

# Al-Khair Prep School

## Accessibility plan



**Approved by:** GB

**Date:** 31/08/20

**Last reviewed on:** November 2019

Almas Iqbal

**Next review due by:** August 2021

GB

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

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.

Al-Khair Prep School is open to pupils aged between 4-11 years old who can benefit from the curriculum offered, including those with disabilities defined in the Equality Act 2010 as one who has “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”, within the limits of the site and the resources available to ensure that children are supervised whilst in school. Our school is happy to make reasonable adjustments for every pupil in our care especially for students with disabilities.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, & staff of the school.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'longterm' 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.

### 3. Action plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short Term Objectives:</p> <p>Ensure curriculum resources include examples of people with disabilities.</p>	Analyze curriculum resources to ensure compliance.	Lead teachers	Ongoing	Evidence of inclusion curriculum resources
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● A ramp to provide wheelchair access to ground floor</li> <li>● Wide corridors</li> <li>● A new staircase has just been fitted which is wider and has secure handrails to both sides.</li> </ul>	<p>Long term Plan:</p> <p>The new staircase has been designed to include space for an elevator to provide disabled access to the first floor.</p>	Design and install elevator when finances allow	Finance officer & Facilities Dept	N/A	Installation Elevator

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

	<ul style="list-style-type: none"> <li>• Washbasins and toilets of different heights are provided in main toilet areas</li> <li>• <i>There are 3 toilet cubicles</i> downstairs for children to use and one disabled toilet in the Studio</li> </ul>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> <li>• Enlargement of worksheets where required</li> <li>• SMHW</li> </ul>	We in the initial stages of devising a new website with a parent portal which will allow children who are unwell to come to school to access lesson resources	Finalise new school website	SBM	July 2019 completed	

#### 4. Monitoring arrangements

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

It will be approved by the Executive Heads

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Accessibility Policy
- Risk assessment policy
- Health and safety policy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	All corridors and doors are wide enough for wheelchair access			
Lifts	None at present but a site has been create for later introduction	Lift to be installed Once a lift has been installed an emergency wheelchair must be installed for the evacuation of any wheelchair user in the event of a fire.	Finance office & Facilities Dept.	N/A
Parking bays	Limited parking is available for staff only. No disabled bays are provided	A disabled bay will be created in the first space of the one way system	Facilities Dept	July 2020 completed
Entrances	The current entrance is served by a ramp which facilitates wheelchair access			
Ramps	1			
Toilets	One disabled toilet in the Studio	A disabled cubical should be provided in each toilet area once disabled access has been established to the first floor	Facilities Dept.	September 20 completed

Reception area	The reception area is currently acceptable for wheelchair access.			
Internal signage	Internal signage is currently acceptable for people with	Braille signage can be installed for	Facilities Dept	September 202

- **Appendix 1: Accessibility audit**

	reasonable vision. No braille signs are currently provided	toilets, fire escape routes etc.		
Emergency escape routes	The main staircase has recently been refurbished making it suitable as an effective escape route. A second staircase is present that provides an additional escape route.	The new staircase currently does not have surfacing which needs to be installed The secondary staircase requires resurfacing	Facilities Dept.	January 2019 completed  July 2021



