabilities	Information collected about new children. Records passed up to each class teacher End of year class teacher meetings	Training Time Resources	Principal All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes

	<p>Annual reviews SEND Learning Success Booklets meetings Medical forms updated annually for all children Personal Health Plans Significant Health Problems - children's photos displayed in the medical room Information is passed on if children change schools in-year and going to secondary schools</p>				
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School record systems to be reviewed and improved where necessary (Records on BROMCOM/ class information)	Record keeping system to be reviewed	Time Data sheets	Parents Office staff Teachers	Continual review and improvement	Effective communication of information about disabilities throughout school
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Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom
- Provision of extra support and aids (such as specialist teachers or equipment).