



## Oasis Academy Lister Park: Accessibility Plan 2016-2019

At Oasis Academy Lister Park, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community.

We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.

Through a series of inter-related policies and procedural guidelines we support disability equality in all aspects of school life for students, staff and visitors.

**School name:** Oasis Academy Lister Park

**3-year period covered by the plan:** 2016/2017, 2017/2018, 2018/2019

**Plan agreed:** September 2016

**Plan Review:** September 2019

**Lead member of staff:** Simon McDonagh, Acting SENDCo, Oasis Academy Lister Park.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### The School's Context

**We are** an independent school for boys and girls age range 11 to 19 years. The school comprises of one main building, of four storey construction, covering a large site.



## The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through multi-faith 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 children 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 (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Head Master**
- **SEN Coordinator**
- **Bursar**



## Starting Points

The purpose and direction of the school's plan: vision and values

The vision of Oasis Academies is to achieve Exceptional Education at the heart of community.

As well as delivering first-class and innovative education, Oasis builds 'hubs' in the areas it works; creating safe and inspiring local neighborhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seeks to create and sustain a network of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnerships between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.

Oasis Academy Lister Park continues to develop its ability to provide an inclusive, accessible environment for students, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised.

Information from pupil data and school audit

- Oasis Academy Lister Park is situated in the suburb of Manningham in the city of Bradford.
- Most students are from minority ethnic backgrounds and most speak English as an additional language.
- The proportion of disadvantaged students, those eligible for support through the pupil premium is well above average. The pupil premium is additional funding provided for students known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled students and those that have special educational needs is above the national average.

Views of those consulted during the development of the plan

Oasis Academy Lister Park will continue to consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme. We have discussed the scheme at multi agency meetings with representatives from Health (physiotherapists and wheel chair services staff) and Social Services representatives. Discussion with our Designated Specialist Provision (DSP) students and other students with Education Health and Care Plans takes place both informally and formally during annual Special Education Need and Disability (SEND) reviews. Student voice is taken seriously and invited.

The Learning Development Department gathers on-going statistical information about SEND students and shares this information with the support team and teaching staff. We acknowledge the need to continually improve the opportunities offered to disabled students and to develop a voice for disabled children as a matter of best practice.



### **The main priorities in the school's plan;**

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

### **Making it happen: Roles of Key Personnel**

#### **Governors**

The Governing Body monitor and review the SEND policy and the Accessibility Plan on a regular basis, which must be at least annually. They ensure the School's inclusion of students with disabilities meets all aspects of the law.

#### **The School Leadership Team**

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and SENDCo are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion within all aspects of the life of the school.

#### **All Staff**

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

### **Getting hold of the school's plan**

The accessibility plan will be available on the school website.  
This will be available on other formats on request.