

## **Purpose of the Plan**

This plan outlines how Azhar Academy Primary School (AAPS) aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

The purpose of the plan is to:

- 1) Increase the extent to which disabled pupils can participate in the curriculum
- 2) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 3) Improve the availability of accessible information to disabled pupils

## **Vision and Values**

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We promote values like respect, kindness and helpfulness. Pupils, adults and families are all encouraged and expected to treat others with courtesy and to make others feel good about themselves. We also promote the value of cooperation where learning behaviours such as sharing, turn taking, teamwork, awareness of others' needs and encouraging others are all celebrated.

## **Aims**

Our school aims to treat all its pupils fairly and with respect.

This involves providing:

- Access and opportunities for all pupils without discrimination of any kind.
- An environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Every child with access to a broad, balanced, relevant and differentiated curriculum that takes account of their individual strengths and needs and allow each child to fulfil their potential.
- A learning community which fosters creativity, independence and a passion for learning.
- Opportunities for pupils to develop the essential skills for a happy and fulfilled life.
- A nurturing and stimulating environment that supports and celebrates learning and where positive and respectful relationships are modelled.

We believe no child should be prevented from reaching their goals instead, every possible effort should be made to remove any barriers to learning and accessing the

curriculum. Our approach and values are not only taken from a deep-rooted love and care for children but they are also taken from our Islamic belief. Islam teaches that to help those who face difficulties is commendable as the Prophet Muhammed (peace and blessings be upon him) said:

“He who removes from a difficulty from someone, Allah will remove one of his troubles on the Day of Resurrection”

All staff at AAPS are committed to promoting equality and diversity and tackle any form of discrimination. We seek to remove barriers to access, participation, attainment and achievement. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Legal background and Definition of Disability**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

#### According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### The Equality Act 2010 provides three main duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled / SEND pupils.

## **Documents and policies**

This policy is written in the context of:

- The National Curriculum 2000
- The Race Relations (Amendment) Act 2000
- Part 5A of The Disability Discrimination Act (DDA)2010
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- Every Child Matters Green Paper 2003
- National Healthy Schools Programme 1999
- The Equality Act 2010
- Schools Admissions Code 2009

## **Accessibility Plan**

The Accessibility Plan below has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from September 2019 – September 2022. The Azhar Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## **Plan Availability**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- A paper copy is available from the school office

Azhar Academy Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1) Increasing the extent to which disabled pupils can participate in the school curriculum

Increase access to the curriculum for pupils with a disability by expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

2) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided.

This includes Improving access to the physical environment of the school by adding specialist facilities as necessary like improvements to the physical environment of the school and physical aids to access education.

3) Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled.

Improve the delivery of written information and verbal information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## **Accessibility Audit**

The Action Plan for physical accessibility relates to the Access Audit of the School, which will be undertaken regularly by the School Committee. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

## **Monitoring and Review arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The Plan will be monitored through the Curriculum and the Premises Sub-Committees of the School Committee.

The Plan will be monitored by Ofsted as part of their inspection cycle.

The School Brochure will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

## **Links with other policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policy
- Equal Opportunities policy
- Staff Handbook
- Health & Safety policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- School Brochure and Mission Statement
- Staff Development

**Policy reviewed by school:** September 2022

**Next review date:** September 2023

## ACCESSIBILITY PLAN

<b>1. Improving Participation in the Curriculum</b>					
<b>Aims</b>	<b>Good practice in place</b>	<b>Strategy/ Actions</b>	<b>Success Criteria</b>	<b>Staff Responsible</b>	<b>Time frame</b>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• All children have access to the EYFS or National Curriculum</li> <li>• We offer a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability/SEND</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure specific resources are used to provide individual support for conditions such as dyslexia.</li> <li>• Create intervention resource list detailing all resources that will be needed to support individual children and conditions/diagnosis.</li> <li>• Review of resources in school and purchase further resources as needed.</li> <li>• Visual resource bank made on shared computer drive for all teachers to access. Teachers to consider the impact of colour and font when using presentations.</li> <li>• To consider access to PE lessons.</li> <li>• Ensure all children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice.</li> </ul>	<p>All children have access to appropriate resources as needed.</p> <p>Teachers have access to a visual support resource bank that is regularly updated.</p> <p>Use of communication through print package.</p>	SLT SENCO	April 2022
Effective communication and engagement with parents	<ul style="list-style-type: none"> <li>• Any child that is new to the school has their needs assessed and parents are requested to inform the school of their child's disability and its effect on their ability to carry out everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide virtual tours</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers fully informed about progress &amp; engage with their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• SENCO</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• In place and ongoing</li> </ul>

