

<b>Approved by:</b>	Oasis Academy Brightstowe School Council	<b>Date:</b> 19 <sup>th</sup> June, 2018
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	19 <sup>th</sup> June, 2021	

## Oasis Academy Brightstowe Accessibility Protocol

### Vision statement:

Oasis Academy Brightstowe aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our aim is to ensure that Oasis Academy Brightstowe is fully accessible for students, staff, parents, carers and visitors with disabilities.

### Purpose:

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Equality Plan by ensuring:

- Curriculum access and participation
- The physical Environment
- Accessible information

Where disabled students are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage. Any actions to secure improved accessibility will be:

- within a reasonable time;
- in ways which are determined after taking account of the students' disabilities and any reasonable adjustments that are preferences expressed by students or their parents;

This plan includes examples of how the school facilitates accessibility.

This plan should be read in conjunction with the Equality Plan, of which this document is a part, and the Special Educational Needs Policy.

### Definitions:

A disabled person is defined as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

### Clarification of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;

- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **Curriculum Access and Participation:**

We use Quality First Teaching strategies to enhance learning and participation in a broad and balanced curriculum. Further details are found in the SEN Policy.

We adjust our teaching so that all students can participate in sport, music, drama, extra-curricular activities and school trips.

We undertake enhanced transition programmes for students moving to the setting with additional needs.

We provide direct teaching and interventions to raise the achievement of students with learning and communication difficulties.

We promote equality and awareness as part of the curriculum including via specific events for all members of the student and staff community.

We will liaise with specialists to support individual students. Among these specialists are the following: physiotherapists, educational psychologists, Bristol Autism Team, doctors, CAMHS, the school nurse, social workers, sensory support service and we have a school Counsellor from The Bridge.

Staff receive and have on-going access to support, information and training to meet the needs of individual students.

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will not discriminate against people with disabilities.

Should a member of staff become disabled, the Business Manager and Principal will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

### **The Physical Environment:**

We will endeavour to improve provision for disabled students and staff by

maintaining the physical environment of the school, within the limits of the resources available. Where necessary, and by way of examples, including the following:

- The school buildings were constructed in compliance with the Disability Discrimination Act (now replaced by the Equality Act 2010)
- Movement around the building, for example by adaptations, such as lifts and wide corridors
- Accommodation within the building, by providing toilets for disabled students and staff, alarm and intercom systems, evac chairs, quiet withdrawal spaces for students to use as directed and medical rooms for physiotherapy etc;
- Furniture, including adjustable height tables in classrooms and supportive seating;
- Blinds to improve visibility of interactive white boards and projected images
- Information and communication technology, by selecting appropriate hardware and software
- Provision of disabled parking bays
- Manual handling training for staff
- Signage, by putting it in clear print
- Evac chairs and staff fully trained in evacuation. Intercoms
- Provision, maintenance and training in the use of refuge points and
- Personal Emergency Evacuation Plans (PEEPs)

### **Accessible information:**

Where it is appropriate and reasonable to do so, within resources available, information normally provided in writing (lesson content, texts, and information about school events) can be made available in alternative formats if requested or deemed necessary.

We always take account of disabilities, be they the students' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

This plan will be published as part of the schools Equality Plan and separately on the school website.

### **Review:**

The plan will be reviewed in line with the school's Equality plan every 3 years.

Reviews will involve students, staff, parents and governors

All students, staff, parents and governors are able to raise matters of concern or for potential improvement at any time by contacting the school.

### **Monitoring arrangements:**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Academy Council, Joe Docherty and Elaine Miller.