

Islamiyah Girls High School



Disability Policy And Action plan

Document Control:

This document has been approved for operation for:	Islamiyah Girls High school
Date of last review	September 2023
Date of next review	September 2024
Review Period	1 year
Owner	Islamiyah Girls High School
Approved by:	Governing Body

1. Introduction:

This document outlines the Disability Policy for Islamiyah School. Under the Anti-Discrimination Law, the School has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum. This also confirms the values and ethos of the School underpinned by wider choice, fairness and equity.

2. Aims:

The objectives of the Disability Policy are as follows:

- To support the ethos of the School, as Islam respects the rights of disabled pupils, to have equal access to the curriculum, extra-curricular and other services
- To equally value and encourage all pupils and contribute to fairness, equity and equality of opportunity.
- To foster positive attitudes towards disability within our community and remove stereotypes.
- To ensure the school enriches the lives of all pupils by pursuing an inclusive policy as far as possible towards all pupils which reflects the diversity of people and learning needs.
- To comply with the Anti-Discrimination and Equality legislation.

3. Implementation:

To achieve our aims, the school has produced this Disability Policy and an Action Plan which is to be reviewed at least once a year. The next date of the review is 1st September 2024. The purpose of the review is to ensure the milestones identified in the Action Plan are fulfilled and to incorporate further recommendations and action points to improve accessibility. During the review, stakeholders are to be involved including but not restricted to governors, staff, parents, community leaders, partner independent schools and disabled students if applicable.

The lead for implementing the Disability Policy is the Headteacher. All staff and governors are expected to be aware of the policy and actively participate in the activities outlined in the action plan. The policy is to be made available upon request and highlighted in the prospectus. Once a website is established for the school, the policy should be available online with other policies.

4. Definition of Disability:

The Disability Discrimination Act (DDA), enacted in July 1995, was amended in September 2002, and again in 2005 to incorporate schools.

The Equality Act 2010 defines a person with disability as “one who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”

An “impairment” has a long-term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned.

“Substantial” is neither minor nor trivial.

It is unlawful for a Responsible Body to discriminate against pupils with a disability.

Discrimination can take place in two ways:

1. Treating a pupil “less favourably” than others for a reason relating directly to their disability.
2. Failing to make a “reasonable adjustment” to ensure they are not placed at a “substantial disadvantage” for a reason relating to their disability.

5. Admission to the School

- The school is able to cater for children with SEN. The admission will be accepted under the discretion of the Headteacher. However, we do not admit such SEN pupils when we feel it will be detrimental to her progress and well-being without discriminating on grounds of disability.
- The school must feel reasonably sure that throughout the pupil's time at Islamiyah, it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the student's peers.

5. Admission to the School continued...

- The school policy is to apply the admission criteria to all pupils and potential pupils, regardless of any disability (excluding SEN) of which it is made aware by parents. The school has a legal obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of the disability.
- As a School, we require parents to inform us in respect of the disability of a prospective student at the earliest stage in the application process.
- In assessing any pupil or prospective pupil, the school may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate

6. Physical Access

- Although we are not required to remove or later physical features, we are committed to improving access which is reflected in our accessibility action plan attached in the appendices.
- Parents should be aware that the school site covers a wide area with two and three floors in certain parts of the buildings without any lift. Currently, the entrance also has steps and like most schools with designated subject-based classrooms, we require pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Pupils with impaired mobility will therefore be somewhat disadvantaged by these problems. We will however provide structured assistance.
- The school is addressing these issues as part of the buildings development and refurbishment programme but some substantial improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost to the School.

6. Physical Access continued...

- Our long-term vision is to make our school fully user friendly and disabled friendly, and the Accessibility Plan will seek to improve physical access albeit within the constraints of local planning permission and the relevant budgetary impact.

7. Education

- Staff will continue to be made aware of students with Disability by the Headteacher.
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. The action plan is to be shared with staff at least once a year.

- Staff will need to adapt their teaching to the learning patterns of all the pupils according to their abilities and needs. Such differentiation should be reflected in the Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety (e.g. labs, workshops, sports equipment)
- The school, as an independent school, is not required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops. However, this forms part of our long-term vision to provide these services. Some of these are included in our action plan.

8. Sporting & Recreational Activities

- The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision
- Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits

9. Welfare Awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life (e.g. PSHCE, Assembly)
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision. This is particularly the case if the school has disabled students on roll.
- The School's Child Protection Policy, Anti-Bullying Policy and other relevant policies are to be updated to reflect the inclusiveness and the difficulties faced by disabled pupils, thereby improving understanding.
- If a disabled pupil is admitted in the School, the School will agree with parents', appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

10. Recruitment and Post Recruitment:

- When disabled applicants apply and are successful for an interview, assistance must be provided; for example an accessible interview venue.
- All candidates will be assessed on their abilities, qualifications, and experience according to the objective criteria developed for the post. It may be that a "reasonable adjustment" would be required to allow a disabled candidate to meet the criteria, but it should be assumed, in deciding whether the individual meets the criteria, that the appropriate adjustment had been made. For example, no candidate will be rejected simply on the basis that they cannot gain access to the building and detailed discussions should take place with the Chair of Governors before any decision is made. Most arrangements to accommodate disabled employees can be made within existing resource constraints or at minimal cost. It should, therefore, not be assumed that employing disabled people will cause problems or generate significant additional cost.

