

Oasis Academy Leesbrook Accessibility Plan

Development Area	Targets	Strategies	Outcome	Success Criteria
Curriculum delivery	<ul style="list-style-type: none"> <input type="checkbox"/> Classrooms are organised for pupils with SEN or a disability <input type="checkbox"/> Understanding and planning for additional time requirements 	<ul style="list-style-type: none"> • Staff are using specific guidance from SEND leads and others • SEN information available to all staff • All SEN provision reviewed on a termly basis <input type="checkbox"/> Further training given on implementation and differentiation or curriculum <input type="checkbox"/> Regular meetings with parents and relevant professionals to ensure the needs of students with SEN or a disability are met 	<ul style="list-style-type: none"> • Monitoring must indicate that disability/SEN has been taken into account when organising classroom environment • Monitoring must show that differentiation is in place targeted towards vulnerable groups • All students, regardless of SEN or disability have full access to the curriculum, feel successful, empowered and included. 	<ul style="list-style-type: none"> • Disabled pupils able to access the curriculum and learning environment more effectively <input type="checkbox"/> OFSTED grade of '1' – Outstanding in all areas – this includes Behaviour and Safety and Quality of Teaching • No specific group of students (including those with SEN or a disability) are underperforming academically.
School designed for disabled pupils	<ul style="list-style-type: none"> <input type="checkbox"/> All areas accessible to disabled pupils 	<ul style="list-style-type: none"> <input type="checkbox"/> School design prioritises disabled access points. <input type="checkbox"/> Disabled access points kept clear and seen by all as an integral part of the building <input type="checkbox"/> Closomat Toilet 	<ul style="list-style-type: none"> • The building is fully accessible to disabled pupils • Issues with access logged and resolved 	<ul style="list-style-type: none"> <input type="checkbox"/> Disabled pupils able to access all physical areas without difficulty
Signage	<ul style="list-style-type: none"> <input type="checkbox"/> Signs clear and understandable for pupils with visual impairment. 	<ul style="list-style-type: none"> • Size and colour of signage is suitable • Signage is placed in suitable location/position 	<ul style="list-style-type: none"> <input type="checkbox"/> Signs clear and updated as required 	<ul style="list-style-type: none"> <input type="checkbox"/> Visually impaired students able to read and follow instructions on signage

Staff training	<input type="checkbox"/> Teaching approaches and learning activities are made accessible to all pupils	<input type="checkbox"/> All staff receive appropriate training from external services <input type="checkbox"/> All staff have access to student SEN profiles and SEN Support Plans which document student needs and how staff can assist <input type="checkbox"/> Extra training is readily available upon request	<input type="checkbox"/> Sustained and rapid progress made in all areas including literacy and numeracy	<ul style="list-style-type: none"> • Progress data • All 'at risk' groups broadly making same progress as all other students.
Stimulating environment	<input type="checkbox"/> To ensure all groups of students are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas	<input type="checkbox"/> The environment is regularly audited to reduce all barriers to learning, achievement and full participation.	<input type="checkbox"/> Pupils are able to gain access to all resources and stimuli which they need in order to reach their full potential	<input type="checkbox"/> Pupils happy and fully engaged in their learning and making good or accelerated progress

Review date: September 2023