



ACCESSIBILITY PLAN 2019/20

Our Accessibility Plan sets out how our school will improve equality of opportunities for disabled and vulnerable people. This plan sets out the establishment's proposals to increase access to education for disabled and vulnerable students in the following three areas:

- Increasing the extent to which disabled and vulnerable pupils can participate in the school curriculum
- Improving the physical environment of the establishment to enable disabled and vulnerable pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled and vulnerable pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary at least annually.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Ensure that the school estate is fully accessible to wheelchair users and for pupils with limited mobility, including learners with Visual and Hearing Impairments.	Ashid Mahmood	Maintenance Budget: £10,000	September 2019	The school's new estate is accessible to pupils, staff and parents with mobility needs, and hearing and visual impairments. - All external paths leading to any of the school entrances are accessible from pavement level with no steps to negotiate for wheelchair users. - There is clear signage externally and internally to aid movement around the building for personnel with visual impairments. - There is a dropped kerb outside both main entrances to the school for wheelchair users and persons with limited mobility to enter school without crossing a trip hazard. - There is newly laid tarmac around the front and rear of the building. - Lighting around and inside the building allows learners with visual impairments comfortable movement around the estate.



				<ul style="list-style-type: none">- There are accessible toilets which have additional handrails and easy to use flush facilities for users of all ability, on every level of the school building, which are monitored on a regular basis.- Each disabled toilet is fitted with an assistance alarm to operate should an individual get into difficulties within the WC facility.- Lift from ground floor level serves all floors of the building. The building is built up to current DDA Specification as per August 2019 with all operating buttons located at a Height of 1m for access from a wheelchair if required.- Throughout all areas of the building there are DDA Compliant Access doors that are accessible with the use of a wheelchair and other movement aids. This is for both access corridors and to classrooms.- Each individual with SEND requirements will have an individual assessment prior to a start date at the school. As part of the meeting this would identify if an individual has a requirement for an adjustable desk or chair. This is also applicable in specialist areas such as Science and Technology which include the use of adjustable sinks and lab benches.- The SEND area is located on the ground floor close to the main entrance for ease of access.- Prayers and ablution are also located on the ground floor for ease of access.- For pupils with limited mobility, a dedicated entrance is available through the visitors' entrance enhancing accessibility.- There are designated parking bays for users with a disability. Otherwise, the car park remains a car-free zone for pupils.- The school is fitted with showers in the Medical Room that can be accessed by individuals with special needs and used either independently or with a supporting carer, should one be assigned.- The schools refreshment dining facility is located on the ground floor and can be accessed by anybody with a mobility difficulty.
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				<ul style="list-style-type: none">- The dining area has tables and chairs that can accommodate the use of a wheelchair- Evacuation Points are available throughout the school with full communication from each position. These should be located within a 2 hour fire and smoke protected area.- Multiple fire exits leading to an external escape route that is uninhibited by steps or stairs for ease of escape.- The school is fitted with light indicators that are visible in the event of the Fire Alarm Activating for Hearing Impaired individuals- The assembly point is located on the playground on a flat hard surface that can be navigated by a wheelchair or mobility aid.- A dropped lunch counter needs to be set to a level where an individual with restricted growth will be able to see what food is available.- Pupils with SEND have received a tailored induction to the new build. An additional transition visit has been conducted for pupils who took advantage of the opportunity to experience the school setting on their own prior to the whole-year transition day.
Ensure the estate remains updated with the latest provision and technology to improve accessibility for students with disabilities	Usman Kothia	Maintenance - £1000	September 2019	<ul style="list-style-type: none">- Sustain visits from Local Authority Advisory Teachers to evaluate estate and make recommendations.- Introduce and adopt the use of Microsoft Immersive Reader as an aid to assist learners with dyslexia and visual stress.
Emergency evacuation of an individual with a disability or special needs.	Ashid Mahmood	Maintenance - £1000	September 2019	<ul style="list-style-type: none">- The school has a full Personal Emergency Evacuation Plan (PEEP) which notes requirements of an individual to assist their evacuation in case of an emergency.- Sustain weekly fire alarm tests to ensure that the fully intelligent Fire Alarm System is working correctly.



