



Al-Noor Primary School Accessibility Plan

2022-23

Section 1: Introduction

Al-Noor Primary School is committed to ensuring the best outcomes for all its pupils. It is equally committed to ensuring full compliance with the Independent School Standards and all legislation relevant to its activities such as the Equality Act 2010. This important Act outlaws the victimisation, harassment and direct and indirect discrimination of individuals of 'protected characteristics'. The protected characteristics include disability and the Act allows schools to treat disabled pupils more favorably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The Equality Act 2010 defines disability as the condition of a person who has:

'a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act requires schools to have an accessibility plan in place to advance equality of opportunity for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

This plan links to the school's Equality policy, where it is referred to in paragraph 2.13. The policy and plan is shared with all staff members and placed on the school website for parents and prospective parents too. School trustees also have a copy and are responsible for monitoring the implementation through periodic review at least once a year.

Staff training will be needed to facilitate the implementation of the plan and will be arranged as required. In addition, supporting partnerships to help develop and implement the plan, for example with the local authority or other agencies, will also be pursued.

In the event of disputes, the school expects that its complaints policy is referred to and followed through in the first instance. The school expects that this should be sufficient to address any short comings without the need for school stake holders to resort to a tribunal. Stake holders can complete the standard forms available to question schools in the event of discrimination concerns during this process if they wish. However in the event that this proves unsatisfactory, stake holders can make a claim with the First-Tier Tribunal at a County Court.

Approved by: Someera Butt

Date: 1st September 2023

Section 2: Aims and Objectives

Our aims are to:

- 1) increase access to the curriculum for pupils with a disability;
- 2) improve and maintain access to the physical environment;
- 3) improve the delivery of written information to pupils.

Section 3: The Plan

The table below sets out how the school will achieve the aims. The school will acquire the resources listed if one or more pupils enrolls at the school with a disability requiring the adjustment or auxiliary aid or service listed below.

| Aim | Current good practice (established practice and practice under development) | Objectives (short, medium and long term) | Actions to be taken | Person responsible | Date to complete actions by |
|---|--|---|--|--------------------|---|
| 1. Increase access to the curriculum for pupils with a disability | <ol style="list-style-type: none"> 1. Enlarged copies of all texts are produced by staff for pupils with visual impairments. 2. Pupils with visual impairments are also brought close to screens/the teacher's PC and given auxiliary aids such as magnifiers, laptops and software. 3. Staff catering for pupils with visual impairments, are sent on training to the Joseph Clarke School for the Visually Impaired to train them to cater for the needs of visually impaired pupils better. Periodic visits from the SEN advisory teacher also ensures advice on catering for the needs of visually impaired children. 4. 1:1 adult support is provided for children that have an EHCP. 5. Membership with RNIB library service which posts modified books for the visually impaired. 6. A 'jingling bell' ball for use during weekly tag rugby sessions for the visually impaired. | <p>Short term Pupils with severe visual impairment are better catered for.</p> <p>Medium term Pupils with sensory disabilities are better catered for.</p> <p>Long term Pupils of all abilities can access all aspects of the curriculum, including play, prayer and lunch, wheelchair users are better catered for.</p> | Short term | | |
| | | | 1) Acquire large colour copies of published textbooks from publishers. | Subject leaders | Upon enrolment of a child with visual impairment. |
| | | | 2) Acquire large colour copies of books for the library. | English leader | Upon enrolment of a child with visual impairment. |
| | | | Medium term | | |
| | | | 3) Acquire specialist equipment to support children with ASD. | SENDCo | Upon enrolment of a child with ASD. |
| | | | 4) Acquire Braille copies and audio versions of published textbooks from publishers. | Subject leaders | Upon enrolment of a child who reads Braille. |
| | | | 5) Acquire Braille copies and audio versions of books for the library. | English leader | Upon enrolment of a child who reads Braille. |
| | | | 6) Obtain reliable access to an audio book library. | SENDCo | Upon enrolment of a child who reads Braille. |
| | | | Long term | | |
| | | | 7) Acquire specialised PE equipment for wheelchair users to meet NC objectives. | PE Subject Leader | Subject to SEND budget. |

