



## Accessibility plan & Equality Objectives 2023 - 2025

We aim for Oasis Academy Fir Vale to be a welcoming environment in which all students thrive and want to do their best. We want all students to enjoy school and be inspired to achieve their very best. We are committed to giving all students every opportunity to achieve the highest of standards. Improving teaching and learning lies at the heart of the Academy's work. We aim to meet every child's needs within mixed ability, inclusive classes and we want all students to participate fully in the life of the Academy. 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.

### Improving access to the physical environment

The building is fully accessible to wheelchair users. There are is an accessible toilet in the middle of the school building and a changing area in Nursery. Disabled parking arrangements are in the car park. There is a lift in place and both stairwells have emergency evacuation chairs. We have two sensory spaces, one in Nursery and another upstairs in a pastoral space. We are not complacent and aim to continually improve our physical environment.

### Improving access to the curriculum

We offer a broad and balanced curriculum and have high expectations for all children. We aim to meet the needs of all individuals within our Academy. At Oasis Academy Fir Vale, we adapt the process of learning and teaching to meet the needs of our unique context through our trauma informed approach, provision of real life experiences and immersion, a focus on oral language development and a focus on raising attainment.

### Improving access to information

We have worked hard to improve the quality of our communication over the last few years. We have created a Facebook page and made use of Twitter to pass on information and share events quickly and efficiently. A school newsletters is sent out each half term to celebrate achievements, share and raise awareness of key messages and remind families about upcoming events. We have a number of bilingual staff in school who can provide support with translation. We also use language line as needed.

The Accessibility Plan sets out the following proposals:

- Improving access to the physical environment
- Improving access to the curriculum
- Improving access to information

Area	Target	Strategies	Timescale	Responsibility	Success Criteria
Improve access to the physical environment	Improve access to outdoor learning for EYFS	Installation of safety surfacing and a physical development trim trail to replace the gross motor equipment currently sporadically located in provision  Installation of pathways in the forest school area	March 2024	EYFS Leader	High quality floor surface & access in all weathers  Richer provision for gross motor skills

	Enhance support for emergency evacuation & lockdowns	Ensure all Personal Emergency Evacuation Plans (PEEP) for students are reviewed termly and ensure they include lockdowns support plans  Develop an annual staff training cycle for manual handling and evacuation chair usage	July 2024	SENCO  Operations Manager	All disabled pupils and staff working alongside are safe in the event of an emergency evacuation or lockdown
	Ensure that all classrooms are suitable inclusive environments	Complete Oasis Way inclusive classroom checklist and ensure areas for development are actioned	April 2024	SENCO	Removal of barriers to learning for students with identified additional needs
Improve access to the curriculum	Increase confidence and skills for all staff to use adaptive planning and teaching under the OCL curriculum	ECT mentors to hold a weekly CPD meeting for ECTs in addition to coaching using OCL online materials  English consultant support for reading comprehension vocabulary  EAL Leader & SENDCO modelling and coaching  Specialist staff training eg, ASD in EYFS	On-going	ECT mentors  SENDCO  EAL Lead  English Lead	95% of students agree they are appropriately challenged and supported to participate in all lessons
	Ensure the range of wave 2 interventions offered is quality assured and having an impact on meeting need	Termly strategic provision mapping led by ALT  Visual timetables for children in need of a personalised curriculum Embed use of the mental health matrix to identify need and plan targeted support  Ensure NHS Healthy Minds referrals are made promptly	July 2024	SENDCO  EAL Leader  Deputy Principal	100% of interventions are high quality and having an impact on meeting need
Improving access to information	Improve the delivery of information in an appropriate format	Make full use of accessibility features of the iPads eg, voice notes, immersive reader  Make use of adaptations such as seating plans, coloured paper, enlarged print for students with specific difficulties	As required	SENDCO  Class teachers	95% of students can talk about and demonstrate how to use iPad accessibility features to support them to access learning and showcase their achievements

