



Oasis Academy Warndon Accessibility Plan 2021/22

Revised/ checked by Naomi Cooke September 2021

We aim for Oasis Academy Warndon, in line with the Equality Act 2010 to be welcoming and happy environment in which all students thrive, develop a curiosity for learning and actively engage in acquiring skills and characteristics for the future. We want all students to enjoy school, to be challenged to achieve their very best, to understand their development as they go, and we are committed to giving all of them every opportunity to achieve the highest of standards. Improving teaching and learning underpins all we do. We aim to meet every child's needs within mixed ability, inclusive classes and we want all students to participate fully in the life of the Academy.

Improving access to the physical environment

The building is accessible to wheelchair users and we work closely with local authority agencies to cater for the needs of deaf learners. In addition to this, mainstream classrooms used by deaf learners are equipped with a sound field system which helps to project the teachers' voices more clearly. Where necessary teachers wear amplifiers on lanyards for specific children and these are also used in assemblies. There are three disabled toilets, one in the main reception (including a hoist, showing and changing unit), one by the KS1 hall and another in the Y5 corridor. Disabled parking arrangements are in place at the front of the building. The Nursery has a sensory room and there is a specific Thrive room catering for children requiring social-emotional support.

Improving access to the curriculum

The curriculum was reviewed in 2018 and is framed around six key themes to drive curiosity and imagination, develop a wide range of characteristics and life skills and widen pupil outlook on the world. We offer a broad and balanced curriculum and have high expectations for all children. Our developing Community Farm and a wide range of trips and activities compliment the curriculum and ensure all pupils access opportunities.

Improving access to information

We have worked hard to improve the quality of our communication over the last three years. We have kept the website updated and made use of Twitter to pass on information and share pictures of events quickly and efficiently. The Teachers2Parents system is used for additional text communication and Parent Evening appointments and Club places are booked through Parent Evening System Online. Support for use of technology is also provided in the rare cases it is required. Class information letters are sent out at the beginning of each term and an Academy newsletter is sent out electronically each half term to celebrate the various achievements as well as to share key messages with parents and to remind them about upcoming events. We also post key messages on Billboards at both Academy Entrances on Mondays and Fridays to ensure key messages are delivered.

The Parent Forum was developed over the last academic year to ensure parental voice is heard within the academy and where appropriate acted upon. Termly Parental Workshops provide the opportunity for teachers to communicate information regarding the curriculum content to parents and carers.

Key information has been shared with parents at open meetings to discuss information and content regarding the Stonewall curriculum.

Improvements for this year:

Area	Objectives		Person responsible	Date to complete actions by	Success criteria
	State short, medium & long-term objectives	Actions to be taken			
Physical Environment	Improve outdoor learning space.	, Playground sectioned	SALT Behaviour lead	March 2020	Children access farm and play space more regularly
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for any student who needs it	SENDCo and First Aid lead	December 2020	Clear and precise evacuation practices.
	Ensure that all classrooms are suitable environment for students with ASC	Complete sensory audit of Autism Base Complete sensory audit of classrooms	SENDCo	December 20	ARB staff Removal of sensory barriers to learning for students with ASC
Access to the curriculum	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access	Assistant Principal leading on curriculum	PDMs termly.	Students appropriately challenged across the curriculum
	Increase TA understanding of dyslexia, differentiation, ASD and deaf Awareness	Assign CPD for dyslexia, differentiation, ASC and deaf Awareness	SENDCo and Assistant Principals	CPD Slots termly	Raised staff confidence in strategies for differentiation and increased student participation
Access to Information	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure contributions are fair and offer alternative payment methods to allow trips to continue.	Principal/EVC	As required	All students in Academy able to access all educational visits and take part in a range of activities
	To increase the number of parents accessing information at the academy.	Develop an Academy APP for Apple and Android to ensure access to key information and resources specific to the child.	Deputy Principal for Parental Engagement	Continuous	80% Parents able to access new App.
	Ensure that languages other than English to be visible in school	Relevant, key signs to be multi-lingual.	EAL HLTA	On-going monitor and update	Confidence of parents to access their child's education