				<ul style="list-style-type: none">- Purchase an evacuation chair for those who have limited mobility and appropriately train supporting members of staff.
Improved access to Sports for Disabled students	Usman Kothia	PE - £300	December 2019	<ul style="list-style-type: none">- New Equipment (high visibility balls) purchased to ensure inclusivity of provision.- Introduce activities for pupils with limited mobility.
Develop staff routines to support the effective movement of pupils with disabilities around the school estate.	Ashid Mahmood/ Usman Kothia	Maintenance - £300	September 2019	<ul style="list-style-type: none">- Staff complete training to understand their roles in supporting pupils with disabilities move around the school estate.- A comprehensive duty rota is in place to ensure the safety of pupils at all times across the internal and external areas of the school building.- An induction of the new site took place for all stakeholders including teachers and pupils as part of a staggered return to school in which the effective movement of all pupils including those with disabilities was outlined.- There is a clearly communicated, staggered timetable for lunches and there are clearly identified areas for recreational spaces. Those pupils with SEND also have access to safe zones at break and lunchtime.
Improve markings and signage for students and staff with visual impairment	Ashid Mahmood	Maintenance £300	December 2019	<ul style="list-style-type: none">- There are new yellow markings on pedestrian walkways and crossings.- All signage to be at the appropriate height with contrasting colours resulting in clarity.- The additional car park at the Grand Venue has markings to support pupils and staff with visual impairments. There is also a ramp from the additional car park onto the pavement followed by a pedestrian crossing.
Develop and deliver activities to raise awareness of disability rights.	Usman Kothia	SEN - £1,000	September 2019	<ul style="list-style-type: none">- SENDCO to monitor SEND students' equal opportunities across school and hold regular CPD sessions with staff to refine practice.- Deliver disability-related assemblies aimed at raising awareness of equal rights across student cohort.- Ensure there is a transparent selection process for student leadership positions enhancing the voice of SEND learners in school through the appropriate forums.



Improved accessibility to learning and exams for students with visual impairment and dyslexia.	Usman Kothia	SEN - £1000	December 2019	<ul style="list-style-type: none">- SENDCO has completed Access Arrangements Assessment qualification.- Digital readers will need to be procured for students.- Pupils have use of laptops with laptop trollies easily accessible across the school.- Introduce and adopt the use of Microsoft Immersive Reader as an aid to assist learners with dyslexia and visual stress which supports the school's ambition to achieve Microsoft Showcase School status.
To enhance provision of resources for learners with disability	Usman Kothia	£5,000	December 2019	<ul style="list-style-type: none">- Training for all staff on supporting students with HI, VI & ASD.- Provision of VI and HI equipment for learners with visual or hearing impairment which is routinely serviced.- Learners are assigned Learning Support Assistants to ensure work is adequately differentiated and is accessible.- Teachers ensure they meet the requirements for all students so that independence and participation is fostered for all. This is done through reviewing the layout of classrooms to support student learning in optimum settings.- The speaker system is adequately powered to ensure important messages are heard by learners with hearing impairments across the school estate.- Braille training to be offered to Learning Support Assistants if required.- BSL training to be offered to Learning Support Assistants if required.- Staff to use new technologies to assist teaching & learning for any new pupil with hearing or visual difficulties.- Pupils with reading difficulties are being provided with resources in an easy to read format or larger print.- Enhanced provisioning would result in the same expectation of achievement for learners with SEND and those with no SEND.



Develop bespoke qualifications for learners with complex needs.	Usman Kothia	£2,000	September 2019	<ul style="list-style-type: none">- Students are identified and amendments are made to their timetables. Staff are trained to deliver the relevant qualifications which will focus more on life skills and career development towards individual ambitions.
Improved accessibility of the curriculum documents on website for visually impaired students	Usman Kothia; Naeema Hasan	£500	January 2019	<ul style="list-style-type: none">- Curriculum documents on website to be such that their text can be enlarged.
Develop effective systems for sharing information on pupil disabilities and medical needs	Usman Kothia, Naeema Hasan, Saadiyah Bhayat	NIL	September 2019	<ul style="list-style-type: none">- Shared space created to share accurate and up-to-date information on pupils' disabilities and medical needs.- Use of the Medical Room to store medication and administer as per the Supporting pupils with Medical Conditions Policy.
All out of school activities are planned to ensure the participation of the whole range of students	Usman Kothia, Hussain Hassan	NIL	September 2019	<ul style="list-style-type: none">- Trips are accessible to all students through planned provision.- The User Experience Matrix tracks the participation of all students in trips and experiences highlighting those that have not had an opportunity in any given half-term.
To report to LGB re: Raising Awareness about Disability Issues	Usman Kothia	NIL	September 2019	<ul style="list-style-type: none">- Whole school community aware of issues relating to Access monitored by link governor for SEND.
To disseminate information regarding Disability Discrimination Act to relevant staff and	Usman Kothia	NIL	September 2019	<ul style="list-style-type: none">- Information sharing in place to mitigate risk and meet needs of students.- Staff are aware of the relevant policies through the staff handbook which has been shared and is easily accessible.



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allocate buddies for students requiring support				- CPD is delivered on understanding the Disability Discrimination Act and how staff can ensure their practice is not discriminatory.
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