



## Accessibility plan 2018-2019 & 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 <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	<ul style="list-style-type: none"> <li>• Experienced SENDCO</li> <li>• SEND specialist TAs</li> <li>• SEND and Pastoral offer</li> <li>• Risk assessments and individual</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Boxall profiles with identified children to assess need</li> <li>• Target evidence based interventions at specific needs</li> </ul>	<ul style="list-style-type: none"> <li>• Review SEND audit – plan actions in ADP</li> <li>• Training and resources for interventions</li> <li>• Quality assurance of interventions</li> <li>• Effective systems for monitoring-</li> </ul>	CW	April 2018	‘Core’ children with identified additional needs make expected or better progress from their starting points

	plans in place for identified children	<ul style="list-style-type: none"> <li>Develop before school provision</li> </ul>	<p>time limited, impact</p> <ul style="list-style-type: none"> <li>Monitor provision – attendance, access, child voice</li> </ul>			
Improve and maintain access to the physical environment	<p>Built in 2014</p> <p>Flat front door access, lift access</p> <p>PEEPs in place</p> <p>New outdoor flooring 2017</p>	<ul style="list-style-type: none"> <li>Continue to develop the EYFS outdoor area – replace flooring</li> <li>Create a Y2 outdoor area</li> <li>Zone the large ball court area</li> <li>Forest schools area developed</li> </ul>	<ul style="list-style-type: none"> <li>Y2 resource order</li> <li>EYFS resource budget for the year and SLE support</li> <li>Play ground zones and staff training</li> </ul>	CW & RH	July 2019	The vast majority of parents feel their child is safe at school (parent view)
Improve the delivery of written information to pupils (& families)	<p>Communicate in print used in school</p> <p>Most staff are Makaton trained</p> <p>Half termly newsletters</p> <p>Roma speaking Family Liaison Officer</p> <p>Letters – size 12, SMOG readability formula and plan English</p> <p>ESOL classes delivered in school</p> <p>Half termly learning passports</p>	<p>Improve communication with children</p> <p>Improve communication with families</p>	<ul style="list-style-type: none"> <li>Work to the communication friendly setting award</li> <li>Work to the school of sanctuary award</li> <li>Investigate the use of QR codes for verbal translation – website, letters</li> </ul>	CW AF AV	July 2019	<p>School of sanctuary award achieved</p> <p>The majority of parents feel they receive valuable information from the school about their child's progress (parent view)</p>

## 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 Diversity Champion. The champion for Oasis Fir Vale is Clare Wilson, Special Educational Needs Coordinator.

The Pupil Premium Champion is Helen Round, Principal.

## **Oasis Fir Vale Equality Objectives & action plan**

At the end of this document is the Oasis Academy Fir Vale 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 Fir Vale 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 Fir Vale 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. They will be in addition to.

Objectives	Actions Required	Person(s) Responsible	Resources and Timescale	Monitoring	Evaluation / Outcomes
<p><b>Objective 1:</b> To diminish the attainment difference and ensure that children identified as disadvantaged progress well from their starting points across EYFS, KS1 and KS2</p> <p><b>Improving equality of opportunity</b></p>	See PPG spend plan	HR, AD, RH	PPG grant	Regional Director  Academy Council	Annual attainment targets  Annual progress scores above 0 and floor
<p><b>Objective 2:</b> To raise achievement (progress &amp; attainment) and enjoyment in reading at all phases</p> <p><b>Improving equality of opportunity</b></p>	<p>Book bags and accessible reading diaries for every child</p> <p>Take home library in class</p> <p>Reading buddies - introduce</p> <p>Translated community traditional tales book</p> <p>5 day reading/story session plan – embed in all classes</p>	RH	<p>Leadership time for RH</p> <p>English consultant support</p> <p>English SLE support</p>	<p>Principal</p> <p>Regional Academies Director</p> <p>Academy Council</p>	<p>Reading attainment and progress data</p> <p>Consistently 100% good or better teaching</p> <p>100% of core children make at least expected progress</p> <p>Pupil voice</p>
<p><b>Objective 3:</b> To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities,</p>	<p>Quality circle times in all key stages daily</p> <p>Investigate schemes of work eg, Jigsaw</p>	HR, TB, CW, RH	<p>Time</p> <p>Resources - £s</p>	<p>Regional Director</p> <p>Academy Council</p>	<p>Child voice</p> <p>Decrease in behaviour incidents and exclusions</p> <p>SMSC provision judged as 'good' by Ofsted and Oasis</p>

<p>with particular reference to issues of equality and diversity</p> <p><b>Eliminating discrimination</b></p>	<p>CRESST peer mediation project – introduce and embed</p> <p>Embed Anti-bullying Ambassadors &amp; Play Leaders</p> <p>Work to achieve school of sanctuary award</p> <p>Equality champion to access Stonewall training</p>				<p>School of sanctuary award</p>
<p><b>Objective 4:</b> To develop a process to better engage with all communities in our local area</p> <p><b>Consulting and involving those affected by inequality in the decisions taken to promote equality and eliminate discrimination</b></p>	<p>Strategy to publish equality information taking account of General Data Protection Requirements</p> <p>Develop a parent forum and appoint a parent Academy Council rep</p> <p>You said, we did on website and information screens and display board</p> <p>Hub building feasibility study</p>	<p>HR &amp; AF</p>	<p>School data system</p> <p>Time – parent champion</p>	<p>Regional Director</p> <p>Academy Council</p>	<p>Data is collected and analysed to develop a better understanding of the local area so provision of extended services meets community need</p> <p>Hub progresses from 'Seedling' to 'Infant hub'</p> <p>100% of families would recommend OAFV - parent view</p>
<p><b>Objective 5:</b> To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and</p>	<p>Parent consultation attendance tracking</p> <p>Promotion of celebration assembly through special events and invites</p>	<p>AF</p>	<p>Time – parent champion</p> <p>Language support</p>	<p>Regional Director</p> <p>Academy Council</p>	<p><b>Success Measure:</b> Attendance at school events improves and is representative of the characteristics of the school</p>

fairness in access and engagement.

**Improving equality of opportunity**

Menu of activities for families to access throughout the year – family learning, adult learning, community events, parenting group

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