



Oasis Academy Limeside Accessibility Plan

2024-2025

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 pupils.

2. Aims of the plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, school, 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 Limeside plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Academy was fully renovated in 2021 and is DA (Disability Discrimination Act) compliant.

The Accessibility Plan contains relevant actions to:

- Ensure students with SEND make good or better progress
- Identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations
- 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
- Ensure all trips and extra-curricular activities are inclusive
- Ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students
- 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 nature of the school population
- The nature of the school, including a consideration of the impact of the school'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 equalities legislation
- The presence of students with disabilities and their participation in the life of the school
- The impact on students with disabilities of the way in which the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities

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 Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan

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

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

Date: September 2024

Date for review: September 2025

Improving the Curriculum Access Plan

Objective	Actions	Timeframe
<p>To ensure students with SEND make good or better progress</p>	<ul style="list-style-type: none"> • Early identification of need through effective use of 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 cycle 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Within 6 weeks of admission • Termly in line with academy assessment schedule
<p>To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations</p>	<ul style="list-style-type: none"> • Early identification of need • Appropriate assessment completed • Students eligible for Access Arrangement are registered in good time • Students identified for access arrangements receive these adaptations whenever tests and exams are taken. • Ensure sufficient staff are trained to support children with Access Arrangements • Arrangements are monitored by SENCo and Data Lead 	<ul style="list-style-type: none"> • Within a half term of needs being identified
<p>To ensure that 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</p>	<ul style="list-style-type: none"> • Audit the additional needs of students • Skills audit for staff • Training for identified staff in the identified needs • Timetable Person Centred Review meetings • Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan and review 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Start of each year • As needed • Termly • Termly, in line with the academy assessment schedule • Annually

	<ul style="list-style-type: none"> • Costed staffing plan matched to EHC plans in school 	
To ensure all trips and extra-curricular activities are inclusive	<ul style="list-style-type: none"> • Review all plans for trips and extra-curricular activities to ensure accessible to all • Make appropriate adaptations where necessary to ensure trips and extra-curricular activities are inclusive • Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive 	<ul style="list-style-type: none"> • As annual programme is agreed • As part of trip planning
To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs • Purchase specialist equipment required 	<ul style="list-style-type: none"> • As needs are identified
To identify and share, where appropriate, the medical needs of children and provide specialist training where necessary	<ul style="list-style-type: none"> • Identified medical needs on admission • Audit medical needs and health care plans each term • Provide training for staff in understanding of identified conditions. • Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication 	<ul style="list-style-type: none"> • Prior to admission wherever possible • Start of each term • As needed
To ensure all areas are accessible to disabled pupils.	<ul style="list-style-type: none"> • Strategic discussions with LA and trust on school site. • Any building or renovation works to prioritise disabled access points and accessibility. 	<ul style="list-style-type: none"> • As needed