

Oasis Academy Oldham: 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).

Operational SENCO – Mrs. Victoria Locke Oasis Academy
 Deputy SENCO – Mrs. Emma Liddle-Moore

Oldham Accessibility Plan: School Year 2025 – 2026

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils. Teachers use a range of High Quality First Teaching strategies to support the curriculum delivery	Guidance from specialists (hearing impaired service, autism service and physiotherapists) considered for arranging classrooms for maximum benefit to disabled pupils	Monitoring indicates disability/SEN considered in organising the environment and curriculum for learning September – August SEN	SEN/Disabled pupils able to access learning environment more effectively.
Curriculum delivery/ delivery of materials in other formats	Individual strategies are used by classroom staff and understanding of additional time requirements in practical work understood and planned for. Diagrams described and IWBs read out	SEN information available to all staff via BROMCOM, Teams and Provision Map. Regular review opportunities and CPD highlight any changes or further necessary adaptations. Specific pupils	Monitoring at each term indicates adaptations are in place and targeted at disabled/SEN/other nominated pupils	Disabled pupils able to access curriculum more effectively.

	loud. Copies of slides and diagrams available to pupils. Access to specialised equipment and software where required	have individual learning plans and Relational support plans with individualised targets that are reviewed at least 3 times per year.		
School designed for disabled	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.	

Inclusive curriculum and environments at Oasis Academy Oldham

As an Oasis academy, we deliver the Oasis curriculum to all children. All staff have the responsibility to ensure that this curriculum is delivered with appropriate adaptations to meet the needs of pupils with SEND.

As well as the curriculum, we must also consider how inclusively our environment has been designed to remove barriers to learning for pupils with SEND. We make the following considerations when it comes to the environment:

Aspect	Considerations
Lighting	Lighting has just been replaced throughout the Academy. Staff can select lighting to meet the needs of their pupils. Blinds have been installed in all rooms to reduce glare and reflection.
Sound	Pupils are allowed to wear inner ear defenders to support them if required. Staff are to consider the volume of audio used in the classroom to support students in their classes
Sensory supports	All faculties have an Inclusion box to support pupils in lessons e.g. fidget toys, wobble cushions etc.
Regulation supports	There are regulation stations within the school which pupils can access if in need of regulation. These are currently located within Year Team offices, SENDCO office, LSU and within the Oasis room.
Room layout and organisation	Room layouts are the responsibility of teachers but consider your circulation around a classroom, to enable you to support all students in the room. It is mandatory to have a detailed seating plan per class and therefore room layouts need to remain consistent throughout the year.
Clear expectations	Pupils follow the OAO way.
Displays and working walls	It is important that the classroom is a clutter free environment, to main focus and attention. The walls at the front of classrooms should be as clear of posters and distractions as possible, allowing focus on the clever touch/white board.
Building belonging	To enable pupils to feel welcomed within the classroom, staff should meet and greet pupils on the threshold. Use positive relationship strategies to engage pupils and ensure that data rich seating plans are used to support a knowledge of need within the class.

We also regularly review our curriculum and environment to evaluate the inclusiveness of your academy curriculum and environment. This is completed by middle and senior leaders on learning walks.

Inclusive Curriculum and Environments Checklist

		/10	Actions I will take
ROOM The learning space needs to reflect needs and promote engagement. Classrooms need to hold space for physical, sensory, cognitive and emotional needs of all inhabitants – children and adults alike.	Can all children see whatever they need to see (board, teacher, learning materials, etc.)?		
	Can they all hear? <i>Consider noise levels around the room, sounds from room equipment, chair legs on hard floors etc.</i>		
	Is the visual environment suitable? <i>Consider lighting (e.g. flickering bulbs), use of visual supports, orderly and uncluttered space.</i>		
	Does the seating plan take into account different children's needs?		
	Is the room physically accessible to all children (and adults)?		
RELATIONSHIPS Relationships are key to successful inclusive teaching. The adults in the room need to know their children and the different ways of	Does every vulnerable child have a go-to trusted adult they can turn to? Do they know who that is?		
	Do you know who has sensory, attachment and SEMH issues in your classroom?		
	Do you know how to		

relating to them.	respond to the sensory, attachment and SEMH needs of the children in your classroom?		
	Do you know which children can support or distract each other?		
RESOURCES It's easy to 'buy' a lot of materials and we don't suggest this. Resources imply minimal, simple and effective materials that support personalised access to learning rather than make up for it. Poor resources could be ready-made worksheets. A good resource might be a cushion for a child with dyspraxia.	Are there resources needed for children to support their access to reading and writing?		
	Can you utilise resources to support other needs, such as sensory, physical and regulation needs?		
	Are visual prompts and supports readily available and used effectively?		
	Have you discussed the resources with the children? Are they interested in actually using the ones you suggest? Are they confident to choose their own?		
	Are children encouraged to use resources to further their independence? Are they able to organise themselves?		
RELEVANCE How well do you adapt the curriculum to your children? Does your	How far does the learning and curriculum relate to children's own experiences?		
	Are children supported to make links between their experiences outside the		

teaching inspire and draw in your children because they feel it relates to them or is useful? Does the curriculum engage their enthusiasm and participation?	classroom and their learning?		
	How far is the curriculum contextualised to reflect local needs and issues?		
	Does the curriculum include an awareness of anxiety triggers for individual children (e.g. talk of family trees for looked-after children)?		
RESPONSE Are our instructions and guidance differentiated to different children? Are the questions and answers between adult and child adapted to meet the needs of the children? Does the adult demonstrate understanding of the child through their language?	Are <i>all</i> children supported to contribute to their own and the class's learning?		
	Do adult responses support children to engage with learning and develop perseverance and resilience?		
	Are children allowed time to process and develop their thinking before they are expected to share learning?		
	Are children encouraged to share their learning in different ways, including the use of technology?		
	Do the adults understand how to adapt their responses to children and do this effectively?		
RECALL You may have taught an amazing	Do you use questioning and a variety of prompts to support children in recalling and applying their		

<p>lesson but what have the children retained?</p> <p>How do you know? Do you support children with working memory issues?</p>	learning?		
	Are children able to share the recall of their learning in different ways (e.g. not always expecting them to write it down)?		
	Are you able to support the children to understand which bits of the learning and exercises are relevant to remember?		
<p>RETENTION</p> <p>Do you know what your children recall a couple of weeks after the lesson? What are the students retaining to be able to apply later?</p>	Are there regular opportunities for children to revisit learning to support their long-term understanding?		
	How far are children supported to see how different pieces of learning relate to each other and fit together?		
	Are children enabled to practise and develop a range of skills across the curriculum?		
<p>RESILIENCE</p> <p>Are the children supported to feel OK to try and fail and then feel confident enough to try again? Does the support you provide for children in your classroom build further</p>	How far are children, especially those with SEND, supported and given opportunities for independent working?		
	Are they prompted for independence rather than encouraged to become dependent on adult prompts?		
	Is there a culture within the classroom where it is		

<p>independence or does it simply sort out a temporary problem by creating a</p>	<p>acceptable to make mistakes, and are these seen as learning opportunities?</p>		
<p>dependence on an adult such as a TA or LSA?</p>	<p>How far does teacher feedback enable children to identify and celebrate success, rather than just identify areas for development?</p>		