



## **Accessibility Plan 2022-2023**

Introduction:

Academy's duties around accessibility for neurodiverse pupils.

Schools and LAs need to carry out accessibility planning for pupils with different needs. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. The Equality Act is a law which protects pupils from discrimination. It means that discrimination or unfair treatment based on certain personal characteristics, such as age, is now against the law in almost all cases. Under the Equality Act 2010 the schools must have due regard to the need to:

- eliminate discrimination.
- advance equality of opportunity.
- foster good relations.

At Oasis Academy Putney our aim is 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. Physical impairment
- provide training to all staff regarding the needs of neurodiverse pupils.

The Act makes it unlawful to discriminate against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation. These are often referred to as protected characteristics.

<b>Development area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome and by when</b>	<b>Goals achieved</b>
Curriculum delivery	Classrooms are organised for all pupils including those with a range of needs.	Guidance from specialists (hearing impaired service, WAAS) considered for arranging classrooms for maximum benefit to pupils who are on the spectrum. Current advice given from: * Educational Psychology Service * Speech and Language Service * Occupational Therapy Service * Literacy and numeracy support Service	Monitoring indicates neurodiverse taken into account in organising the environment for learning. Access in class checked during learning walks each term.	Neurodiverse pupils able to access learning environment more effectively.
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.	Monitoring indicates differentiation in place targeted at neurodiverse/neurotypical pupils. SEN support plans and reviews checked each term.	SEN and disadvantaged pupils able to access curriculum more effectively.

		All relevant staff share the information for adapting resources as required. Keyboard for visually impaired provided when needed.		
School design for pupils with physical impairment.	All areas accessible to physically impaired pupils.	Ensure toilet areas and sinks are accessible to physically impaired pupils. Doors maintained for privacy. Provide handrails as required for pupils with additional needs.	Risk assessments ensure areas of difficulty are addressed for individuals. Monitor the need each term. Neurodiverse pupils able to access all physical areas without difficulty.	All pupils can read signs in place independently.
Wheelchair access	All areas are accessible to neurodiverse pupils. Main automatic door.	Doors wide enough for access. Chairs and desks/tables in class and lunch hall to be of a suitable height for wheelchairs if required. Adjustable height of chairs in computer suites to enable wheelchair access. Storage areas for wheelchairs as required, for easy access.	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	Visitors with physical impairment are able to access the sites easily and safely.	Signage enables visitors to easily locate site offices.	All signage in place and checked each term.	Visitors can effectively access the site.