



Purpose of plan

The purpose of this plan is to show how Oasis Academy Don Valley intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1. Aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to the Academy’s environment, curriculum and information and
- full participation in the school community

2. Principles

- Compliance with the Equality Act 2010 is consistent with the Academy’s aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our Academy
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability,
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents’ and child’s right to confidentiality
- The Academy provides all pupils with a broad and balanced curriculum that is scaffolded, adapted and age appropriate

3. Action Plan

| Development area | Targets | Strategies | Person responsible | Outcome and by when |
|-----------------------------------|---|---|--------------------------------------|---|
| Increase access to the curriculum | To ensure that all curriculum activities and extra- curricular activities are accessible to all pupils as far as possible | The Academy SEF and SEND action plan identifies ways in which the Academy Leadership Team (ALT) will drive forwards improvements in children’s ability to access to curriculum. | ALT, SENDCo, Class Teachers | All staff receive training in inclusive classrooms (SEND focused PLM every half term) |
| | | Pupil Passports and Learning Plans in place for all children identified as having SEND via Provision Map software. | SENDCo, Class Teachers | Curriculum designed around the needs of the pupils and local community (ongoing) |

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| | | <p>Children with SEND needs will be matched to the Sheffield Support Grid Exemplification (SSGe) to ensure provision is provided in accordance with their level of need.</p> <p>Regular CPD for Teachers and Teaching Assistants in evidence-based interventions to support teaching and learning at a wave 1 & 2 level of intervention.</p> <p>All year groups to have curriculum maps in place</p> <p>To implement curricular reviews (by middle leaders & subject leaders)</p> <p>Quality assurance of curriculum content and delivery (scaffolding/adaptation & provision)</p> <p>When planning visits all relevant risk assessments to be carried out</p> <p>Extend the range of enrichment activities to suit individual needs (pupil voice & directed clubs)</p> | <p>SENDCo, Class Teachers</p> <p>Phase Leaders, SENDCo</p> <p>ALT</p> <p>ALT</p> <p>CMi/AGo/SENDCo</p> <p>Class Teachers</p> <p>Inclusion Team</p> | <p>Staff to ensure wave 1 & 2 interventions are used consistently as part of classroom practice (reviewed every half term)</p> <p>List of enrichment activities including which pupils are involved (half termly)</p> |
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| Development area | Targets | Strategies | Person responsible | Outcome and by when |
|--|--|--|--|--|
| <p>Physical improvements to the environment</p> | <p>To ensure the whole academy site is fully accessible</p> <p>Ensure classrooms consider the needs of sensory learners.</p> | <p>To carefully consider the use of lifts, ramps, footpaths and access for vehicles and pedestrians.</p> <p>Use of sensory profiling, toys and principles to be consistently available throughout the Academy.</p> | <p>EBe, GMA, ALT</p> <p>SENDCo, Class Teachers</p> | <p>All areas of the building accessible via ramps, handrails. Lift available for use by pupils, staff and parents. Disabled parking arrangements in place.</p> <p>Staff training in relation to SPD via locality C offer (ongoing)</p> |

| Development area | Targets | Strategies | Person responsible | Outcome and by when |
|--|---|--|--------------------|--|
| <p>Improving provision of information</p> | <p>Develop the use of children’s voice in SEND and learning reviews.</p> <p>Develop accessibility of information for parents.</p> | <p>Use alternative and engaging methods to ensure that children can communicate their needs, wishes and feelings.</p> <p>Make links on Academy website to useful resources and information to support parents.</p> <p>Ensure policies and SEND information report are up to date and accurate.</p> | <p>SENDCo</p> | <p>Develop a bank of alternative communication aids to support staff to gain views in a child-centered manner (reviewed termly)</p> <p>Utilise languages spoken by staff to facilitate communication in parents’/carers’ first language where possible (Ongoing)</p> <p>Check and update information (termly or annually depending on information)</p> |

Plan completed by: Amy Thompson - SENDCo

Date: 26th March 2024