Oasis Academy MediaCityUK : Accessibility Plan.

This accessibility plan works in conjunction with the OCL National policy entitled 'School Equality and Inclusion'

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- ☐ Changes to physical features, for example creating a ramp so that students can enter a classroom; and providing extra support and aids (such as specialist teachers or equipment).

SENCO – Mrs Kirsty Bailey

Oasis Academy MediaCityUK Accessibility Plan: School Year 2021 – 2022

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.

Teachers use a range of Quality First Teaching strategies to support the curriculum delivery | Guidance from specialists (hearing impaired service, autism service and physiotherapists) taken into account for arranging classrooms for maximum benefit to disabled pupils. | Monitoring indicates disability/SEN taken into account in organising the environment and curriculum for learning September – August | SEN/Disabled pupils able to access learning environment more effectively. |
| **Curriculum delivery/ delivery of materials in other formats** | Individual statement targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.

Diagrams described and OHPs read out loud.

Copies of slides and diagrams available to pupils.

Access to specialised equipment, where required. | SEN information available to all staff via BROMCOM

Regular review opportunities and CPD highlight any changes or further necessary adaptions.

Specific pupils have provision plan with individualised targets that are reviewed at least 3 times per year. | Monitoring at each term indicates differentiation in place and targeted at disabled/SEN/other nominated pupils. | Disabled pupils able to access curriculum more effectively. |

School design for disabled pupils	All areas accessible to disabled pupils. Additional equipment bought and accessed where necessary (e.g. tables with height adjustment, chair with specialised back support)	Pupils with a disability all have a 'Care Plan' that is different from an EHCP. It is designed to support the pupils' disability in line with our school specifications.	Plans drawn up show clearly how disabled access will be undertaken. All health and safety, and first aid staff have knowledge and access to the Care Plans. These are reviewed yearly or when there are updates.	Disabled pupils able to access all physical areas without difficulty.
	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	
Remote Learning	All SEND students are able to access and use Microsoft Teams and associated programmes to complete online/remote learning.	Training delivered to both staff and students on the basic functions of Teams and Microsoft Forms. Additional training on Accessibility functions within Microsoft Office for both staff and students.	Risk assessments for EHCP students show parental decision around remote or in-school learning. Key worker of SEND students are making regular contact home	All SEND students have access to remote learning. Those without appropriate devices are being sourced by school.

		Students to have access to online support throughout the day/week via Teams	Teaching Assistants using the 'breakout' function as a way to deliver small group intervention within a lesson.	regarding welfare and attendance.	