

# Al-Khair Secondary Schools

## Accessibility Plan



|                          |            |                                  |
|--------------------------|------------|----------------------------------|
| <b>Approved by:</b>      | GB         | <b>Date:</b> 15.09.2022          |
| <b>Last reviewed on:</b> | 09.09.2022 | Mr Gareth thomas/ Mr Usman Ahmed |
| <b>Next review due:</b>  | 10.09.2023 | 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.

The Al-Khair Secondary school has certain limitations due to the nature of the building but this in no way reduces our commitment to catering for the needs of all those who wish to come to Al-Khair. For this reason, we aim to make all reasonable adjustments to the existing school site and are exploring options to either develop this existing site further or move to new premises which will address any existing accessibility issues.

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. We will also incorporate relevant training in regular CPD sessions, insets and twilight sessions. 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,

## 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 has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his 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 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

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

| Aim  | Current good practice<br><i>Include established practice and practice under development</i>  | Objectives<br><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 who require adjustments to the standard model.</p> <p>We use various 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>Subject options and number of subjects taken is adapted when need be.</p> <p>Offer solutions for learning impediments.</p> <p>Baseline test instituted and data gathered to track progress.</p> <p>Support and develop students and not damage ability to learn by overwhelming them.</p> <p>Ensure fluid approach to adapt to students needs and requirements.</p> | <p>HoDs make recommendations as to adjustments needed for specific students.</p> <p>Assign Teacher to area of most concern/priority</p> <p>Baseline tests to be introduced and data analysed</p> <p>Determine foundation or double science Ss in order to tailor provision.</p> <p>Monitor progress and effectiveness of this plan</p> | <p>HoDs</p> <p>GTH</p> <p>GTH &amp; LMs</p> <p>GTH &amp; HoDs</p> <p>GTH &amp; HoDs</p> | <p>Ongoing</p> <p>1<sup>st</sup> half term</p> <p>1<sup>st</sup> half term</p> <p>Ongoing</p> <p>Termly</p> | <p>Plans in place for all who need them.</p> <p>Increase in TAs and allocation to Ss</p> <p>Ss on or above flightpath</p> <p>Ss able to identify targets for improvement</p> <p>Regularly carried out with requisite adjustments</p> |
| Improve and  | The environment is adapted to the  | Make building suitable   | Identify and address   | SBM   | Ongoing   | Reduction or   |

|   |   |  |   |     |         |  |
|---|---|--|---|-----|---------|--|
| maintain access to the physical environment                     | Needs of pupils as required.<br>This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>  | For individuals with special needs and disabilities.   | Issues which may lead to accessibility issues.                    |     |         | Eradication of accessibility issues.                             |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul> | Have resources, signage and materials prepared as and when needed to facilitate delivery of information. | HT to identify what adaptations or introductions need to be made. | GTH | Ongoing | Delivery of information catering for all those who we deal with. |

#### 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 head..

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

## Appendix 1: Accessibility audit

| Feature                 | Description  | Actions to be taken  | Person responsible | Date to complete actions by |
|-------------------------|--|--|--------------------|-----------------------------|
| Number of storeys       | 2 storey building                                  | Explore extension of site with architects. Building on top of the sports hall.   | SBM                | July 2023                   |
| Corridor access         | Ground floor has wheelchair access not first floor | First floor does not have wheelchair access.                                     | SBM                | July 2023                   |
| Parking bays            | Parking available for staff. Designated areas only | Barrier installation to prevent external vehicles being parked at school.        | SBM                | Nov 2020 completed          |
| Ramps                   | Wood ramp for assembly hall area                   | Bespoke ramp must be procured.   | SBM                | July 2023                   |
| Toilets                 | New Toilets  | Complete refurbishment   | Facilities         | Jan 2021 completed          |
| Reception area          | New layout   | Complete redesign, new honours board, TV screen announcements and activity pics. | Facilities/IT      | Jan 2021 completed          |
| Internal signage        | Fire, First aid, Safeguarding, Well-being          | All statutory and non-statutory signage needs to be placed around the building.  | Facilities/SBM     | Sep 2020 completed          |
| Emergency escape routes | Marked and identified                              | Regulation standard signs and compliant sitemaps to be displayed.                | Facilities/SBM     | Sep 2020 completed          |