

Oasis Academy Shirley Park Primary Accessibility Plan: School Year 2018-2019

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.	<p>Guidance from specialists (hearing impaired service, autism service) taken into account for arranging classrooms for maximum benefit to disabled pupils.</p> <p><i>Current advice given from:</i></p> <ul style="list-style-type: none"> • <i>Educational Psychology Service</i> • <i>Visual Impairment Service</i> • <i>Speech and Language Service</i> • <i>Occupational Therapy Service</i> • <i>Physiotherapy Service</i> 	<p>Monitoring indicates disability/SEN taken into account in organising the environment for learning</p> <ul style="list-style-type: none"> • <i>Access in class checked during learning walks each term</i> 	Disabled pupils able to access learning environment more effectively.
Curriculum delivery/ delivery of materials in other formats	<p>Risk assessments are up to date.</p> <p>Individual targets used by classroom staff.</p> <p>Additional time requirements in practical work understood and planned for.</p> <p>Visual access ensured by adapting materials as required.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>All staff have access to SEN support plans and risk assessments they need for the pupils they teach.</p> <p>All relevant staff share the information for adapting resources as required.</p> <p>Keyboard for visually impaired provided when needed.</p>	<p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.</p> <p>SEN support plans and reviews checked each term.</p> <p>Keyboard provided when needed</p>	Disabled pupils able to access curriculum more effectively.

	<p>Signs clear and understandable for visually impaired.</p> <p>Communication aids provided as required on all three sites.</p>	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p> <p>Visual prompt cards to be available to aid communication as necessary</p>	<p>New signs clear and updated as required.</p> <p>In place</p>	<p>All pupils can read the signs in place independently.</p> <p>children with communication difficulty can make their needs known.</p>
Wheelchair access	All sites are accessible to disabled pupils	<p>Ramps in place to access Doors wide enough for access.</p> <p>Chairs and desks/tables in class and lunch hall to be of a suitable height for wheelchairs if required.</p> <p>Adjustable height of chairs in computer suites to enable wheelchair access.</p> <p>Storage areas for wheelchairs as required, for easy access.</p>	<p>Eheelchair access via main office</p> <p>Provide chairs and desks/tables as required for individuals.</p> <p>Monitor wheelchair use and update risk assessments as required, each year</p>	Any individual using a wheelchair can access all parts of the buildings easily and safely.
Visitors' access to buildings	Disabled visitors are able to access the sites easily and safely.	<p>Signage enables visitors to easily locate site offices.</p> <p>Ramps in place at office entry if needed.</p>	All signage in place and checked each term.	Visitors can effectively access each primary site.

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).