



Legal Background

We are committed to meeting the needs of students with disabilities, as we are to meeting the needs of all groups of students, under the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students i.e. making reasonable adjustments

Accessibility plans

These plans ensure that:

- disabled students have full access to all areas of learning
- Academy routines and the curriculum are reviewed to ensure that disabled students are not placed at a disadvantage
- Academies will use specialist furniture and equipment for students with specific physical needs
- disabled students can take advantage of all that the Academy has to offer

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

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

This Accessibility Plan sets out the proposals to increase access to education for disabled students:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils 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 pupils with a disability	Experienced SENDCO SEND specialist TAs SEND and Pastoral offer Risk assessments and individual plans in place for identified children	Continue with One page profiles for each child with SEND with identified need Target evidence based interventions at specific needs Continue with lunchtime sensory provision	Review SEND audit & actions in ADP Training and resources for Interventions Quality assurance of interventions Effective systems for monitoring Monitor provision – attendance, access, pupil voice	SENCo	October 2018	'Core' children with identified additional needs make expected or better progress from their starting points
Improve and maintain access to the physical environment	Built in 2014 Flat front door access, lift access PEEPs in place & fire chair in KS2	Continue to develop the EYFS outdoor area with specific consideration to physical development Land clearing by ground maintenance to enable outdoor forest learning.	EYFS resource budget for the year and SLE support Play ground zones and staff training	EY leader	July 2019	The vast majority of parents feel their child is safe at school (parent view)

Oasis Equality, Diversity and Inclusion Objectives 2019-2022

Oasis has set up a national steering group of champions from every academy to implement the following objectives for 2019 - 2022:

- Celebrating, communicating and promoting equality, diversity and Inclusion in all we do;
- Designing and facilitating training for staff, volunteers and students
- Understanding Oasis – identifying, monitoring and addressing differential patterns across the protected characteristics in the recruitment, progression and achievement of our staff, volunteers and students;
- Promoting and embedding inclusive learning, teaching and language;
- Embedding good equality, diversity and inclusion practice into our daily activities and decision making processes;
- Identify opportunities to embed equality, diversity and inclusion by conducting equality impact assessments when developing policies or projects.

The Equality Act

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty).

There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The Act also introduced the need for schools to make *reasonable adjustments* for disabled students.

Protected characteristics

The Equality Act introduced the term 'protected characteristic'. It is unlawful for an Academy to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Unlawful behaviour

The Equality Act 2010 defines four kinds of unlawful behaviour

- direct discrimination
- indirect discrimination
- harassment

- victimisation

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation (including hate crime) occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act

The Oasis 9 Habits

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of. Being inclusive is a key aspect of character development.

To be inclusive we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline.

Oasis Community Learning promotes British values through the curriculum. We work with students to tackle issues focusing on PREVENT and extremism.

Champions

Every Academy must have a staff Equality & Diversity Champion. The champion for Oasis Watermead is Gayle Brailsford, Safeguarding, Behaviour and Inclusion Leader

The Pupil Premium Champion is Joanne Monaghan, Assistant Principal.

Oasis Watermead Equality Objectives & action plan

At the end of this document is the Oasis Academy Watermead equality plan. In developing this plan, we have identified and recorded progress towards achieving equality and tackling discrimination and we have come to a better understanding of the challenges still to be addressed. We will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our single equity plan will be a continuous process.

The Academy Councillors and staff of Oasis Academy Watermead understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. We further recognise that achieving the three aims stated will ensure we can successfully meet the needs of our diverse population of students and draw on the talents of a diverse local community to ensure we better represent the wider community that we serve.

Oasis Academy Watermead has considered how well we currently achieve the aims of this duty about the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the academy's equality data, policies and practice and identified any gaps.
- Examined how our academy engages with the protected groups, identifying where practice can be improved.
- In line with legislative requirements, we will review progress against our equalities plan annually, evaluating on a four-year cycle.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Following analysis of the existing commitment and the data, in order to further support pupils, raise standards and ensure inclusive teaching, the Academy Leadership Team has identified the following equality objectives.

Objective 1: To ensure the culture, ethos and environment meets the needs of faith groups and those pupils with specific health and / or special needs or disabilities

Objective 2: To ensure that gaps in attainment between different groups of children are narrowed and closed

Objective 3: To increase participation of protected groups in wider Academy Life, enrichment, EVs etc.

Objective 4: To improve Curriculum Access

Accessibility Plan 2018-2019

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Timescale	Outcome/Success criteria
To ensure the culture, ethos and environment meets the needs of faith groups and those pupils with specific health and / or special needs or disabilities	Short term objective	Implement routine classroom H&S auditing Systematic teaching through PHSE Monitor and maintain effective H&S Practices	Class teachers Site Manager Operations Manager	Weekly (internally) Termly (externally)	75% Pupil Survey positive 75% Parent Voice positive MST Monitoring reports Improved attendance towards 96.15% including increased for SEND Scrutiny evidence linked to CPOMs Behaviour logs
To ensure that gaps in attainment between different groups of children are narrowed and closed	Short term objective	All underachieving identified for intervention and additional support. Teaching strategies adjusted to ensure teaching includes strong focus on the development of language skills to secure rapid progress Interventions in place to ensure targeted pupils can catch up	Class teachers Phase leaders Pastoral SENCO	Pupil progress meetings half termly MAP's & RAP's termly	That this falls in line with National figures at the end of Reception, Year 2 and Year 6

<p>To increase participation of protected groups in wider Academy Life, enrichment, EVs etc.</p>	<p>Short term</p>	<p>Use data to focus provision and resource and monitor routinely: After school clubs SMSC provision Educational Visits Music lessons Horse riding Young voices</p>	<p>Principal</p>	<p>Ongoing as the need arises</p>	<p>Pupils with protected characteristic are equally represented in participation rates Review February and August 2019</p>
<p>Improving the Curriculum Access</p>	<p>Classrooms are optimally organised and equipped to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms Purchase any specialist equipment required Learning starts on time without the need to make adjustments to accommodate the needs of individual pupils Pupils have access to appropriate equipment</p>	<p>Academy Leadership Team</p>	<p>Ongoing and as need arises</p>	<p>increase in access to national curriculum</p>