

Oasis Academy Sholing Disability and Accessibility Plan 2019-20



1) Principles

- We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.
- We support the entitlement of all students to a broad and balanced curriculum.
- Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

This plan sets out the proposals of how Oasis Academy Sholing will seek to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discriminations Act, 2010 (DDA):

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

2) Legislation

a) This Policy takes account of:

- Special Educational Needs Code of Practice 2015
- Children's and Families Act 2014
- The Special Educational Needs and Disability Act (SENDA) 2001
- Education Act 2002, Education Act 2011
- Education (Special Educational Needs Coordinators)(England) Regulations 2014
- The Equalities Act 2010
- Keeping Children Safe in Education, July 2016

b) The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 02002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

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

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3) Associated Policies

a) This policy is considered in conjunction with other associated Academy policies:

- Academy Admissions Policy
- Complaints
- Educational Visits
- Equality Policy (Students)
- Examinations Procedures
- First Aid
- Health and Safety
- Medical Conditions Policy
- Behaviour for Learning
- Personal, social, health, careers, RE and citizenship education
- Special Educational Needs and Disabilities
- Social, moral, spiritual and cultural development (SMSC)
- Teaching and Learning

4) Policy Definitions

a) Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

b) Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- Are under compulsory schools age and fall within the definitions above or would so do if special educational provision was not made for them.

c) Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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d) Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
- For children under two, educational provision of any kind.

See Section 312, Education Act 1996

e) A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

See Chapter 1, Section 6, Equalities Act 2010

5) Oasis Academy Sholing Context

- Oasis Academy Sholing is a secondary provision for students aged 11-16.
- It is located on Middle Road, Sholing, Southampton SO19 8PH.
- Oasis Academy Sholing can be accessed via public or private transport.

6) Access to the Curriculum

a) Oasis Academy Sholing seeks to increase the extent to which students can access the curriculum by:

- Providing a thorough student induction process, linking closely with feeder schools and external services to support and accommodate the needs of students.
- Ensuring all staff adhere to Trust Policies regarding personalisation within the classroom and the continued review of Individual Learning Plans.
- Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or laptop etc.
- Ensuring enrichment activities are as inclusive as possible and plans for educational visits take into account individual student needs.

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b) In order to make continuous improvements for students, Oasis Academy Sholing will:

- Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, re-rooming classes etc.
- Scrutinize the data of SEND students after every assessment point and share the findings at a Senior Team level, followed by implementation of intervention strategies (where appropriate).
- Provide a suitable transition process to provisions outside of Colne Valley High School, for example, college, apprenticeship or other specialist SEND provision.
- Consider the progress and performance, finance and provision for students with SEND.

7) Access to Pastoral Support

a) Oasis Academy Sholing will provide a bespoke pastoral structure for all its students.

b) Year Group mentors offer support to individual students and follow up concerns

c) Oasis Academy Sholing will ensure that students with an Education Health and Care Plan (EHCP) receive the provision to which they are entitled and that all staff aware of those students' needs.

d) In order to make continuous improvements for students Oasis Academy Sholing will:

- Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities.
- Scrutinize performance data with specific reference to the outcomes of SEND students and Children who are Looked After (CLA) at each Assessment Point.
- Ensure there are timely reviews of individual student risk assessments and any issues are appropriately investigated in a timely manner.

8) Site Accessibility

a) Oasis Academy Sholing has limited disabled access to some of its facilities on higher levels, due to the age and nature of the buildings. Where students have restricted mobility, this is risk assessed and alternative arrangements are made to ensure students/staff can access the curriculum. Most site buildings are accessible via the external footpath from car park level.

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b) Oasis Academy Sholing has a medical room with washroom facilities. There is also non-gender specific toilets. This area has full disabled access to the school's car park/reception area, and to the internal corridors/classrooms.

c) Designated parking for Blue Badge Holders is available at the front of the school.

d) There are some additional washroom facilities on site designed specifically for disabled individuals to access.

e) Oasis Academy Sholing will continue to take into account the needs of its students, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes.

f) In order to make continuous improvements for students, Oasis Academy Sholing will:

- Conduct an annual review of incidents reported via the School Business Manager regarding required site improvements, incidents and near misses, and also essential maintenance works.
- Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc work.
- Ensure all students receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency.
- Ensure compliance with Oasis Community Learning's Medical Conditions Policy.

9) Access to Information

a) Oasis Academy Sholing will provide access to information and performance updates in a variety of ways including:

- Students news and updates
- The Oasis Academy Sholing website
- Open Days
- Parent/Carer evenings/meetings
- Meetings with parents/carers
- SEND review processes

b) In order to make continuous improvements for students, Oasis Academy Sholing will:

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- Produce all school documents in the appropriate font, size and colour/coloured background to assist visually impaired students.
- Investigate alternative way to provide access to information, software and activities.
- Investigate ways of communicating with SEND parents/carers.
- Make full use of external providers of support including those providers in the Local Authority responsible for providing information in alternative formats (eg Braille, audiotape) if required.
- Use text alerts and emails to communicate with specific user groups.

10) Consultation

a) All sections of Oasis Academy Sholing community will be included in the development of this Accessibility Plan with specific input sought from:

- Student Voice and Student Parliament
- Parents/carers
- SEND Coordinator
- Staff
- Students

b) Primary Schools will be contacted to assist with the planning and information gathering of incoming Year 6 students.

c) All students with an EHCP will have an annual review where students and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary.

11) Monitoring and Review

a) This Accessibility Plan will be monitored annually by the Local Governing Body and reviewed every three years.

12) Professional Confidentiality

a) Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of Safeguarding. The Trust recognises that the only purpose of confidentiality in this respect is to benefit the student.