

# Accessibility Plan September 2024



Ratified by the Trustee: 30 August 2024  
Signed by the Trustee: 30 August 2024

To be reviewed: 01 September 2027

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

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.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a dual curriculum allowing Hifdh/Alimi and National curriculum for all pupils</li> </ul>	<p>Ensure all pupils receive a <b>balanced education</b> by integrating Islamic (Hifdh/Alimi) and National Curriculum subjects effectively, promoting both academic excellence and religious knowledge</p>	<p>Ensure there is a structured timetable balancing both curricula.</p> <p>Invest in qualified teachers delivering both Islamic and national subjects.</p>	<p>A.Islam</p> <p>A.Islam</p>	<p>Sept 24</p> <p>Continuous (Part of safer recruitment)</p>	<p>Schemes, curriculum policy</p> <p>Qualified staff</p>
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum such as MYMATHS, google classroom</li> </ul>	<p>All students have access to online platforms for independent learning. Teachers trained on utilising digital tools for differentiation.</p> <p>Regular <b>student feedback</b> collected to improve resource effectiveness.</p>	<p>Ensure subscriptions to additional resources and pupil access created</p>	<p>Azmol Ali &amp; Ibrahim Amin</p>	<p>Start of each academic year</p>	<p>Access for all, subscriptions</p>
	<ul style="list-style-type: none"> <li>Curriculum resources teach people with disabilities</li> </ul>	<p>Ensure the curriculum reflects and teaches about people with disabilities, fostering awareness, respect, and inclusion among students</p>	<p>Subjects incorporate positive representations of people with disabilities. Assemblies and workshops on disability awareness. Guest speakers or role models invited to share experiences</p>	<p>Azmol Ali</p>	<p>Start of each academic year</p>	<p>Visitors, assemblies, curriculum</p>

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	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	Implement effective tracking systems to monitor academic progress for all students, including those with disabilities, ensuring early intervention and tailored support where necessary	Have student progress tracked in both streams.	Azmol Ali	Start of Year 7, End of each term for all year groups	Data, reports

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Lifts</li> </ul>	<p>Install ramp, provide at Coventry Road entry point for staff, and visitors with disabilities.</p>	<p>Ramp to be maintained</p>	<p>H&amp;S officer/SLT</p>	<p>September 2024</p>	<p>Ramp usable</p>
		<p>Create ramp for ICT/Science lab.</p>	<p>Ramp installation</p>	<p>A.Islam</p>	<p>End of term 3, July 2025</p>	<p>Ramps fitted</p>
		<p>Provide designated disabled parking bays in close proximity to school entrances to ensure ease of access for individuals with disabilities</p>	<p>Sufficient disabled parking spaces marked and allocated.</p> <p>Monitoring system to prevent misuse of disabled bays.</p>	<p>A.Islam</p>	<p>End of term two, March 2025</p>	<p>Disable bay</p>
		<p>Ensure the school has fully accessible disabled toilets, allowing students and staff with disabilities to use amenities comfortably and independently</p>	<p>Ensure working disable toilets</p>	<p>H&amp;S officer/SLT</p>	<p>Continuous</p>	<p>Accessible toilets</p>
		<p>Install lifts for block b and c</p>	<p>Lifts on ground floor allowing wheelchair access to first floor</p>	<p>A.Islam</p>	<p>End of term 3, July 2025</p>	<p>Accessible lifts</p>



AIM	PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Weekly briefings</li> <li>• Signage</li> <li>• Letters via email/message</li> </ul>	<p>Weekly briefings are consistently shared with students, staff, and parents to keep them informed</p> <p>Signage is clear, well-placed, and inclusive, offering multiple languages where needed.</p> <p>Letters and messages are sent via email and ET-Aims, ensuring timely and</p>	<p>Ensure all parent receive briefings and letters/communications regularly</p> <p>Signage to be placed in optimal areas</p>	<p>A.Islam</p> <p>H&amp;S officer/SLT</p>	<p>Continuous</p> <p>Start of each term</p>	<p>Briefings on website</p> <p>Signage</p>

#### 4. Monitoring arrangements

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

It will be approved by Nozmul Hussain.