Accessibility plan & Equality Objectives 2018-2022

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 Include established practice and practice under development	Objectives State short, medium and long-term objectives	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.	Increase the range of interventions offered based on need. Child voice informs provision.	Access staff training to increase the range of interventions offered. Child voice to form part of support plan reviews.	AVW AD	December 2020	100% of pastoral interventions are part of a recognised evidence based programme. The majority of parents agree that if their child has SEND the school gives them the support they need to succeed (parent view).
Improve and maintain access to the physical environment	Built in 2014. Flat front door access, lift access. PEEPs in place and used during emergency procedures (e.g. fire). New flooring in key areas.	Create a Y1/ Y2 outdoor area focusing on provision. Forest schools area developed.	Resource and storage orders for Y1/2 outdoor area. Cost of Forest School development	SH	December 2020	The vast majority of parents feel their child is safe at school (parent view).
To ensure that all curriculum activities and extra- curricular activities are accessible to all pupils.	To implement curricular reviews. Outcomes of SEND reviews. Extend the range of extra- curricular activities to suit individual needs.			ALT	January 2021	More opportunities available for pupils with disabilities. List of extra-curricular activities including which

				pupils are involved. Providing a range of experiences for children e.g. '50 things to do at Watermead before you leave'.
To plan and implement improvements and adaptations to curriculum and extra curriculum activities as and where required.	To ensure all new developments comply with current legislation. Ongoing liaison with Premises and Estates team.	ALT	January 2021	Academy building enables access for all pupils. Good access to IT provision. Oasis Horizons project implemented. Good levels of staff support.
To review short and medium priorities in light of new legislation or where a specific need arises.	Admission profiles for every pupil admitted. One page profiles for all SEND pupils.	SENCO ALT	Ongoing	Curriculum designed around the needs of the pupils and local community. Wide range of teaching styles used. All staff received training in inclusive classrooms.
To ensure all parts of the new building and any further	All plans and building designs reference H&S requirements and access plans.	AD BR	Ongoing	New building fully compliant with legal requirements and guidance.

alterations are fully accessible to all pupils				
Any future decoration to comply with legislation for visually impaired pupils.	Ongoing consultation with P+E team.	AD SENCO BR	Ongoing	All areas of the building accessible via ramps, handrails. Lift available for use by pupils, staff and parents. Disabled parking arrangements in place (no unauthorised parking).
To ensure the whole academy site is fully accessible.	To carefully consider the use of lifts, ramps, footpaths and access for vehicles and pedestrians.	AD BR	September 2020	All areas of the building accessible via ramps, handrails. Lift available for use by pupils, staff and parents. Disabled parking arrangements in place.
To improve communication with disabled pupils / users.	To liaise with specialist staff with reference to different formats of information. Ensure the academy website is clear and easy to access. Text messaging service embedded.	AD RF LS GB	Ongoing	Increased choices of how to access information.
To consult with Disability Information Service about	To increase levels of awareness amongst staff responsible for information. Feedback from pupils, staff, parents and visitors.	AD GB LS	Ongoing	Information accessible to all. Variety of ways

the best way to make information available to all users.				available to access information depending on specific need.

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 2010

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 Diversity Champion. The champion for Oasis Watermead is Aimy Vernon-Walker, Special Educational Needs Coordinator. The Pupil Premium Champion is Katie Hill.

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 Hub 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 diminish the attainment difference and ensure that children identified as disadvantaged progress well from their starting points across EYFS, KS1 and KS2.

Objective 2: To raise achievement (progress & attainment) and enjoyment in reading and at all phases.

Objective 3: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

Objective 4: To develop a process to better engage with all communities in our local area.

Objective 5: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. The interventions will by no means remove the interventions/resources in place for the other children.

Objectives	Actions	Person(s) responsible	Resources and Timescale	Monitoring	Evaluation and Outcomes
Objective 1: To diminish the attainment difference and ensure that children identified as disadvantaged progress well from their starting points across EYFS, KS1 and KS2. **Improving equality of opportunity**	See PPG spend plan	AD KH	PP Grant	Regional Director	Attainment and data on a page. Headtart materials.
Objective 2: To raise achievement (progress & attainment) and enjoyment in reading at all phases. **Improving equality of opportunity**	Reading Recovery Bookmark charity Daily reading across the Academy Reading at home QR code reading Epic Books / Oxford Owl	CH	Use of Literacy Consultant	Principal Regional Director MST Reviews	Reading attainment and progress data Consistently 100% good or better teaching Pupil voice
Objective 3: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular	Quality circle times in all key stages based on a bespoke PSHE scheme of work	AD ALT SENCO	Time	Regional Director MST Reviews	Child voice Decrease in behaviour incidents and exclusions

reference to issues of equality and diversity. **Eliminating discrimination**	Embed Anti-bullying Ambassadors & Play Leaders & peer mediators Mental Health Champions Equality champion to access Stonewall training No Outsiders				Embed a new behaviour policy linked to the Oasis Behaviour levers
Objective 4: To develop a process to better engage with all communities in our local area. **Consulting and involving those affected by inequality in the decisions taken to promote equality and eliminate discrimination**	Strategy to publish equality information taking account of General Data Protection Requirements Develop a parent forum and appoint a parent Academy Council rep Hub building feasibility study Use of social media and APP	AD RF KM JB	Time School resources	Regional Director MST Reviews	Data is collected and analysed to develop a better understanding of the local area so provision of extended services meets community need Hub progresses from 'Seedling' to 'Infant hub' 100% of families would recommend OAW - parent view
Objective 5: To review levels of parental and pupil engagement in learning and school life, across	Parent consultation attendance tracking.	AD HT LS	Time School resources	Regional Director MST Reviews	Attendance at school events improves and is representative of the

all activities to ensure equity and fairness in access and engagement. **Improving equality of opportunity**	Promotion of celebration assembly through special events and invites. Menu of activities for families to access throughout the year – family learning, adult learning, community events, parenting group.				characteristics of the school