Oasis Academy Blakenhale

Equality and Accessibility plan 2025 – 2026

Aims

In accordance with the Equality Act 2010, all schools are required to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to benefit fully from education, facilities, and services.
- Improve the availability of accessible information for pupils with disabilities.

Oasis Academy Blakenhale is committed to treating all pupils fairly and with respect. We aim to provide access, opportunity, and participation for every pupil, without discrimination of any kind. Our curriculum planning across all subjects ensures that the school meets the diverse needs of all learners, taking account of characteristics such as ability, disability, culture, ethnicity, language, religion, sexual orientation, gender, age, and social circumstances.

We recognise the importance of preparing all pupils to participate fully in a diverse, multi-ethnic society. Through regular assessment, pupil progress reviews, and close collaboration between class teachers and the SENDCo, we ensure that all children receive equitable access to learning and have the support necessary to achieve success across all subjects.

The school is committed to ensuring that all staff receive appropriate training in equality matters and in understanding the duties and expectations set by the Equality Act 2010, including the specific requirements surrounding disability.

We value collaborative work and engage with relevant partners—such as parents and external agencies —to develop, review, and implement our Accessibility Plan effectively.

Our school's Complaints Procedure applies to concerns relating to accessibility. Parents or carers who have accessibility-related concerns should follow the steps outlined in that procedure.

Legislation and Guidance

This policy meets the requirements of:

- Schedule 10 of the Equality Act 2010, and
- The Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a disability as a physical or mental impairment that has a "substantial" and "long-term" adverse effect on a person's ability to carry out normal day-to-day activities.

Under the SEND Code of Practice:

- Long-term is defined as lasting a year or more.
- Substantial means more than minor or trivial.

The definition includes:

- Sensory impairments (e.g., those affecting vision or hearing).
- Long-term medical conditions (e.g., asthma, diabetes, epilepsy, and cancer).

Under the Equality Act 2010, schools must make reasonable adjustments for pupils with disabilities to reduce or remove any substantial disadvantage compared with non-disabled pupils. These adjustments may include the provision of:

- Auxiliary aids,
- Changes to classroom organisation or teaching approaches, and
- Adaptations to the physical environment or facilities.

Monitoring

This Equality and Accessibility Plan will be reviewed every three years, in line with statutory requirements. However, the plan may be reviewed and updated more frequently if necessary to reflect:

- Changes in legislation
- Updates in school practice
- Identified needs of pupils
- Outcomes from monitoring and evaluation

Ongoing monitoring of accessibility and equality actions will take place through:

- Regular SEND and inclusion reviews with the SENDCo
- Curriculum monitoring and subject leader evaluations
- Learning walks and environment audits
- Feedback from pupils, parents, staff, and external professionals
- Analysis of progress and attainment data for pupils with SEND or disabilities

Where issues or barriers to access are identified, appropriate adjustments and actions will be implemented promptly.

Action Plan

Development Area	Short, medium and long term objectives	Actions to be taken	Date to complete action by	Responsibility	Success criteria
Physical environment	To ensure all areas of the school, including playgrounds, are accessible to all regardless of individual needs and abilities.	To consult with contractors with a view to providing ramps outside KS2 hall and in the corridor leading up to year 4 classroom and supporting access to the disabled toilet.		Principal & Site manager	Disabled pupils will have access to and from the playground and disabled toilet using ramps built alongside staircases and stairs leaving corridor by the junior hall.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for any children who need it		SENDCo & Class teacher	Clear and precise evacuation practices.
Access to curriculum	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure contributions are fair and offer alternative payment methods to allow trips to continue.		EVC Lead	All children in the academy can access all educational visits and take part in a range of activities

Access to Information	To increase the number of parents accessing information and attending termly workshops at the academy.	Termly accessible workshops for all on arrange of topics, SG, curriculum, apps etc as well as a performance or workshop.		Deputy Principal for Parental Engagement	Percentage of PP / SEND workshops, attendance
	Ensure that languages other than English to be visible in school	Relevant, key signs to be multi-lingual.		Inclusion Lead	Confidence of parents to access their child's education