Accessibility Policy and Plan

Al-Falah Primary School

Reviewed on:	Nov 2022
Next review:	Nov 2024

:

- **The Governing Body**
- **Head Teacher**
- **Safeguarding Lead Officer**
- **SLT**
- **The Chair**

At Al-Falah Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high-quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem. We know that safe and happy children succeed.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 (relating to disability) of the Equality Act 2010. School governors are accountable for ensuring the implementation, review, and reporting of progress of the accessibility plan over a prescribed period.

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

- He or she has a physical or mental impairment, and

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

Aims and Objectives:

Al-Falah Primary School is committed to working hard in order to provide an environment that enables full curriculum access and values and includes all pupils, staff, parents, and visitors, regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.

We will endeavour to ensure that students and staff with disabilities will have access to a range of support services appropriate to their needs that are available to their non-disabled peers. Where existing services cannot be made available, the school will endeavour to make available reasonable, alternative services and arrangements.

We aim to improve and maintain access to the physical environment of the school, adding specialist facilities where necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.

Teachers and other members of staff will continue to maintain and improve their teaching and learning strategies (CPD) to make the delivery of lessons as inclusive as reasonably possible and, where appropriate, allow adaptation to accommodate disabled students' individual requirements.

Areas of planning responsibilities:

Increasing access for disabled pupils to the school curriculum (this 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).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

current range of known disabilities:

The school has no children or staff with any known range of disabilities including moderate and specific learning disabilities. There are also no parents known to have any disability or hearing impairment.

However, the school has a mobile ramp in place to allow access for disabled people when it's required. The accessibility plan will be published on the school website.

It is a requirement that the school's accessibility plan be resourced, implemented, reviewed and revised as necessary, and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Al Falah Primary School is committed to complying with the Disability Discrimination Act 1995 (DDA), the Disability Discrimination Act: 2005 and the Special Educational Needs and Disability Act 2001 (SENDA)

- Maximising accessibility to the school's services and activities for staff, pupils, parents, visitors and prospective staff and pupils with disabilities, and to make sure that no one is treated inferior on the grounds of disability.
- Developing a culture of inclusion in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustment
- Monitoring in order to promote equal participation in the services and activities offered by the school. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all school systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA.
- Creating, maintaining and providing information about services, support and facilities available for staff, pupils, parents, visitors and prospective staff and pupils with disabilities.

For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA:

'A physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

This includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions that are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

We aim to be an inclusive school. We will ensure that pupils and visitors with disabilities have the same opportunities as non-disabled pupils to benefit from the education and services our school provides.

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. We aim to do so in a number of ways within the limited resources available, including improving the physical environment such as:

A plan of the school buildings showing areas of accessibility is shown below

Ground Floor
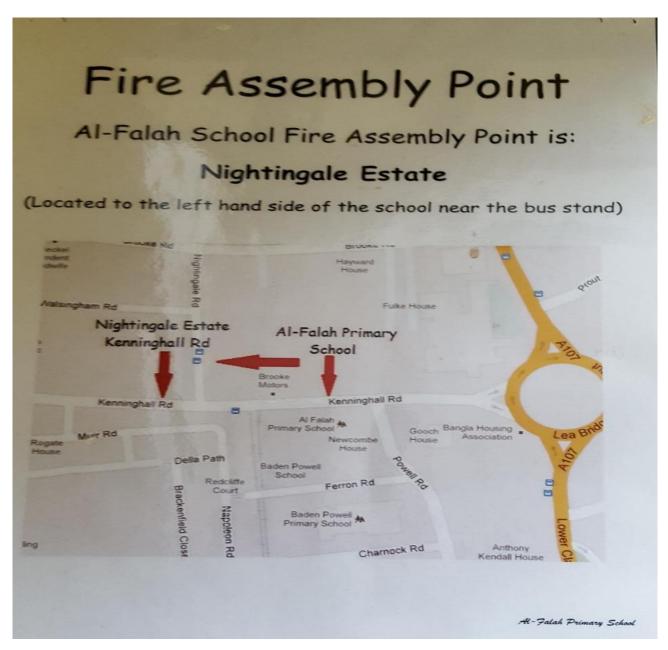Main Office
Year 1
Year 2
Boys Toilet

First Floor
Year 3
Year 4
Staff Toilet
Exit to Playground

Second Floor
Year 5
ICT Suite
Resource / Medical Room
Girls Toilets

Third Floor
Year 6
Head Teachers Office
Library
Kitchen

Fire Assembly Point

Al-Falah School Fire Assembly Point is:

Nightingale Estate

(Located to the left hand side of the school near the bus stand)

Action A: Increasing access for disabled children to the school curriculum

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation	

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
	recording methods Online learning modules if required				
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	Teachers and SENCO	All staff aware of individuals needs	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/All Staff	All pupils in school able to access all educational visits and take part in a range of activities	
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel	

Action B: Increasing access to the physical environment of the school

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
The school is aware of	To create access plans for any	As required	Teachers and SENCO	IEPs in place for disabled pupils and	

				all staff aware of pupils needs	
the access needs of disabled pupils, staff, governors, parent/ carers and visitors	individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parent access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter Ensure staff aware of Environment Access Standard	Induction and on-going if required Annually Recruit-ment process	Management Headteacher & Safeguarding Lead Office Headteacher & Safeguarding Lead Office Headteacher & Safeguarding Lead Office	All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds	
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	DSL SENCO	All disabled pupils and staff working alongside are safe in the event of a fire	
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all	
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to	As required	Site Manager	Disabled parents/carers/visitor feel welcome	

	allow entry for wheel chair users	July 2018			

Action B: Increasing access to the physical environment of the school (continued)

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT Co-Ordinator	Hardware and software available to meet the needs of children as appropriate	
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment	
All fire escape routes are suitable for all	Make sure school can have wheelchair access	As required and as appropriate Weekly	Management	All disabled staff and pupils able to have safe independent way out 2	

Action C: Improving the delivery of written information to disabled pupils

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Review information to parents/carers to ensure it is	Provide information and letters in clear print in "simple" English School office will	During induction On-going	KS1/office School Office	All parents receive information in a form that they can access	

accessible.	support and help parents to access information and complete school forms	Current	Office/Admin	All parents understand what are the headlines of the school information	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.				
Improve the delivery of information in writing in an appropriat e format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information	
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications	
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2017	EAL co-ordinator	Confidence of parents to access their child's education	
Provide information in other languages for pupils or prospectiv e pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required

Currently being provided for parent | SENCO | Pupils and/or parents feel supported and included | |

who may have difficulty with hearing or language problems					

Action C: Improving the delivery of written information to disabled pupils (continued)

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2018	Office	All can access information about the school	

AL-FALAH PRIMARY SCHOOL