



Accessibility Plan 2021-22

Introduction

Academy's duties around accessibility for disabled pupils.

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future To plan to increase access to education for disabled pupils

Oasis Academy Putney 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 child to 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

According to the Act a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Oasis Academy Putney is committed to equal opportunities and inclusion.

Development Area	Targets	Strategies	Outcomes and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils	Guidance from specialists (hearing impaired service, autism service) taken into account for arranging classrooms for maximum benefit to	Monitoring indicates disability/SEN taken into account in organising the environment for learning Access in class checked during learning walks each term	Disabled pupils able to access learning environment more effectively

		disabled pupils. Current advice given from: Educational Psychology Service Speech and Language Service Occupational Therapy Service		
Curriculum delivery/ delivery of materials in other formats	Risk assessments are up to date. Individual targets used by classroom staff. Additional time requirements in practical work understood and planned for. Visual access ensured by adapting materials as required.	SEN information available to all staff and further training on implementation and differentiation of curriculum as required. All staff have access to SEN support plans and risk assessments they need for the pupils they teach. All relevant staff share the information for adapting resources as required. Keyboard for visually impaired provided when needed.	Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils. SEN support plans and reviews checked each term.	Disabled pupils able to access curriculum more effectively.
School design for disabled pupils	All areas accessible to disabled pupils.		Risk assessments ensure areas of difficulty are addressed for individuals. Monitor the need each term. Disabled pupils able to access all physical areas without difficulty	All pupils can read signs in place independently

Wheelchair access	All areas accessible to disabled pupils – main automatic door		Monitor wheelchair use and update risk assessments as required, each term	Any individual using a wheelchair can access all parts of the buildings easily and safely
Visitors' access to buildings	Disabled visitors are able to access the sites easily and safely.			Visitors can effectively access the site