- Some disabled people may require additional support when settling into their working environment. The Headteacher should ensure that needs are discussed with the individual concerned. In particular, consideration should be given to any adaptation e.g., provision of equipment, modification to the working environment or to the organisation of the post, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities and health and safety issues such as fire alarms and procedures.

Approved by:

Mrs. Yaasmin Mubarak
Headteacher

Dated: September, 2023

Mubarak Patel
Chair of Governing Body
September, 2023

Appendix 1
Islamiyah School Accessibility and DDA Action Plan for 2023-24
Updated September 2023

1. Introduction:

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and Equalities Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. The plan outlines our goals for two years and the plan is to be reviewed by the Headteacher to ensure the milestones are met.

2. Review: Like the Disability Policy, the Governing Body should review the policy at least once a year and the next review date is 15th Aug 2024. During the year, the Headteacher will review the Action Plan on a termly basis to ensure targets are met. The Headteacher will report to the Governing Body if the targets are not met, or a change is urgently required to the Action Plan or the Disability Policy.

3. Objectives: The high-level objective of the action plan is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Islamiyah School for pupils, and prospective pupils, with a disability.

4. Content: The Action Plan focuses on three broad areas:

(a) **Increasing access for disabled pupils to the school curriculum:** This according to the DfES's (2002) guidance includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

(b) **Improving access to the physical environment of schools:** This according to the DfES's (2002) guidance covers improvements to the physical environment of the school and physical aids to access education.

(c) **Improving the delivery of written information to disabled pupils:** This according to the DfES's (2002) guidance should include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and

information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

5. Linked Policies: This Action Plan must be read in conjunction with the Disability Policy and Equalities and other related policies.

Islamiyah School Accessibility and DDA Action Plan for 2023 - 2024

(a) Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	School staff and governors are aware of the access needs of disabled students.	<p>a) Create access plans for individual disabled students.</p> <p>b) Ensure staff and governors are aware of Disability Policy and Action Plan.</p>	By Sept 2024.	Headteacher	<p>There are no Disabled children at the school. Headteacher to prepare individual access plans if this is to change.</p> <p>Staff and governors were made aware of the Disability Policy and Action Plan.</p>
	Improve access to the reception area	<p>a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors</p> <p>b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats.</p>	<p>By Sept 2023.</p> <p>By Sept 2023.</p>	<p>Headteacher / Caretaker</p> <p>School Secretary/ Headteacher</p>	Waiting Room now has space for a wheelchair. The ramp on the entrance is available on request

	Install accessible toilet for pupils with an inbuilt hygiene area	Install at least two accessible toilets on each floor.	Sept 2024	Headteacher and Estate Manager	Able to admit a wider range of pupils with impairments. completed
	Review lighting in all areas	Seek advice on the lighting in all teaching areas	By Jan 2024.	Headteacher & SEN Lead	Lighting improved for visually impaired pupils in school. Access to toilets for those with bladder issues
Long Term	Secure funding for at least one lift to access the different parts of the building.	Install at least one lift.	Sept 23-August 24	Governing Body	Access to upper floors for all.

(b) Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	Ensure & Refresh training for all staff to be aware of disabled children's curriculum access and the Disability Policy.	a) Create individual access and learning plans for disabled students. b) Set up a system for information to be shared with appropriate staff.	By Dec 2024	Headteacher & SEN Lead	All staff are aware of the process. Please refer to the admissions policy. There are currently no disabled children.
	Ensure all school trips are accessible to all	Trip Organisers to be aware of disability requirements and include this in the risk assessment.	By Oct 2024	Headteacher	All children in school are able to access all school trips and take part in a range of activities.
Medium Term	Review PE Curriculum and Facilities to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Review PE curriculum to include disability sports so	By April 2024 By June 2024	PE Teacher PE Teacher and Deputy Headteacher	All children are able to access PE and disabled children if any able to excel in sports.

		that it can be implemented if and when required.			
	Review all curriculum areas to include disability issues	<p>a) Include specific reference to disability equality in all curriculum reviews</p> <p>b) Develop PSHE and Citizenship curriculum to address disability equality issues - check</p> <p>c) Have section on disability equality and curriculum access planning sheets if required- check</p>	<p>By Aug 2024</p> <p>By Dec 2024</p> <p>By Aug 2024</p>	<p>Headteacher/Subject leaders</p> <p>PSHE and Citizenship Coordinator</p> <p>Headteacher/Subject leaders</p>	Gradual introduction of disability issues into all curriculum areas.
Long Term	Ensure disabled students participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled students-if and when required	By Oct 2024	Deputy Headteacher	Disabled students are confident and able to participate equally in out of school activities.
	Ensure all staff have undertaken in house or external disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools.	Jan 2024	<p>CPD Coordinator Headteacher</p> <p>CPD Coordinator – Headteacher</p>	All staff work from a disability equality perspective.

		b) Ensure new staff access similar CPD courses	Ongoing from Jan 2024.		
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(c) Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	Highlight the Disability Policy and Action Plan to prospective and current parents.	a) Include a mention of the Disability Policy and Action Plan in the Brochure with information on how to request.	By Dec 2023	Headteacher "	Updated brochure
	Ensure all staff and are aware of the Policy and Action Plan	a) Circulate Policy and Action Plan to all staff.	By Nov 2021	Headteacher	General awareness within all stakeholders; staff, local community, parents