	<ul style="list-style-type: none"> <li>• Termly meetings with parents/carers – Termly consultations IEP / Annual Review meetings with SENCO</li> </ul>				
Training for staff on increasing access to the curriculum for disabled and SEND pupils	<ul style="list-style-type: none"> <li>• EpiPen training</li> <li>• Intimate care policy and trained staff</li> <li>• Training from SALT, Social Communication Team,</li> <li>• First Aid training</li> <li>• Diabetes training</li> <li>• Manual Handling training</li> <li>• Mental Health online training</li> <li>• Makaton training level 4</li> </ul>	<ul style="list-style-type: none"> <li>• SEND Training</li> <li>• Seek guidance from specialists where necessary to support individual needs/conditions</li> <li>• Deliver intervention training for support staff</li> <li>• Staff to be trained to meet individual medical needs of pupils where applicable.</li> <li>• Termly learning support meetings to take place to assess and address pupil needs.</li> <li>• Training for teachers on differentiating the curriculum for disabled children as required.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Raised confidence of staff in supporting individual needs of pupils.</li> <li>• Support staff able to work with increased knowledge and provide appropriate resources for pupils.</li> <li>• Pupil needs reviewed and being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing as required</li> </ul>
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher is in place.	<ul style="list-style-type: none"> <li>• Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys,</li> <li>• Learning aids to be produced.</li> <li>• Mantra Lingua resources for pupils with EAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have access to specialised equipment.</li> </ul>	SLT SENCO	Ongoing
Adaptations to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> <li>• Pastoral support,</li> <li>• Mentoring</li> <li>• Timetable adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy programmes</li> <li>• Individual physiotherapy/OT programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Needs of all learners met enabling positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<b>2. Access to the physical environment</b>					
<b>Aims</b>	<b>Good practice in place</b>	<b>Strategy/ Actions</b>	<b>Success Criteria</b>	<b>Staff Responsible</b>	<b>Time frame</b>
Maintain safe access around the interior of the school	Main building consists of 3 floors. Stairs are kept clean, tidy and free from obstruction at all times	<ul style="list-style-type: none"> <li>• Maintain and ensure access at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• All areas of the building is accessible if necessary.</li> </ul>	The premises sub-committee	Ongoing

	Doors at top of stairs on each floor to prevent wheelchair users accessing staircase.				
Ensure ease and access to Corridor use	<ul style="list-style-type: none"> <li>• Corridors are wide for wheelchairs and standing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure pupil equipment does not block corridor</li> </ul>	<ul style="list-style-type: none"> <li>• Movement for wheelchair and reduced mobility is improved.</li> </ul>	The premises sub-committee	Ongoing
Lifts to access second and third floors.	<ul style="list-style-type: none"> <li>• Serviced and maintained annually</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure regular maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Access to upper floors</li> </ul>	The premises sub-committee	Ongoing
Entrances & Reception area	<ul style="list-style-type: none"> <li>• Wheelchair access available on side and back entrance. The Reception counter is lowered to a maximum height of 800mm, with knee-space under.</li> <li>• Installation of automatic gates outside the school site. Parents entrance gate wide to ensure ease for wheelchair access.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure area is kept clear and accessible at all times</li> <li>• Ensure regular maintenance of electronic gate.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to office and reception area.</li> </ul>	The premises sub-committee	Ongoing
Ramps	<ul style="list-style-type: none"> <li>• Dropped kerbs/accessibility ramps situated at parent entrance and side entrance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure area is kept clear and accessible at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Access enabled</li> </ul>	The premises sub-committee	Complete
Toilets	<ul style="list-style-type: none"> <li>• Disabled toilets accessible in Nursery and Primary building. Toilets have disabled access and alarm.</li> <li>• Wash basins have been adjusted to wheelchair height</li> </ul>	<ul style="list-style-type: none"> <li>• Serviced every 6 months.</li> <li>• None required</li> </ul>	<ul style="list-style-type: none"> <li>• Access enabled</li> </ul>	The premises sub-committee	Complete
Emergency escape routes	<ul style="list-style-type: none"> <li>• Fire evacuation plan in place including clear evacuation route signage</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review the needs of the identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Evacuation route is accessible for all.</li> </ul>	Fire Safety Officer	Ongoing

	and call point access. Fire procedures take account of the needs of students with disabilities.	<ul style="list-style-type: none"> <li>• Ensure that appropriate provision, including places of safety have been established.</li> <li>• Ensure weekly testing of system and maintenance</li> </ul>			
Lighting	<ul style="list-style-type: none"> <li>• Light switches, power outlets and emergency alarm buttons are set at wheelchair accessible height</li> </ul>	<ul style="list-style-type: none"> <li>• None required</li> </ul>	<ul style="list-style-type: none"> <li>• Efficient lighting for all.</li> </ul>	The premises sub-committee	Complete
<b>3. Access to information in alternative formats</b>					
<b>Aims</b>	<b>Good practice in place</b>	<b>Strategy/ Actions</b>	<b>Success Criteria</b>	<b>Staff Responsible</b>	<b>Time frame</b>
Increased signage in school. Availability of written material in alternative formats	<ul style="list-style-type: none"> <li>• Signage is suitable for non readers and is clear and well placed.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure written information is converted into alternative formats for disabled parents to access.</li> <li>• Monthly newsletters are emailed to parent/carers</li> <li>• Improve availability of information for parents – display appropriate leaflets for parents to collect</li> <li>• Key content published on school website</li> <li>• Provided translated documents where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Further signage to be implemented related to specific needs as appropriate.</li> <li>• Delivery of information to disabled pupils improved.</li> <li>• All parent/carers will be up to date and well informed of school information</li> </ul>	SLT	As required
Ensure documents and reading material are accessible for pupils with visual impairment/dyslexia	<ul style="list-style-type: none"> <li>• Individuals with disabilities are supported with their own visual timetable</li> <li>• Children with visual impairments have appropriate seating arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that visual timetable is used in older classes if required</li> <li>• Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables are used in any classroom that has a child with these needs</li> <li>• Pupils able to access all school documentation/texts</li> </ul>	SLT SENCO	At the start of each term In place & ongoing
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> <li>• Children with dyslexia (or suspected dyslexia) are assessed by staff to see if overlays would help</li> </ul>	<ul style="list-style-type: none"> <li>• Assess children at the start of each new academic year. Ensure we have plenty of these in school at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Children regularly use coloured overlays</li> </ul>	SENCO	As required



