

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 Arena'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 a right to be part of a community where each member is valued and respected for their own worth irrespective of 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)*

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Classrooms are designed to ensure all can be accessed by all students	<ul style="list-style-type: none"> • Seating is positioned in a uniformed manner to promote consistency across all lessons. • Classrooms are designed with minimal extraneous displays, to reduce cognitive load. • Specialist tables and chairs, designed for students with certain disabilities are available as required. 	<ol style="list-style-type: none"> 1) Classrooms will all have a uniform resource based to ensure that all students have access to full lesson resources and equipment. 2) Classroom displays will be considered and reviewed to promote wider universal learning aids 	<ul style="list-style-type: none"> ➤ Review the current resource spaces and visual aids in classrooms. ➤ Develop and implement a plan for universal classroom organisation. ➤ Establish, with the teaching and learning team, universal visual aids in all classrooms 	SENCO, Assistant Principal: Inclusion, Operations Manager, Assistant Principal: Teach and Learning	September 2025
Social spaces and canteen will be inclusive of all needs and students.	<ul style="list-style-type: none"> • Family dining is in place for Years 7-10, providing an inclusive space for students. • Social spaces are split between year groups to support with social interaction and group inclusion. • Social spaces provide a variety of different activities, including places 	<ol style="list-style-type: none"> 1) Noise in the canteen will be well managed to avoid sensory overload. 2) Work on social spaces will continue to provide more capacity for different activities that are inclusive of all students. 	<ul style="list-style-type: none"> ➤ Review the current noise levels in the canteen and UPS, and form actions to reduce this over time. ➤ Work with students to form continued plans for social spaces, making improvements in provisions and areas. ➤ Audit the lunch menu for students and make 	Principal, Operations Manager, Facilities Team	July 2026

	<p>to sit and play small team games. Year groups experience different spaces.</p> <ul style="list-style-type: none"> • Students transition silently between spaces at each stage of lunch. 	<p>3) School lunches will be healthy and appealing to all students, with clear options for those with different sensory or medical needs.</p>	<p>adjustments that are healthy, feasible and appealing.</p>		
<p>Curriculum design will promote participation in learning, challenging all students appropriately.</p>	<ul style="list-style-type: none"> • Centralised curriculum is used across subjects and is designed with quality first teaching in mind. • All lessons start with an accessible Do Now. • Regular retrieval tasks are embedded across the curriculum to ensure responsibility. • Independent practice is accompanied by appropriate scaffolding. 	<p>1) Students will think hard during Do Nows, and won't face a writing barrier related to length of copying from the board.</p> <p>2) All students will be able to access 'I Dos' without heavy levels of scaffolding at different stages as they progress through the curriculum</p>	<ul style="list-style-type: none"> ➤ Review and adjust the initial expectations for students beginning a lesson to ensure all students access retrieval during the Do Now ➤ Consistently embed a framework of independent practice that seeks to stagger scaffolds and increase challenge over time. 	<p>SENCO, Assistant Principal: Inclusion, Assistant Principal: Teaching and Learning</p>	

<p>The school building will be accessible to all students, and students with a disability will be able to move around the school easily.</p>	<ul style="list-style-type: none"> • A lift is available for students with disabilities to ensure they can access different areas of the school • All classrooms are accessible to students with mobility challenges 	<ol style="list-style-type: none"> 1) Students who have ongoing medical needs will have authorised access to the lift without this being used by students without medical confirmation. 	<ul style="list-style-type: none"> ➤ Review and audit students using the lift and ensure medical evidence is reviewed to evidence this exception. ➤ Implement a clear and accurate system for logging lift exceptions and reviewing these in a timely manner 	<p>SENCO, Medical Officer</p>	<p>December 2024</p>
<p>There will be specific spaces to support students with disabilities or additional needs, which address challenges these young people face.</p>	<ul style="list-style-type: none"> • Spaces in the school are available for students with disabilities, to specifically support additional needs. These include: <ul style="list-style-type: none"> ○ 208 Quiet Space ○ Place2Be Room ○ 101 safeguarding space ○ Steps Room 	<ol style="list-style-type: none"> 1) An area in the school will be adapted to become an autism resource based 2) A space in the school will exist for SEN interventions to take place with students with additional needs 	<ul style="list-style-type: none"> ➤ Review areas of the school to ensure all spaces are fit for purpose. ➤ Raise funds for a space dedicated to autism and SEMH provision. ➤ Allocate space and staffing to introduce effective provisions within a specific SEN resource space. 	<p>Principal, SENCO, Operations Manager</p>	<p>July 2027</p>