	Improve communication for disabled students / users	<p>Make full use of social media</p> <p>Half termly parent events focused on parenting, safe and healthy lifestyles and learning and helping at home</p> <p>Letters – size 12, SMOG readability formula and plan English</p>	On-going	<p>Operations Manager</p> <p>Parent partnership champion &amp; Hub leader</p>	<p>The majority of parents agree that (parent view):</p> <p>My child does well at this school</p> <p>The school lets me know how my child is doing</p>
	Annual review information to be as accessible as possible	Ensure that all SEND reviews gather parent and child voice in a meaningful way eg, 3 houses resources, bilingual staff	On-going	SENCO	All parents and children are supported to fully contribute to the assess, plan, do, review cycle
	Improve use of Makaton in EYFS	<p>Makaton sign of the week</p> <p>Makaton training for staff</p>	On-going	<p>SENDCO</p> <p>EYFS Leader</p> <p>EYFS staff</p>	All students are able to communicate using Makaton at a basic level

## Oasis Equality, Diversity and Inclusion Objectives

Oasis has set up a national steering group of champions to implement the following objectives:

- 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 against the law to discriminate against someone because of a protected characteristic.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### 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.

### **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.

Staff at 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
- Discriminatory 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

**Objective 2:** To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

**Objective 3:** To develop a process to better engage with all communities in our local area

**Objective 4:** 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.

### **Champions**

The equalities champion for Oasis Fir Vale is Kiran Hussain Special Educational Needs Coordinator.

The Pupil Premium Champion is Helen Round, Principal.

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</p> <p><b>Improving equality of opportunity</b></p>	<p>Refer to the pupil premium spend plan</p> <p>Progress is analysed each term and pupil progress meetings are used to address barriers to learning.</p> <p>Take home reading library established and used</p> <p>Reading buddy scheme refreshed</p> <p>Adaptive planning and responsive teaching for the reading comprehension sessions using guidance from an English consultant</p> <p>Introduce and embed everyone reading in class together sessions</p>	Principal	PPG grant Recovering funding Tutoring through NTP	Academy Leadership Team  Regional Director	<p>Individual attainment targets are met.</p> <p>Class/year group attainment targets are met.</p> <p>Data analysis shows no identifiable patterns or correlation between lower attainment scores and any particular group.</p> <p>95% of children talk positively about reading and the materials available in school</p>
<p><b>Objective 2:</b> To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular</p>	<p>Embed Anti-bullying Ambassadors &amp; peer mediators &amp; well being champions</p> <p>Achieve IQM award</p> <p>Work through the NEU anti-racist toolkit</p>	Academy leadership team	Time  Resources	Principal  Regional Director	<p>IQM award achieved.</p> <p>PSHE personal development curriculum supplemented for local context.</p> <p>NEU anti-racist framework used to inform action plans.</p>

reference to issues of equality and diversity					
<b>Eliminating discrimination</b>					
<p><b>Objective 3:</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 &amp; activity programme (Hub)</p> <p>You said, we did on website and information screens and display board outside</p>	<p>Operations Manager</p> <p>Hub Leader</p> <p>Parent partnership Champion</p>	<p>Time</p> <p>Hub costs</p>	<p>Principal</p> <p>Regional Director</p> <p>Oasis Community Partnerships</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>100% of families recommend OAFV on parent view.</p> <p>You said, we did visible to all.</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 fairness in access and engagement.</p> <p><b>Improving equality of opportunity</b></p>	<p>Parent consultation attendance tracking</p> <p>Promotion of celebration assembly through special events and invites</p> <p>Menu of activities for children and families to access throughout the year – family learning, adult learning, community events, parenting group</p>	<p>Parent partnership lead</p> <p>Hub Leader</p>	<p>Time</p> <p>Hub costs</p> <p>Language support</p>	<p>Principal</p> <p>Regional Director</p> <p>Oasis Community Partnerships</p>	<p>Families with protected characteristic are equally represented in participation Rates.</p>