



ACCESSIBILITY POLICY

2025-2026

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- **This document has been approved for operation for - Islamiyah Girls High School**
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 - **Owner – Islamiyah Girls High School**
 - **Approved By – Governing Body**
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ACCESSIBILITY POLICY

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STATEMENT OF INTENT

Islamiyah Girls High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. LEGAL FRAMEWORK

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities

Human Rights Act 1998

Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

Equality Act 2010

The Education Act 1996

The Children and Families Act 2014

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

DfE (2014) 'The Equality Act 2010 and schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

Equality and Diversity Policy

Equality Information and Objectives Policy

Special Educational Needs and Disabilities (SEND) Policy

Equal Opportunities and Dignity at Work Policy

Admissions Policy

Behavioural Policy

Supporting Pupils with Medical Conditions Policy

Administering Medication Policy

- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**
- **School Development Plan**
- **Data Protection Policy**

2. DEFINITION

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. ROLES AND RESPONSIBILITIES

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The **headteacher**, in conjunction with the **governing board** or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The **governing board**, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full **governing board** will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The **headteacher** will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the **headteacher** will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The **headteacher** is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

- 3.9. The **headteacher**, **Trustees** and **SLT** will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENCO will work closely with the **headteacher** and **trustees** ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. ACCESSIBILITY PLAN

- 4.1. The Accessibility Plan will be structured to complement and support the school's **Equality and Diversity Policy**, as well as the **Special Educational Needs and Disabilities (SEND) Policy**.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the **School Development Plan**.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - **To increase the extent to which pupils with disabilities can participate in the curriculum**
 - **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
 - **To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**
- 4.5. The intention is to provide a projected plan for a **three-year** period ahead of the next review date, which will be in **July 2025**.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the **Trustees** and **SENCO** every **year**.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. EQUAL OPPORTUNITIES

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. ADMISSIONS

- 6.1. The school will act in accordance with the **Admissions Policy**.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. **[Schools using entry exams only]** The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
- 6.4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. CURRICULUM

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The **head of department** for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The **class teacher**, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. PHYSICAL ENVIRONMENT

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.5. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.6. The corridor flooring and lighting is designed to support those who are visually impaired.

9. MONITORING AND REVIEW

- 9.1. This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The **Trustees** and **headteacher** will review the policy in collaboration with the **SENCO**.
- 9.3. **Equality impact assessments** will be undertaken as and when school policies are reviewed.

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period. According to the Act, a *“disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.”*

We are 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

We have created an accessibility action plan. 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.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

10. Contextual Information

The site is over one floor and houses a secondary school during the day and a evening school after 4pm. The site has multiple exits and is on ground level allowing easy access to the public road and pathway

11. Aims and Objectives

Our aims are to:

- Increase **access to the curriculum** for pupils with a disability
- Improve and maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils and parents

The table below sets out how the school will achieve our aims.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs.	All staff trained in SEND - actions in place following training	training to be provided	All training to be arranged termly as needs arise	M.K	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Mental Health support	Commission partnerships where necessary e.g. Speech and Language, SEN provision	As required	M.K	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	Inset with whole staff as required.	ZA	All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues to be accessible to all.	P.E. kits provided for all children and washed in school.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	ZA	
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra-curricular activities. Regular check via Evolve for out of school activities.	MK	

12. Physical Environment

Iqra High school is continuing to grow and develop. We have recently renovated part of the site. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Responsibility	Success Criteria
To make all entrances accessible for disabled people	Main Entrance is accessible for disabled people. Porch area is wide enough for access in a wheelchair.	Create an external lift from middle playground into main building to bypass the steps up to the entrance.	MK/GB	All entrances will be accessible to all.
Ensure there is a toilet available on all floors for the children	Disabled toilet available on middle floor. Toilets available on all 3 floors	Toilets on each floor for easy access for all children. EY create free access for children to the toilets without having to use corridor.	MK/GB	Children will be able to go to the toilet without having to leave the room and go into the corridor. Toilets will be accessible from the setting
To create easy access to all areas of school for all pupils/ adults	New easier access to EY building via back entrances	Consider needs of EY parents to enable them to have easy access to the setting	MK/GB	Access to all areas of school for all people. EY parents have direct/easy access to the setting via back entrance
Ensure all disabled pupils can be safely evacuated.	Some staff trained in use of Evac chair. Personal Emergency Evacuation plans in place for disabled pupils.	Ensure all staff aware of PEEPs. Staff trained in use of Evac chair to practice use Regularly.	MK/GB	Safe evacuation for all when necessary

Maintain access for visually impaired	Yellow strips on all stairs and clear signs all around school.	Renew yellow strips on outside steps regularly. Update signage around school as necessary	MK	All areas clearly accessed
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13. Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding	As required	SENDCo	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Updated weekly	SENDCo/MT/ MGL	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in information letters is in clear print, translated where necessary and easily understandable. Anomaly Boards in playgrounds.	School office to help parents access school information and complete forms. Anomaly Boards for messages to include translations.	During induction/ Ongoing	Admin/ IT team	Parents feel that they communication is effective.
Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENCo	Staff understand how to ensure written information can be equally accessed.