

Accessibility Plan

Oasis Academy Shirley Park Primary Phase

Initial implementation: September 2018

Reviewed: August 2025

Oasis Academy Shirley Park Primary Accessibility Plan: School Year 2025-2026

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised and accessible for pupils with disabilities.	Guidance from specialists (hearing impaired service, visual impairment service etc) taken into account for arranging classrooms for maximum benefit to disabled pupils. <i>Current advice given from:</i> <ul style="list-style-type: none"> • <i>Educational Psychology Service</i> • <i>Visual Impairment Service</i> • <i>Hearing Impairment Service</i> • <i>Speech and Language Service</i> • <i>Physiotherapy Service</i> 	Monitoring indicates disability/SEN taken into account when organising the environment for learning <ul style="list-style-type: none"> • <i>Access in class checked during MRE</i> • <i>Access checked by Sensory Support Services</i> 	Pupils with disabilities able to access learning environment effectively.
Curriculum delivery/ delivery of materials in other formats	Risk assessments are up to date. Individual targets used by classroom staff. Additional time requirements in practical work understood and planned for. Visual access ensured by adapting materials as required. Hearing access plans used for guidance.	SEND information available to all staff and further training on implementation and differentiation of curriculum required. All staff have access to SEN support plans, pupil passports and risk assessments for the pupils they teach. All relevant staff share the information for adapting resources as required. Equipment on loan from HI service where required IPads provided with font size/background adapted	Monitoring indicates differentiation in place targeted at pupils with additional needs SEN support plans and reviews checked each term. Passports in place and updated as required. IPads provided	Pupils with disabilities able to access curriculum effectively.
School design for pupils with	All areas accessible to pupils with disabilities	Strategic discussions with LA on school campus, 'rationalisation	Risk assessments ensure areas of difficulty are	Pupils with disabilities able to

<p>physical disabilities</p>	<p>Storage available for resources so that there is less clutter in corridors.</p>	<p>plan' incorporates school prioritised disabled access points as an integral part of any rebuild improvement works.</p> <p>Handrails are in place at exit points as required.</p> <p>Lower School is up to date for access.</p> <p>Ensure toilet areas and sinks are accessible to pupils with disabilities. Doors maintained for privacy. Provide handrails as required for disabled toilets.</p> <p>Provide steps for pupils to access sinks as required</p> <p>Seating areas available for children in the playground at Lower School.</p> <p>Ensure corridors are tidy with all items put away in correct strage area each day.</p>	<p>addressed for individuals.</p> <p>Handrails in place</p> <p>All new buildings will be fully DDA compatible. Log any difficulties or on-going issues.</p> <p>All necessary handrails and steps are in place at Middle School site.</p> <p>Lower School site is accessible.</p> <p>Some benches installed on the playground at Lower School.</p> <p>Daily.</p>	<p>access all physical areas without difficulty, on all sites.</p>
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	<p>Signs clear and understandable for visually impaired.</p> <p>Communication aids provided as required on all 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	<p>All sites are accessible to pupils using a wheelchair</p>	<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>Lift used with adult support at Lower School site.</p> <p>Storage areas for wheelchairs as required, for easy access.</p>	<p>Wheelchair 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>	<p>Any individual using a wheelchair can access all parts of the buildings easily and safely.</p>
Visitors' access to buildings	<p>Disabled visitors are able to access the sites easily and safely.</p>	<p>Signage enables visitors to easily locate site offices.</p> <p>Ramps in place at office entry if needed.</p> <p>Lift in place at Lower School site.</p>	<p>All signage in place and checked each term.</p>	<p>Visitors can effectively access each primary site.</p>

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).