

Oasis Academy Short Heath Accessibility Plan

2018 -2019

<u>Development area</u>	<u>Targets</u>	<u>Strategies</u>	<u>Outcome and by when</u>	<u>Success indicators</u>
Administering medicines	Staff trained to administer regular and emergency medications.	Training provided by school nurse team.	Staff are confident in the administration of medication specific to the needs of the pupils in their class.	Pupils receive medication appropriate to their needs regularly and successfully.
Wheelchair access	To ensure that the lift is always operational in order to accommodate wheelchairs and their users.	Regular maintenance.	On-going communication with engineers.	People in wheelchairs have access to the main academy building.
Staff training	Teaching approaches and learning activities are made accessible to all pupils.	Staff dealing with vulnerable groups have the appropriate training from the external services. Training to be in place for the new lead in autism for KS1 and EY.	Progress is secure and children are working towards national averages consistently throughout the school.	Progress data.

Signage	Signs clear and understandable for pupils with visual impairment. All yellow lines are defined and properly positioned.	Replacement signs take account of appropriate colour schemes /size for signs.	Signs clear and updated as required. All yellow lines in place when building work is completed.	Visually impaired pupils and visitors use the yellow lines.
Stimulating environment	To ensure that all groups of children are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas.	The environment is regularly audited to reduce all barriers to learning, achievement and full participation.	Pupils are able to gain access to all resources and stimuli which they need in order to reach their full potential.	Pupils happy and fully engaged in their learning and making good or accelerated progress.
Curriculum delivery	Classrooms are organised for all pupils including those with a disability.	Guidance from specialists (autism service, PSS, BSS, Visual impairment service, Speech and language, educational psychologist, CAMHS, Family support, ADHD)	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils are able to access learning environment independently or with limited support.

<p>Speech and language therapy</p>	<p>To improve language skills of pupils in EYFS and KS1.</p>	<p>Analysis of language needs and creation of appropriate language programmes by the new Speech and Language therapist.</p>	<p>Children have greater understanding of spoken language and are able to articulate their thoughts effectively.</p>	<p>More pupils are speaking at age appropriate levels in Nursery, Reception and Key Stage 1.</p>
<p>School design for disabled pupils</p>	<p>All areas accessible to disabled pupils.</p>	<p>Strategic discussions with the Academy sponsors, rationalisation plan, incorporates school prioritised disabled access points as an integral part of rebuild improvement points.</p>	<p>New entrance to the academy will be fully accessible for all adults and children with a disability. Stairs along the corridor will be serviced by a lift which can accommodate a wheelchair.</p>	<p>Disabled pupils able to access all physical areas without difficulty.</p>
<p>Curriculum delivery</p>	<p>Classrooms are organised for all pupils including those with a disability.</p>	<p>Guidance from specialists (autism service, PSS, BSS, Visual impairment service, Speech and language, educational psychologist, CAMHS, Malachi, Family support, ADHD)</p>	<p>Monitoring indicates disability/SEN taken into account in organising the environment for learning.</p>	<p>Disabled pupils are able to access learning environment independently or with limited support.</p>