



Dar Ul Madinah Accessibility Policy & Plan 2025-2028

Introduction

At Dar Ul Madinah, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Dar Ul Madinah promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

Purpose of the Plan

The purpose of this plan is to show how Dar ul Madinah intends, over time, to increase the accessibility of our school for pupils with

disabilities.

Aims:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided.
- To improve the availability of accessible written information.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole staff training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan, and will be used to inform the actions of any subsequent plans.

Legal Background and Legislative Compliance

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Dar Ul Madinah aims 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.

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational

activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Definition of Disability

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum

This plan considers three areas:

- a) Improving Education and related activities
- b) Improving the Physical environment
- c) Improving the provision of information

The School Context

The school currently has an average of 13% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs. Currently, the school does not have any child, parent/carer or staff member who uses a wheelchair.

The school has been successful in completing the following priorities for physical improvements to increase and improve access:

- ✓ There is a toilet situated on the ground floor
- ✓ The stairwell and corridors are kept clear from obstructions at all times

- ✓ The main doors to the building are wide enough for all users with wheelchair access further along the path
- ✓ The intercom is accessible for wheelchair users

a) Education and related activities:

The continuous improvement of teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children.

The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Teachers and teaching assistants attend SEND training as appropriate to support specific needs. Teachers work closely with TAs to address pupil IEP targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are fully included in music, PE and assemblies and are encouraged to join after-school clubs, leisure, sporting and cultural activities.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

The school will continue to seek and follow the advice of appropriate specialists such as professionals from Inclusion Support services and the appropriate health and well-being professionals from local NHS Trusts.

b) The Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes, and more accessible fixtures and fittings.

There is physical access to the main entrance of the school and there are toilet facilities available. Pathways of travel around the school site are safe. The playground has high fencing around it.

The school is a multi-storey building and there are handrails and a one-way system in place on the stairs. Lift access is available if there were any pupils who were unable to use the stairs.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies and Inclusion Support Services. Pupils have access to physical aids in the classroom such as specialist pens and pencils and IT equipment as required.

Safe spaces and quiet rooms are available to pupils who need to access them.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is at the local post office. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

c) Provision of Information:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs) such as printing test papers on coloured paper, and ordering enlarged print versions of test papers

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff on the staff share point. Information regarding these children is passed on to lunchtime supervisors and supply or visiting teachers.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments. Copies of care plans are included as part of the trip/visit documentation

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works together with partner schools as required
- Disabled pupils have access to extra-curricular activities
- The school environment meets the needs of all pupils

Objective	Action			Timescale	Monitoring
	How	Who	Resources		
Section 1 : Educational Provision					
To be aware of the access needs of any child with a disability	Annual reminder to parents/carers via school newsletter/Dojo to inform school if their child has any problems with accessing learning in school	SENDCo	Time for office staff to update	Termly	SLT
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes	Any adjustments to curriculum planning to be included as part of termly planning. Monitoring of curriculum planning & pupil books	Teachers & Head Teacher	Monitoring release time	Termly	SLT

Ensure that all pupils are able to access instructions/information during all aspects of school life.	Observations of children with additional needs. Conversations with children and parents. Planning and design of classrooms with these children in mind. Inclusive environments with visuals to reinforce learning	SENDCo Class Teachers & Head Teacher	Resources to be produced iPads Chromebooks Now/Next boards, Visual Timetables, PECS, workstation resources	On going	SENDCo Headteacher
To ensure all educational visits, activities and residential trips are accessible to all pupils	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support	Class teachers & Head Teacher	Appropriate training as required to ensure staff are confident in planning accessible activities.	ongoing	Headteacher Governing Body
To ensure all staff receive relevant and timely training on a range of effective	SEND policy and SEND Information Report reviewed and updated annually.	SENCo SLT Head Teacher	Training costs	Ongoing – needs identified via annual CPD	Headteacher SLT

strategies to support pupils with SEND	Time given in staff meeting schedule for SEND training. External services brought in from specific training as required.			Calendar and appraisal process.	
Audit the representation of people with disabilities in books, the environment & teaching materials	Ensure range of diversity books being used with a focus on those with a range of disabilities.	SENCo	Release time	Ongoing – monitor new books when purchased	SLT

Section 2: Physical Environment

<p>To be aware of the access needs of any disabled child, staff, governor, parent or carer</p>	<p>Annual reminder to parents/carers via school newsletter/Dojo to inform school if they or their child have any problems with accessing areas of the school site</p>	<p>Headteacher & Office staff</p>		<p>On-going monitoring</p>	<p>Headteacher</p>
<p>To ensure all pupils and adults with a disability can be safely evacuated in an emergency</p>	<p>Ensure PEEPs are in place for all disabled pupils. Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible. Ensure parents & visitors are made aware of relevant exits & plans when on site, including location of ramps where appropriate.</p>	<p>SENDCo to create PEEPs with class teachers for named individual pupils as needs arise. Emergency Evacuation Plan to be reviewed termly & displayed in all classrooms and corridors. Adults to be informed of</p>	<p>Time to create PEEPs</p>	<p>Ongoing – created when new pupil requires a PEEP.</p>	<p>Headteacher SBM & Site staff SENDCo</p>

		<p>emergency exits and procedures before school events begin.</p>			
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To ensure all areas of school are accessible to disabled pupils	Any adjustments to areas made as required e.g., ramps, widening of paths etc Raise awareness of mobility issues in classrooms – position of furniture etc	Teachers & Head Teacher	Cost of any alterations	Ongoing as needs arise	Governors
To create a sensory area within the school grounds to support pupils with sensory needs	Allocate a space within school grounds & purchase appropriate equipment	SENCo Headteacher	Sensory equipment & resources, planting, shed	TBC	Headteacher
Section 3: Provision of Information					
To review information provided to parents and ensure it is accessible	Provide information and letters in clear print and simple English. School office to support parents to access information and complete forms. Ensure all key information is accessible via the school website. Produce information in home languages/large print is required.	Headteacher Office staff	Time to translate documents	ongoing	Headteacher Parents/carers via Parent Questionnaire
To ensure that languages other than English are visible in and around school if	Display posters in variety of languages to reflect languages spoken within the school community.	Teachers & Head Teacher	Support from bi lingual families	September 2025	Headteacher Governing Body via site walks

required e.g., noticeboards					
To ensure that SEND Annual Review/parent meeting information is as accessible as possible	Child-friendly targets. Offer opportunity for parents to bring someone to the meeting with them. Access to translators/interpreters to be offered if possible.	Teachers & Head Teacher	Cost of any Translator /interpreter	ongoing	Headteacher Parents/carers via Parent questionnaire

The Accessibility Plan will be published on the school website and will be monitored with staff, parents, governors and pupils via Governing Body Committees and Stakeholder Questionnaires. It should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

The Governors will review the policy as determined by the review programme agreed and detailed in the policy review cycle.

Policy start date	March 2025
Date of ratification	March 2028
Policy review date	Feb 2028