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| | <div>7. Personal laptops with relevant software installed to increase speed of touch typing skills.</div> <div>8. Lift increases access to all parts of the school building and thus provision.</div> <div>9. Height adjustable table is provided in each classroom.</div> | | <div>8) Acquire specialised IT equipment for paralysed wheelchair users.</div> | <div>Computing Subject Leader</div> | <div>Subject to SEND budget.</div> |
| <div>2. Improve and maintain access to the physical environment</div> | <div>1. Wheelchair wide corridors and doors.</div> <div>2. Hand rails on staircases.</div> <div>3. Supervised school gate.</div> <div>4. Disabled toilets installed on every floor.</div> <div>5. Accessible classrooms and tables with space for learning aids and assistants alongside.</div> <div>6. Staff reduce stimuli for children who need to avoid sensory overload by varying the place and environment of those children in the classroom.</div> <div>7. Lift installed in new school site to increase quick access to all parts of the school building and thus provision.</div> <div>8. Height adjustable table is provided in every classroom of the new school.</div> <div>9. Ergonomic door handles installed</div> <div>10. Evacuation chair and ensure an appropriate number of staff members are trained to use it.</div> | <div>Short term</div> <div>Facilitate sensory way finding for pupils.</div> <div>Medium term</div> <div>The school environment can be accessed and navigated by all pupils including those with weak muscles and wheel chair users.</div> <div>Long term</div> <div>The school grounds are a safe and pleasant environment for all and disabled pupils can make their way around the play areas safely and securely and relatively easily.</div> | Short term | | |
| | | | | | |
| | | | Medium term | | |
| | | | <div>1) Use different paint textures for each area of the school when refurbishing the school to allow sensory way finding.</div> | <div>H&S Leader</div> | <div>Subject to re-painting programme and budget.</div> |
| | | | Long term | | |
| <div>2) Install controllable lighting in classrooms.</div> | <div>S.Butt</div> | <div>It would be detrimental to the majority of pupils to dim lights in classrooms during learning so this is not feasible.</div> | | | |
| <div>3. Improve the delivery of written information to pupils</div> | <div>1. Newsletters and bulletins are emailed to parents to share with pupils on electronic devices.</div> <div>2. Texts, worksheets and the like are enlarged via photocopying and printing for use by the visually impaired.</div> <div>3. Staff members act as scribes or readers to pupils requiring it.</div> | <div>Short term</div> <div>Improved written information for the visually impaired through enlargement of existing text.</div> <div>Medium term</div> <div>Improved written information for the</div> | Short term | | |
| | | | <div>Create enlarged versions of newsletters and letters to parents.</div> | <div>Support LSA or class teacher</div> | <div>All information is already sent to parents by email that allows enlargement on screens.</div> |
| | | | <div>Have enlarged versions of posters and signs around the school at pupil height put up.</div> | <div>Support LSA or Deputy Head</div> | <div>Upon enrolment of a child requiring it.</div> |
| | | | Medium term | | |

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| | <p>4. A magnifying visualiser is used to magnify books.</p> <p>5. The school takes out a subscription with the postal library service of the RNIB when needed.</p> | <p>visually impaired through audio and better lighting.</p> <p>Long term Improved written information for the visually impaired through Braille and other equipment.</p> | Create audio versions of newsletters and letters to parents. | Support LSA or Deputy Head | Upon enrolment of a child requiring it. |
| | | | Long term | | |
| | | | Create Braille versions of newsletters and letters to parents. | Support LSA or Deputy Head | Upon enrolment of a child requiring it. |
| | | | Have some items on display in Braille and some display items enlarged. | Support LSA or Deputy Head | Upon enrolment of a child requiring it. |
| | | | Acquire a set of tablets and electronic devices such as Kindle, that can be sent home with children to display and magnify well lit books, newsletters and the like. | Deputy Head or SENDCo | 03/09/18 for at least 2. |

Section 4: Access Audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|------------------|---|--|------------------------|-----------------------------|
| Number of floors | 3 floors: upper floors are accessible by a lift. | None | N/A | N/A |
| Corridor access | Wheelchair width | Keep clear corridors of tables and chairs etc. | Caretaker and H&S lead | On-going. |
| Parking bays | There are parking bays available for disabled access on the school grounds. | None | N/A | N/A |
| Entrances | <p>The building's main entrance is flush with the street pavement and has wheelchair accessible double doors. Access to the school is via a secure lobby and another set of doors, which are electronically locked.</p> <p>Electronically locked doors are also linked to the fire alarm system, in case of a fire/emergency, the</p> | None | N/A | N/A |

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|-------------------------|--|--|-------------|--|
| | <p>activation of fire alarm system releases doors to safe open position.</p> <p>The ground floor has two further playground entrances which are likewise flush to ground level.</p> <p>Reception classrooms also have exit doors to a play area which is flush with playground floor level.</p> <p>The playground leads to school boundary vehicle and pedestrian gates, which are used for access to the school premises.</p> | | | |
| Toilets | <p>All level with the corridor.</p> <p>There are pupil toilets and one disabled toilet on each floor. There are three disable access toilets on the ground floor.</p> | None | N/A | N/A |
| Reception area | <p>There is room for two wheelchairs in this space.</p> | None | N/A | N/A |
| Internal signage | <p>This is at child height but not at wheelchair height nor in Braille however they are enlarged for the visually impaired.</p> | Put signs at wheelchair height and create Braille ones for the visually impaired – as above. | Deputy Head | Braille: when a pupil enrolls who reads Braille. |
| Emergency escape routes | <p>PEEPs (personal emergency evacuation plans) are in place for disabled pupils.</p> <p>There is a lift and built-in designated safe spaces in the stairwells for those with access difficulties whether wheelchair users or otherwise.</p> | Ensure every room has a labeled diagram of designated escape route. Put up enlarged signs and displays for the visually impaired and Braille versions too. | Deputy Head | Braille: when a pupil enrolls who reads Braille. |