

Al Madani Independent Grammar School

ACCESSIBILITY POLICY AND PLAN

2024-2027

Policy Information

Named personnel with designated responsibility for Access: Role	Designated Person	Contact Details
Member of staff responsible for pupils with medical needs	Mr Ramsey	admin@amigs.uk
Senior leader who manages department / medical needs	Mr Nyron Gonzales	Headteacher@amigs.uk
Safeguarding governor	Dr Zubair Bowkan	chcairofgovernors@amigs.uk
Designated teacher with safeguarding responsibility	Mr Nyron Gonzales	Headteacher@amigs.uk

Accessibility policy and accessibility plan

AMIGS aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the plan

The purpose of this plan is to show we intend, over time, to increase the accessibility of our school for disabled pupils and visitors. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that **“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”**. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability 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 carry out normal day- to-day activities.

What will our Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy, which can be accessed via our website.
2. AMIGS is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The AMIGS Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve 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 timeframe.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy,
 - Equality and Diversity Policy
 - Health & Safety Policy,
 - School Improvement Plan
6. The Accessibility Plan will be published on the school website.
7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
8. The school will work in partnership with all stakeholders in developing and implementing this Accessibility Plan.

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Principles

1. Compliance with DDA (2002) is consistent with the school's aims and equal opportunities policy;
2. The school recognises its duty under the DDA:
 - a) not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - b) not to treat disabled pupil less favourably for a reason related to their disability
 - c) to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
 - d) to publish an Accessibility Plan that will increase access to education for disabled students.
3. The school recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and the child's right to confidentiality;
4. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - a) setting suitable learning challenges
 - b) responding to students' diverse learning needs
 - c) overcoming potential barriers to learning and assessment for individuals and groups of students.

Areas of Planning Responsibilities and the Schools Commitment

1. Access to the Physical environment
2. Access to the Curriculum
3. Access to exams
4. Access to information

I The Physical Environment

Access to the school grounds is good as it is evenly paved and easily accessible for wheelchair users and those who may need to use crutches, mobility scooter or alternative means of movement. The school's office, classes, computer lab, medical room, eating and reading lounges all benefit from being at ground floor level with all areas accessible. The upper floor of our school benefits from having a stair lift installed and a very wide (2.5m) staircase for entrance/exit. The school also has a lift for easier access by any disabled person to the upper floor.

All classes, including student facilities are wheelchair accessible. There is also a dedicated disabled toilet on the ground floor as well as a speaker that interfaces with hearing aid so the hearing impaired can benefit from classroom discussions. As the school develops and modifications are made to the fabric of the building, accessibility issues will be addressed as an integral part of the design specifications wherever practical.

2 Increasing the extent to which disabled students can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled students to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled students' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

3 Exams

The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Pupils who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- Should the pupil require any access arrangements this will be processed by the admin support or by the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the School should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by the school.

4 Improving the delivery of written information to disabled students

This will include planning to make written information available to disabled pupils. The information should take account of pupil's disabilities and parent's preferred formats and be made available within a reasonable time frame.

- Should the need arise, the school is able to tape information for students with visual impairments.
- The school will become more familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.