



## Accessibility plan & Equality Objectives 2018-2022

### Legal Background

We are committed to meeting the needs of students with disabilities, as well as 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</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the range of interventions offered based on need</li> <li>• Child voice informs provision</li> </ul>	<ul style="list-style-type: none"> <li>• Access staff training to increase the range of interventions offered</li> <li>• Child voice to form part of support plan reviews</li> </ul>	CW	December 2022	<p>100% of pastoral interventions are part of a recognised evidence based programme</p> <p>The majority of parents agree that if their child has SEND</p>

	individual plans in place for identified children					the school gives them the support they need to succeed (parent view)
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 in key areas</p>	<ul style="list-style-type: none"> <li>• Create a Y2 outdoor area</li> <li>• Forest schools area developed</li> </ul>	<ul style="list-style-type: none"> <li>• Resource and storage orders for KS1 outdoor area</li> <li>• Forest School development</li> </ul>	CW & PR	January 2022	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>Half termly newsletters</p> <p>Roma speaking Family Liaison Officer &amp; TAs</p> <p>Letters – size 12, SMOG readability formula and plan English</p> <p>Parent Partnership Champion in place (multi-lingual)</p> <p>School of Sanctuary award</p>	Improve communication with families	<ul style="list-style-type: none"> <li>• Investigate the use of QR codes for verbal translation</li> <li>• Vimeos for parents created with verbal translation</li> <li>• Half termly parent events focused on learning and helping at home eg, stories at bedtime, winter crafts</li> </ul>	AF	July 2022	<p>The majority of parents agree that (parent view):</p> <p>The school lets me know how my child is doing</p> <p>My child does well at this school</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 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.

### **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.

There is an Equality Committee that meets half termly in school to lead development of this plan.

## **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 September 2021

- 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 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, RH	PPG grant	Regional Director	<p>Individual attainment targets are set for all children.</p> <p>Progress is analysed each term and pupil progress meetings are used to address barriers to learning.</p> <p>Data analysis shows no identifiable patterns or correlation between lower attainment scores and any particular group.</p>
<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>Individual reading for every child in class</p> <p>Take home reading library in class</p> <p>Reading buddies - introduce</p> <p>5 day shared reading plan – embed in all classes</p> <p>Introduce EAL reading for children who are not making progress with a systematic phonic based approach</p>	RH	English consultant support	Principal Regional Director	<p>Teaching of phonics and reading is consistently 100% good or better. This has been quality assured through termly Oasis reviews.</p> <p>Data from Salford Reading Tests shows that children are closer to age related expectations using this assessment style as opposed to standardised SATs tests.</p>
<p><b>Objective 3:</b> To promote spiritual, moral, social</p>	Quality circle times in all key stages based on a be-	HR, TB, CW, RH	Time	Regional Director	44% decrease in fixed term exclusions compared to the

<p>and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity</p> <p><b>Eliminating discrimination</b></p>	<p>spoke PSHE scheme of work</p> <p>Embed Anti-bullying Ambassadors &amp; peer mediators &amp; well being champions</p> <p>Work to achieve school of sanctuary award</p> <p>Equality champion to access Stonewall training</p> <p>Equalities committee set up</p>		<p>Resources - £s</p>	<p>Academy Council</p>	<p>last full academic year. 67% reduction in PX compared to the last full academic year 2019 -2020.</p> <p>SMSC provision judged as 'good' by Ofsted and Oasis.</p> <p>School of sanctuary award achieved.</p> <p>PSHE using OAFV be-spoke scheme delivered remotely through live lessons in lockdown and taught regularly in class.</p> <p>Equality committee formed and meet regularly.</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 (coffee afternoon)</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>100% of families recommend OAFV on parent view.</p> <p>Hub worker appointed. Hub build due for completion in time for 2022.</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 families to access throughout the year – family learning, adult learning, community events, parenting group</p>	<p>AF</p>	<p>Time – parent champion</p> <p>Language support</p>	<p>Regional Director</p> <p>Academy Council</p>	<p>Parent and pupil voice on remote education was collected and used to inform provision.</p>
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