

Oasis Academy Marksbury Road - Accessibility Plan

3-year period covered by the plan: 2023 – 2026

Plan Agreed	November 2023	
Review Date	November 2026	
Lead Members	Emma Price Sammi Blackwell	Operations Manager Assistant Principal for Inclusion & SENCO

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 & 2005 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

1. Not to treat disabled students less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled students.

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:

1. Increasing the extent to which disabled students can participate in the Academy curriculum.
2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that Marksbury Road's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing the Academy has addressed the priorities identified in the plan.

The Academy's Aims

- Embraces a partnership between the Academy and home.
- Offers each member the opportunity to grow in knowledge fostered through shared values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- Curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

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

- Inclusive School (DfES0774/2001)
- 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)

Accessibility Plan- Identifying Barriers to Access

	Completed	In Progress	Under discussion	Not yet addressed
School trips made accessible to all students irrespective of attainment or impairment.	√			
Preparation for entry into the Academy. (Admissions Policy - within the resources of the Academy, Academy Prospectus and student information pack.)		√		
School clubs and activities.	√			
Ensure that staff have the necessary training to teach and support disabled students.	√			
Staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.	√			
High expectations of all students.	√			
Full access to the curriculum.	√			
Academy policies, ie Anti-bullying, SEN policies, Health & Safety. (All in place with annual review).	√			
Classrooms are organised for disabled students.	√			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities and playgrounds – allow access for all students.	√			
Students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.	√			
Pathways of travel around the school site and arrangements are safe, routes logical and well signed.	√			
Emergency and evacuation systems set up to inform all students, including students with SEN and disabilities; including alarms with both visual and auditory components.	√			
Non-visual guides assist students and visitors to use buildings including lifts with tactile buttons.	√			

The Academy building and site has allowed us to ensure that we are meeting the existing needs of those students with some form of disability at present. However, we recognise that we need to review individual needs over time, and may need to revisit some specific areas should we have students with profound hearing loss or more severe visual impairment than has been the case previously.

Actions:

- We will review the needs of students as part of our termly review of the SEND register and will communicate any additional needs regarding the building and site to the Principal and the Health & Safety Champion.
- We will liaise with local schools to ensure that students in new intakes, or mid-year transfers, have their needs met when attending the Academy. Should there be additional needs regarding the building and site, these will be reported to the Principal and the Health & Safety Champion.
- The Principal and the Health & Safety Champion will work with the site team and wider services to ensure work to meet the needs of disabled students is completed in an efficient and timely manner.
- We will update our preparation for entry to the academy procedures to include a student information pack

Oasis Academy Marksbury Road – Disability Accessibility Plan 2022/23

Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe
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Short term	To ensure that all curriculum activities and extra- curricular activities are accessible to all pupils.	To carry out curriculum reviews Act on suggestions following SEND reviews Extend the range of extra- curricular activities to suit individual needs and ensure all children are able to access provision offered.	More opportunities across the curriculum available for pupils with additional needs. List of extra- curricular activities including which pupils are involved.	December 2023
Medium term	To plan and implement improvements and adaptations to curriculum and extra curriculum activities as and where required.	To ensure all new developments comply with current legislation. Ongoing liaison with property and estates team.	New Academy building enables access for all pupils. Good access to IT provision. Good levels of staff support.	September 2018
Long term	To review short and medium priorities in light of new legislation or where a specific	Admission profiles created for every pupil	Curriculum designed around the needs of the pupils and local community.	January 2019

	need arises.	admitted. One page profiles for all SEND pupils.	Wide range of teaching styles used. All staff received training in inclusive classrooms.	Ongoing January 2019
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Physical Improvements to the environment

	Targets	Strategies	Outcomes	Timeframe
Short term	To ensure all parts of the new building and any further alterations are fully accessible to all pupils.	All plans and building designs reference H&S requirements and access plans.	New building fully compliant with legal requirements and guidance.	From September 2018 then ongoing.
Medium term	Any future decoration to comply with legislation for visually impaired pupils.	Ongoing consultation with estates team.	All areas of the building accessible via ramps, handrails. Lift available for use by pupils, staff and parents who cannot use the stairs. Disabled parking arrangements in place.	From September 2018 then ongoing.

Long term	To ensure the whole academy site is fully accessible.	To carefully consider the use of lifts, ramps, footpaths and access for vehicles and pedestrians.	All areas of the building accessible via ramps, handrails. Lift available for use by pupils, staff and parents. Disabled parking arrangements in place.	From September 2018
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Improving provision of information

	Targets	Strategies	Outcomes	Timeframe
Short term	To improve communication with disabled pupils / users.	To liaise with specialist staff with reference to different formats of information. Ensure the academy website is clear and easy to access Parent messaging service embedded	Increased choices of how to access information.	Ongoing from September 2018 From December 2018 From December 2018
Medium term	To consult with Disability Information Service about the best way to make	To increase levels of awareness amongst staff responsible for	Information accessible to all. Variety of ways available to	From September 2018

	information available to all users.	information. Feedback from pupils, staff, parents and visitors.	access information depending on specific need.	
Long term	To review progress made in short and longer term.	Analyse feedback and plan for next steps of development.	Wider understanding of issues involved.	Summer term 2018 in order to inform next plan