

ACCESSIBILITY PLAN

Reviewed and updated: Aug 2025

Next review: Aug 2028

Status: statutory

Legislative background

The Equality Act 2010 states that 'schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'. In order to meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan. They must also ensure that they are meeting their accessibility duties under the public sector equality duty and the Special Educational Needs and Disabilities (SEND) Code of Practice 2015.

The law requires that the plan is reported on annually and reviewed every three years.

Implementation of the plan

The plan will make an assessment of:

- The nature of the school population to whom the plan will apply.
- The nature of the school – its size, its plans and priorities, its physical structure and environment.
- The pupils/students already in school.
- The nature of the future intake.
- The level of staff awareness of equalities legislation.
- The presence of disabled pupils/students and their participation in the life of the school.
- The impact on disabled pupils'/students on the way in which the school is organised – for example, timetabling, school policies and practices around the administration of medicines, access to teaching and learning, school trips etc.

Involvement of disabled pupils/staff

The plan will be informed by:

- The views and aspirations of disabled pupils themselves.
- The views and aspirations of their families.
- The needs of disabled staff.
- The view of other people and organisations associated with disability.
- The priorities of the local authority (LA).

ACCESSIBILITY PLAN FOR DAR UL MADINAH PRIMARY SCHOOL

Aims of the plan

The purpose of this plan is to show how our school intends, over time, to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils/students with or without a disability can take full advantage of their education and associated opportunities in the school community.

We define our disabled pupils as:

- Those with physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.
- Those with learning, emotional, social, behavioural, communicational, interactional and mental conditions as well as hidden disabilities such as dyslexia and autism.

Objectives of the plan

- To ensure all disabled pupils/students are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work with disabled pupils/students and their parents or carers to create appropriate provision, including education health and care plans where relevant.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils/students.
- To meet the requirements of the Equality Act 2010 and the SEND code of practice 2015, in respect of disabled pupils/students.
- To reduce or eliminate where possible the barriers to adults with a disability, be they staff, parents, carers, governors or other users, to ensure their full potential in the life of the school and enable full use of the facilities available.
- To monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- To provide appropriate support and provision for employees with disabilities to ensure they can carry out their work without barriers.
- To undertake reasonable adjustments to enable staff to access the workplace.

The Equality Act 2010

Compliance with the Equality Act is consistent with our school aims and equal opportunities policy as well as our SEND policy.

The directors have full regard to the Equality Act 2010 when carrying out their duties and responsibilities.

All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions, suspensions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Key staff and senior leadership team

- The member of the senior leadership team with oversight of special educational needs and disabilities is Dr Zeerak Nasim.
- The lead member of staff is the SEND co-ordinator **name** who is responsible for
 - The special needs register.
 - The welfare of all SEN and disabled pupils/students.
 - Appropriate training for staff.
 - Ensuring that the accessibility plan is implemented.
 - Monitoring its effectiveness in meeting disabled students' needs.
- Each year group has a named member of staff whose particular responsibility is SEND.
- All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.

Our plan is based on the three main tenets of DfE statutory advice

Increased access to the curriculum

Ideally, all areas of the curriculum should be available to all pupils/students, regardless of their disability. We make every effort to educate students with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the student and their parents about proposed flexible alternative arrangements.

The school curriculum is regularly reviewed to ensure it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.

Areas on which we intend to concentrate in the first 4 weeks include:

- Better early identification of the needs of disabled pupils/students and staff awareness of these.
- Regular training of staff on aspects of SEN and disability in the school and developing appropriate teaching and learning strategies.
- Revised awareness raising programme for all pupils/students about the range of disabilities in the school.

- Embedded mechanisms to listen to views of SEND pupil/students and their parents/carers and consider them in all aspects of school life.
- Specific specialist intervention where needed for all SEND pupils.
- Specialist advice from other professionals.
- Special access arrangements for internal/external exams.
- Access to digital and audio-visual material and equipment.

Improved access to the physical environment of the school

The school carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by the headteacher as part of our regular safeguarding tours of the school.

Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils/students' needs can be met on school journeys and visits.

Areas on which we intend to concentrate on ongoing basis include (as per need):

- Installation of additional lifts/chair lifts.
- Additional ramps.
- New disabled toilets.
- Additional handrails and a hoist.
- Customised furniture and equipment.
- Disabled wet-room/shower.
- Adjustable work station for serving food.
- Improvements to the medical room.
- Allocated parking spaces.
- Doors with low level glass panels.
- Emergency systems fitted with visual alarms
- Evacuation chairs.

Improved delivery of information to disabled pupil/students

Teachers and TLAs consider the needs of each disabled pupil/student and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils/ students received information.

Areas on which we intend to concentrate in the first term include:

- Investigating symbol software to support learners with reading difficulties.
- Raising awareness of font sizes and page layout for pupils with visual impairments.

- Readers and scribes in examinations.
- Coloured overlays for texts.
- Auditing the school library to ensure the availability of large font and audio books.
- Auditing signage around the school. To ensure it is clear and well situated.
- Additional tactile resources.

Staff and other adult users with disabilities

The directors recognise their responsibilities towards employees with disabilities (see above page 2).

Many of these improvements will also benefit disabled adults associated with the school as well disabled family members of pupils, staff and governors. They will also enable more disabled adults to have access to the school premises through wider use.

Review

The accessibility plan has the status of a policy and must be reviewed every three years. The views of disabled students and adults will feed into the review and the accessibility audit.

Next review due: Aug 2028