

The logo for Oasis, featuring the word "Oasis" in white text on an orange arrow-shaped background pointing to the right.

Oasis



# **Disability Equality Policy and Accessibility Plan**

## **OASIS ACADEMY JOHANNA**

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**Implementation: September 2013**  
**Revised for OAJ: September 2017**

# Contents

<b>1. Introduction</b>	3
<b>2. Aims</b>	3
<b>3. Implementation</b>	3
<b>4. Students</b>	4
<b>5. Liaison with Parents</b>	4
<b>6. Staff Training and Awareness</b>	5
<b>7. The Disability Accessibility Scheme</b>	5
<b>8. References</b>	6
<b>9. Monitoring, Evaluation and Review</b>	6
<b>Appendix 1</b>	7
The Disability Accessibility Scheme	7
<b>Appendix 2</b>	9
The Disability Accessibility Plan	9

# Disability Equality Policy & Accessibility Plan

## 1. Introduction

- 1.1. The Academy is committed to a fair and equal treatment of all individuals regardless of any disability. The Academy will welcome applications from people with disabilities to join the Academy community as students, staff and Academy Council members. A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.2. The Academy is single-storey and has provision and accessibility for students with disabilities so that they may be integrated fully into Academy life. The curriculum has been designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.
- 1.3. This policy is guided by Oasis Community Learning's ethos, which states our commitment to model inclusion and compassion throughout all aspects of the life and culture of each Oasis Academy community.

## 2. Aims

- 2.1. The aims of this policy are to ensure that:
  - Applications for admission from all potential students are considered in line with the published admission arrangements.
  - Disabled students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy.
  - The views of individual students are taken into account at all times when their requirements are being assessed.
  - All students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment.
  - Staff working with disabled people, either as colleagues or as students, have appropriate information, support and training.
  - The Academy takes steps to enable students who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is practicable.
  - Disabled members of the public can participate in public events held within the Academy.
  - So far as is reasonably practicable, the Academy premises are accessible and safe for disabled students; and
  - No disabled student is treated less favourably as a result of their disability.

## 3. Implementation

- 3.1. The Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff and parents are made aware of this policy and that the

Academy's obligations under the Equality Act 2010 are being followed. (Throughout this policy the term 'parents' means all those having parental responsibility for a child.)

- 3.2. The Principal and the Oasis Community Learning Board will have overall responsibility for ensuring that this policy statement is implemented.
- 3.3. Environment: Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

#### **4. Students**

- 4.1. Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy.
- 4.2. The Academy will aim to provide disabled students with the appropriate support to enable them to be fully integrated. The Academy will seek to make reasonable adjustments to ensure the equality of opportunity of all members of the Academy community including students, staff, governors, parents and carers and other visitors to the Academy. These include:
  - Ensuring the building is physically accessible to all.
  - Working closely with external support agencies to ensure the most effective support is in place
  - Providing specific and targeted training to enable staff to meet the needs of individuals
  - Sharing good practice in respect of teaching and learning to ensure equality of access for all
  - Purchasing a range of specific equipment, software and resources to enhance learning and support for individuals
  - Providing a range of extra-curricular activities to allow choice and access for all
- 4.3. As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a learning activity is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.
- 4.4. Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCo. An IEP will be written and reviewed three times a year.

#### **5. Liaison with Parents**

- 5.1. The Academy will report to parents annually on:
  - The Accessibility Plan (Appendix 2);

- How the Academy helps disabled students gain access to the curriculum; and
  - What the Academy does to ensure fair treatment for disabled students.
- 5.2. The Academy will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.
- 5.3. Whenever appropriate, information to home will be provided in different formats to take account of disability.
- 5.4. Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.
- 5.5. Anyone in the Academy who feels that this policy is not being followed is entitled to raise the matter with the Principal and can make a formal complaint in accordance with the Academy's complaints procedure which can be available on request.

## **6. Staff Training and Awareness**

The Principal will ensure that all staff are aware of this policy and plan, and its implications for their work in the Academy. They will also ensure appropriate training for staff who have relevant responsibilities towards disabled staff, students and visitors.

## **7. The Disability Accessibility Scheme**

- 7.1. The Scheme (set out in Appendix 1) aims to improve access to all aspects of education within the Academy. The Academy is organised in a way that:
- Helps to remove any existing barriers to students;
  - Aims to widen the opportunities for including more students within the academy;
  - Enables any difficulties to be overcome.
- 7.2. In this way the Academy is showing its commitment both to the members of staff and students and its community, based on the promotion of self-respect and respect for others.
- 7.3. The accessibility plan (set out in Appendix 2) has the following inter-linked elements:
- a) Improvements in access to the curriculum by:
    - Providing for all students a curriculum which is appropriate to them.
    - Ensuring that the curriculum is delivered in such a way that all students regardless of any impairment, may benefit fully from it.
  - b) Improvements to facilities by:
    - Physical improvements to increase access to education and associated facilities.
    - Providing appropriate educational equipment and physical aids so that the full curriculum can be accessed

- c) Improvements to the premises by:
  - Ensuring that all the Academy buildings and grounds facilities are accessible to students with mobility, sensory and other impairments.
- d) Improvements to Information by:
  - Providing for students and their parents, information about the Academy that takes account of disability and its curriculum in a format that takes account of any disability.
  - Improvements in the provision of information in a range of formats for students.

