# Oasis Academic South Bank Accessibility Plan
## 3-year period covered by the plan: 2025 - 2028

**The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 & 2005 to include education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:**

*1. Not to treat disabled students less favourably for a reason related to their disability.*

*2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.*

*3. To plan to increase access to education for disabled students.*

**This plan sets out the proposals of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:**

*1. Increasing the extent to which disabled students can participate in the Academy curriculum.*

*2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.*

*3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.*

*It is a requirement that Oasis Academy South Bank's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.*

**The Academy's Aims**

- *Embraces a partnership between the Academy and home.*
- *Offers each member the opportunity to grow in knowledge fostered through shared values and guidance.*
- *Every individual has aright to be part of a community where each member is valued and respected for their own worth race, colour, creed or ability*
- *Children will be helped to appreciate that they are members of the wider community in its richness and diversity.*
- *Curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.*

**We are working within a national framework for educational inclusion provided by:**

- *Inclusive School (DfES0774/2001)*
- *SEN & Disability Act 2001*
- *The SEN Code of Practice 2015*
- *The Disability Discrimination Act (amended for schools 2001)*
- *Code of Practice for Schools (Disability Rights Commission)*

*Created in December 2024 by Conor Boyle, Deputy Principal and SENCO.*

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by |
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| Classrooms are designed to ensure all can be accessed by all students | • Seating is positioned in a uniformed manner to promote consistency across all lessons.<br>• Classrooms are designed with minimal extraneous displays, to reduce cognitive load.<br>• Specialist tables and chairs, designed for students with certain disabilities are available as required. | 1) Classrooms will all have a uniform resource based to ensure that all students have access to full lesson resources and equipment.<br><br>2) Classroom displays will be considered and reviewed to promote wider universal learning aids | ➢ Review the current resource spaces and visual aids in classrooms.<br>➢ Develop and implement a plan for universal classroom organisation.<br>➢ Establish, with the teaching and learning team, universal visual aids in all classrooms | SENCO, Assistant Principal: Inclusion, Operations Manager, Assistant Principal: Teaching and Learning | September 2027 |
| Social spaces and canteen will be inclusive of all needs and students. | • Family dining is in place for Years 7-10, providing an inclusive space for students.<br>• Social spaces are split between year groups to support with social interaction and group inclusion.<br>• Social spaces provide a variety of different activities, including places | 1) Noise in the canteen will be well managed to avoid sensory overload.<br>2) Work on social spaces will continue to provide more capacity for different activities that are inclusive of all students. | ➢ Review the current noise levels in the canteen and UPS, and form actions to reduce this over time.<br>➢ Work with students to form continued plans for social spaces, making improvements in provisions and areas.<br>➢ Audit the lunch menu for students and make | Principal, Operations Manager, Facilities Team | July 2026<br><br>December 2025 – noise reduction architecture installed in UPS has made noise levels more manageable. |

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| | to sit and play small team games. Year groups experience different spaces.<br>• Students transition silently between spaces at each stage of lunch. | 3) School lunches will be healthy and appealing to all students, with clear options for those with different sensory or medical needs. | adjustments that are healthy, feasible and appealing. | | |
| Curriculum design will promote participation in learning, challenging all students appropriately. | • Centralised curriculum is used across subjects and is designed with quality first teaching in mind.<br>• All lessons start with an accessible Do Now.<br>• Regular retrieval tasks are embedded across the curriculum to ensure responsibility.<br>• Independent practice is accompanied by appropriate scaffolding.<br>• Exam access arrangements implemented for all mid year and mock assesmsnts at KS4, in cuding live speakers for hearing impaired students. Extra time implemented for core subjects at KS3. | 1) Students will think hard during Do Nows, and won't face a writing barrier related to length of copying from the board.<br>2) All students will be able to access 'I Dos' without heavy levels of scaffolding at different stages as they progress through the curriculum | ➢ Review and adjust the initial expectations for students beginning a lesson to ensure all students access retrieval during the Do Now<br>➢ Consistently embed a framework of independent practice that seeks to stagger scaffolds and increase challenge over time. | SENCO, Assistant Principal: Inclusion, Assistant Principal: Teaching and Learning | December 2025: SEND Leadership Team and SLT to put curriculum pathways though he change model, report findings Spring 2. |

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| The school building will be accessible to all students, and students with a disability will be able to move around the school easily. | • A lift is available for students with disabilities to ensure they can access different areas of the school<br>• All classrooms are accessible to students with mobility challenges | 1) Students who have ongoing medical needs will have authorised access to the lift without this being used by students without medical confirmation. | ➢ Review and audit students using the lift and ensure medical evidence is reviewed to evidence this exception.<br>➢ Implement a clear and accurate system for logging lift exceptions and reviewing these in a timely manner | SENCO, Medical Officer | December 2024<br><br>December 2025 – system of issuing lift passes reviewed, submission of medical evidence protocol adjusted and implemented. |
| There will be specific spaces to support students with disabilities or additional needs, which address challenges these young people face. | • Spaces in the school are available for students with disabilities, to specifically support additional needs. These include:<br>○ 210 Quiet Space<br>○ Place2Be Room<br>○ 104 safeguarding space<br>○ Steps Room | 1) An area in the school will be adapted to become an autism resource based<br>2) A space in the school will exist for SEN interventions to take place with students with additional needs | ➢ Review areas of the school to ensure all spaces are fit for purpose.<br>➢ Raise funds for a space dedicated to autism and SEMH provision.<br>➢ Allocate space and staffing to introduce effective provisions within a specific SEN resource space. | Principal, SENCO, Operations Manager | July 2027<br><br>December 2025 – 2.10 lunch space access criteria reviewed to ensure integrity of purpose. Soe students transitioned to main lunch spaces<br><br>. |

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| | | | | | O ber 2026- New spaces added to support with mental health in the Academy: Wellbeing Space in Sixth Form, new 1-to-1 space in Sixth Form. |