

# Accessibility policy and plan 2021-2023

**Author:** Executive headteacher

**Date agreed:** February 2021

**Version:** 1

**Review requirements:** 2 years

**Next review:** February 2023

**Approved by:** Chair of governors

## **Our aim and values at Iqra Academy**

Our aim is currently been worked on, to reflect the great work we do.

It will show what values we promote and explicitly teach in our curriculum, so we help build great children who are a credit to themselves, their family and their school.

We want the children to try their best in all that they do – to aim high to achieve the best they can.

## **Responsibilities**

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

## **Publication**

This policy will be published on the school website.

## **Monitoring and evaluating**

This policy will be monitored as part of the schools' monitoring and evaluation programme.

## **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **Introduction**

At Iqra Academy we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **Aims and objectives of this policy**

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Leicestershire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

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. 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

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

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

## Iqra Academy Accessibility Plan 2021-2023

### Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>○ Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>○ Ensure staff and governors can access areas of school used meetings</li> <li>○ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	As required	<ul style="list-style-type: none"> <li>○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>○ All staff &amp; governors are confident that their needs are met.</li> <li>○ Continuously monitored to ensure any new needs arising are met.</li> <li>○ Parents have full access to all areas of school</li> <li>○ PEEPs are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>○ Check exterior lighting is working on a regular basis</li> <li>○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>○ Check flashing beacons that signal fire alarm activation regularly</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>○ Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	<ul style="list-style-type: none"> <li>○ All disabled personnel and pupils have safe exits from school.</li> </ul>
Accessible car parking	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</li> <li>○ The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ There is a place for disabled members of staff and visitors to park throughout the school day.</li> </ul>

## Iqra Academy Accessibility Plan 2021-2023

### Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>○ Ensure venues and means of transport are vetted for suitability</li> <li>○ Develop guidance on making trips accessible</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ All pupils are able to access all school trips and take part in a range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>○ Review PE curriculum to include disability sports</li> </ul>	Annually	<ul style="list-style-type: none"> <li>○ All pupils have access to PE and are able to excel, for example via support from an adult</li> </ul>
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</li> <li>○ Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door which has steps in front</li> </ul>	As required	<ul style="list-style-type: none"> <li>○ Disabled children feel able to participate equally in out of school activities.</li> </ul>
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> <li>○ Identify training needs at regular meetings</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ Raised confidence of support staff</li> </ul>
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> <li>○ Make sure the corridor leading up to the hall is clear of obstructions</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ Disabled children can get to the hall from the classrooms</li> </ul>