## **8. References**

The Equality Act 2010 requires an employer to make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- Adaptations to premises
- Re-allocating some duties
- Altering hours
- Finding alternative accommodation
- Rehabilitation leave
- Training
- Modifying equipment
- Modifying instructions or manuals
- Modifying assessment or testing procedures
- Providing a reader or interpreter
- Providing supervision

Further information can be obtained from:

1. The ‘Equality Act 2010’
2. Jobcentre Plus
3. The Equality and Human Rights Commission  
([www.equalityhumanrights.com](http://www.equalityhumanrights.com))

## **9. Monitoring, Evaluation and Review**

The Oasis Community Learning Board will review this policy at least every two years and assess its implementation and effectiveness.

# Appendix 1

## The Disability Accessibility Scheme

### 1 Consultation

In developing this Scheme the Academy will consult staff, parents and students, and any appropriate agencies.

### 2 Premises

- 2.1. The Academy will ensure that the needs of disabled staff and students (and any adult students) are fully considered in any strategic planning for the development of the site.
- 2.2. When determining the priorities for the use of the annual Capital Grant, the Academy will take into account the need to keep the site accessible for staff and students with disability.
- 2.3. The Academy will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the Academy.
- 2.4. The Academy will bear in mind health and safety requirements and the interests of other students in all the above considerations.

### 3 Discrimination in Admissions

- 3.1. The Academy will ensure that disabled students and adult students are not discriminated against:
  - Through the criteria they determine for admission to the Academy, including criteria used where the Academy is oversubscribed; and by refusing, or deliberately not accepting, an application from a disabled person for admission to the Academy.

### 4 Action on Transfer into the Academy

At transfer to the Academy, additional liaison time is allocated for disabled students and their families to ensure that the student's educational needs and the Academy's requirements are fully understood by staff at any previous school or setting, parents, and students, and to ensure that the transfer process is effective.

### 5 Policy for Teaching and Learning

#### 5.1. Staff

The development needs of disabled staff will be discussed with the member of staff on a regular basis. Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs. Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff. Within the constraints of financial resources the Academy aims to make adjustments to the premises to enable the member of staff to teach effectively.

## 5.2. Students

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning. Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled students.

## 6 Off-site Activities

The Academy will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the Academy.

## 7 Timetable for Implementing and Developing the Scheme

See appendix 2

In addition, our equality objectives are recorded in the Academy Development Plan.

- They are kept under review by the Academy Leadership Team
- They are reviewed through our Academy SEF
- Progress against the objectives is reviewed by the Academy Council Equality Link

Person and considered twice annually by those responsible for governance of OCL at the Strategic Review Meetings



## Appendix 2

### The Disability Accessibility Plan

### Improving Access to the Curriculum

	Targets/Outcomes	Strategies	Timeframe
Short Term	To continue to increase participation in physical activity for children with physical disabilities.	<p>Working with physiotherapists and occupational therapists.</p> <p>Wheels for Wellbeing 'bike club'.</p> <p>SEN targets to include activity levels (e.g. using walkers rather than wheelchairs for short trips).</p>	Ongoing
Medium Term	To develop independent learning skills of children with SEND	<p>Staff training in use of technological aids for writing and communication.</p> <p>Reviewed use of TAs so that adult support is only offered where needed and a range of adults work with each child (not a single 1:1 who sits with child all day). Establish clear guidelines for this and embed in staff structure.</p>	September 2017-September 2020
Long Term	To ensure that all curriculum changes and planning take account of children with physical and learning disabilities	<p>SENCo part of SLT - Any curriculum changes considered and approved through SLT</p> <p>CPD focussed on inclusion.</p> <p>SEN/disabilities a key part of planned building development at OAJ.</p>	Ongoing

## Physical Improvements to the Environment

	Targets/Outcomes	Strategies	Timeframe
Short Term	To ensure that classrooms where children have physical disabilities have safe access routes	<p>SENCo working with class teachers to set up classes at start of year.</p> <p>Consultation with physiotherapists and occupational therapists.</p> <p>Personal Evacuation Plans updated.</p>	September 2017-September 2018
Medium Term	To ensure that the disabled toilet/hygiene suite is safe and tidy	<p>Regular checks of equipment, including servicing of moving equipment by More Able Ltd.</p> <p>Assign member of staff for managing and checking the room (Kathia at present).</p> <p>Ensure hygiene products and slings are kept in drawers to prevent mess/damage.</p> <p>Use 'wheelchair parking bay' to store bulky equipment so that space in hygiene suite is adequate for hoisting.</p>	Ongoing
Long Term	To ensure that future building works are fully accessible.	<p>Planned building works to be approved by the school's SLT specifically (not just OCL)</p> <p>Any building plans to be discussed at Academy Council with SEND Councillor and SENCo.</p> <p>Local health professionals to be included in the consultation.</p>	Ongoing

## Improving Provision of Information

	Targets/Outcomes	Strategies	Timeframe
Short Term	To increase use of Makaton to support children with communication difficulties.	Speech and Language Therapist input. Increase use of Makaton 'bank of signs' on Teacher server. Key signs for specific children to be shared with parents/carers.	September 2017- September 2018
Medium Term	To increase information available to parents/carers on the school website.	SEND report to be updated with external links. Regular reviews of SEND report.	Ongoing
Long Term	To develop accessibility of written information to parents/carers.	Picture/symbol cues for key information. Use of dyslexia-friendly fonts. Increase use of email where possible, to allow parents to use text-to-speech and translation aids.	Ongoing