



Rochdale Islamic Academy  
*inspire - believe - achieve*

GIRLS' SCHOOL

# Accessibility Policy and Plan

Reviewed: September 2023

Next Review: August 2025

Responsible: Mr Mohammed Zarafat

Approved by the Board of Trustees

September 2023

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Definition](#)
3. [Roles and responsibilities](#)
4. [Accessibility Plan](#)
5. [Equal opportunities](#)
6. [Admissions](#)
7. [Curriculum](#)
8. [Physical environment](#)
9. [Monitoring and review](#)

Appendices

- a) [Accessibility Plan](#)

## STATEMENT OF INTENT

Rochdale Islamic Academy (RIA) is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents, and visitors.

### 1. LEGAL FRAMEWORK

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- This policy has due regard to national guidance including, but not limited to, the following:
  - DfE (2014) 'The Equality Act 2010 and schools'
  - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- This policy will be used in conjunction with the following school policies and procedures:
  - [Equality and Diversity Policy](#)
  - [Special Educational Needs and Disabilities \(SEND\) Policy](#)
  - [Admissions Policy](#)
  - [Behaviour Policy](#)
  - [Anti-Bullying Policy](#)
  - [Curriculum Policy](#)
  - [Health and Safety Policy](#)
  - [School Development Plan](#)
  - [Data Protection Policy](#)

## 2. DEFINITION

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## 3. ROLES AND RESPONSIBILITIES

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

- The headteacher, in conjunction with the board of trustees, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The board of trustees will be responsible for monitoring the Accessibility Plan.
- The full board of trustees will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- The headteacher, board of trustees and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCo will work closely with the headteacher and board of trustees to ensure that pupils with SEND are appropriately supported.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## 4. ACCESSIBILITY PLAN

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

3.1 The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.

- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- The school will collaborate with the LA in order to effectively develop and implement the plan.
- An access audit will be undertaken by the board of trustees and SENCO every year.
- The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## 5. EQUAL OPPORTUNITIES

The school strives to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## 6. ADMISSIONS

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

[Schools using entry exams only] The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g., publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of pupils with SEND, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## 7. CURRICULUM

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual, and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g., IEP's.

Specialist resources are available for pupils with visual impairments, such as a large print reading book.

Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

## 8. PHYSICAL ENVIRONMENT

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed to support those who are visually impaired.

## 9. MONITORING AND REVIEW

This policy will be reviewed every two years or when new legislation or guidance concerning equality and disability is published.

The board of trustees and headteacher will review the policy in collaboration with the SENCO. Equality impact assessments will be undertaken as and when school policies are reviewed.

## Accessibility Plan

Aim	Objectives	Person Responsible	Outcome criteria	Review Date
Increase access to the curriculum for pupils with a disability	To develop our teaching practice to improve learning for all to enhance access to the curriculum To ensure that all pupils with disabilities are able to access the same wider curriculum opportunities as their peers	Headteacher/ Teachers/SENCO	Improvements in adaptive practice across the curriculum	Dec 2023
All out of school activities are planned to ensure the participation of the whole range of pupils	Appoint a TA to support the pupil. They will carry out risk assessment and accompany the pupil on trips	Headteacher	Trips accessible to all pupils through planned provision	Dec 2023
To enhance provision of resources for learners with disability	Provide laptops and other adjustments to pupils with SEND Appoint SENCO IEP's for each pupil. Once needs are identified to budget to meet the need of individuals Training for all staff on supporting students with HI or VI <ul style="list-style-type: none"> <li>• Provision of VI and HI equipment for learners with visual or hearing impairment</li> <li>• Staff to use new technologies to assist teaching and learning for any new pupil with hearing or visual difficulties.</li> <li>• Pupils with reading difficulties are provided with resources in an easy-to-read format or larger print.</li> </ul>	Headteacher/IT manager/SENCO	Pupils with SEND can access lessons	March 2024
Develop effective systems for sharing information on pupil disabilities and medical needs	Shared space created to share accurate and up to date information on pupils' disabilities and medical needs		Information shared on SharePoint	Jan 2024