

Oasis Academy Leesbrook Accessibility Plan

| Development Area | Targets | Strategies | Outcome | Success Criteria |
|-------------------------------------|---|---|--|--|
| Curriculum delivery | <ul style="list-style-type: none"> Classrooms are organised for pupils with SEN or a disability 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 Further training given on implementation and differentiation or curriculum 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 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"> All areas accessible to disabled pupils | <ul style="list-style-type: none"> School design prioritises disabled access points. Disabled access points kept clear and seen by all as an integral part of the building 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"> Disabled pupils able to access all physical areas without difficulty |
| Signage | <ul style="list-style-type: none"> 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"> Signs clear and updated as required | <ul style="list-style-type: none"> 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 2024