



## **ALAMIYAH SCHOOL**

### **Accessibility Plan 2017 -2020**

#### **1.0 Introduction**

1.1 It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of age, race, colour, nationality, ethnic or national origin, belief, religion, gender, sexual reassignment, sexual orientation, disability, marriage, civil partnership, pregnancy and maternity

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

(a) He or she has a physical or mental impairment, and

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

1.3 The School Trustees are responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan. The Governors will be delegated this responsibility and will report to the Trustees.

1.4 Alamiyah School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

1.5 The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

1.6 Alamiyah School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

#### **2.0 The Physical Environment**

2.1 The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access were appropriate.



### **3.0 Curriculum**

3.1 The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

### **4.0 Written Information**

4.1 The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events

### **5.0 Disabilities and Needs of Current Pupils**

5.1 The school currently has no children with disabilities. When children enter the school with specific disabilities, the school contacts LA professionals and any professionals involved with the family for assessments, support and guidance for the school and parents.

5.2 For all children that have medical needs a care protocol is agreed with their parents or carers and it is displayed on the staff noticeboard high up at staff height in the pupil's Classroom for all staff to see and all staff have access to this information and are provided with copies.

5.3 We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require Epi-pens to be kept on site. All associated emergency care plans and medical information are present and known to all staff.

5.3 Alamiyah has competent First Aiders who hold current First Aid certificates.

5.4 All medication is kept in the office, in the classroom or in the First Aid area outside the staffroom. It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

### **6.0 Review of the Plan**

6.1 The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2020.



## Accessibility Plan 2017-2020

Targets	Actions	Success Criteria	Responsible	Timeframe	Cost
<b>EQUALITY AND INCLUSION</b>					
To ensure that the Accessibility Plan is annually reviewed by the Governing Board and supplied to the Trustees for final sign off.	Clerk to the Governors to add to agenda as required and copy of revised plan sent to Trustees for review.	Plan reviewed, actions taken to update and plan is disseminated to staff and parents. Legislation adhered to and plan implemented.	Headteacher	Annual	None
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	Headteacher	On-going.	None
To insure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher Governors	On-going as part of policy review.	None
To ensure pupil receiving treatment from serious medical condition has access to teaching and the curriculum when at home and has minimal risk of contracting infections.	Liaise with parent and hospital outreach to ensure a teaching program is in place. Parents of other pupils to be reminded to inform school of any illness or infections in their children.	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	Headteacher	On-going	None
<b>PHYSICAL ENVIRONMENT</b>					
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors and existing disabled parent/governor/staff/trustee (if available). Suggest actions to be implemented.	Access to all areas will be improved.	Headteacher Governors	Agenda item for Community and Safeguarding Committee at all meetings.	

<b>CURRICULUM</b>					
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff enable all children to access the curriculum	Headteacher SENCO	On-going	None
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	To ensure that all activities, visits and clubs undertaken involve inclusion of all children at the planning, execution and evaluation stages.	All providers of out-of-school education comply with legislation to ensure that the needs of all children are met.	Teachers/Trip or activity organiser	On-going	None
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	All children are able to work as independently as is possible.	Teacher SENCO	Review as part of IEP review.	
To meet the needs of individuals during lessons and assessments.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be used as necessary.	Barriers to success reduced as far as possible enabling children to succeed.	Headteacher Teachers	Annual.	
<b>WRITTEN/OTHER INFORMATION</b>					
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs have the same access to information as any other parent.	Senior Administrator	As necessary.	£100 per document approx
To ensure that parents who are unable to attend school, because of a disability, can access parent meetings and parents' evenings.	Staff to hold parents' evenings by phone, Skype, Facetime or send home written information.	Parents with particular needs informed of their children's progress.	Headteacher Teachers	Termly.	None