

Accessibility plan Oasis Academy Lordshill Preschool 2024-25

Legal Background

Under the Equality Act 2010 all Academies must have an [Accessibility Plan](#). The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against students because of protected characteristics including sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with students, parents, staff and the Regional Director and will advise other Academy planning documents.

The plan will be reviewed by the Academy and monitored by the Regional Director.

The Monitoring and Standards Team will look at policy into practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals 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, which includes teaching and learning and the wider curriculum of the Academy, such as participation in after school clubs, leisure and cultural activities or Academy visits;
2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services; and
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Preschool supports 7 children with an additional need. Staff already adapt the curriculum to meet all the children's needs	Increase confidence of staff team to support and extend all areas of learning. Provide individual educational targets to support next steps.	CDP for staff and monitoring progress	SENDCo	Ongoing	Children meeting individual milestones.
Improve and maintain access to the physical environment	Whole environment is accessible, all on one level, tables are adjustable, most activities are on the floor but can be adapted to a range of heights. Access to garden, flat level, wide doors.	Regular assessment of condition to floor / outside ground. ensure no unsafe holes etc...	Daily site checks	Manager	Daily	All areas of the building accessible including garden.
Improve the delivery of information to students	PEC's folders available to support communication, Use of makaton in everyday activities, targeted intervention groups such as BLAST, Attention	Staff to use signing when communicating with all children regularly.	PEC's folders to be set and assigned to relevant children.	SENDCo	10 th January 2025	Children's communication and understanding to increase.

	Autism and the Curiosity Approach. Signs of the week to embed within the children's learning. Pictured timetable and key words around the setting.		Staff to be trained in intervention groups.			
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