



AYESHA COMMUNITY SCHOOL

October 16

## Accessibility Plan

# 2016

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This policy has been written with reference to DfE document 'Preventing and tackling bullying - Advice for head teachers, staff and governing bodies' ([www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying](http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying)) and keeping Children safe in Education September 2016

Revised by  
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## 1. Introduction

The School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- ❑ Improve access to the physical environment of the school
- ❑ Increase access to the curriculum, incorporating after school and out of school activities including educational visits
- ❑ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

As an independent school, Ayesha Community School reserves the right not to admit pupils with special educational needs from Year 1 onwards if it feels that the school does not have the capacity to provide for their needs. The school acknowledges that it will not refuse admission to any pupil on grounds of disability.

The following sections highlight the short, medium and long term plans to improve the accessibility of the School in these areas.

## 2. Improving the Physical Accessibility

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Improve access to all School areas for pupils with physical disabilities.	Providing ramps at all places where necessary.	Disabled children able to enter and exit all areas of the School with peer group	September 2017	Pupils with wheel chairs or with walking aids can access the school
<b>Medium Term</b>	Incorporation of appropriate colour schemes to benefit pupils with visual impairments.	Appropriate colour schemes are used in classrooms and halls.	Halls and classrooms are made more accessible to visually impaired children.	Halls Sept 2018 Classrooms Sep 2019	Physical accessibility of school increased.
<b>Long term</b>	Ensure that any extensions to the School building take 'Equality Act 2010' into account.	Architect advised on 'Equality Act 2010' issues hence disability issues are designed into any extensions.	Having secured capital funding: <ul style="list-style-type: none"> <li>❑ Classroom environment clearly labelled and organised</li> <li>❑ Colour contrast for door, handles and architraves</li> <li>❑ Sound field system installed as necessary.</li> <li>❑ disabled toilet installed</li> </ul>	Sept 2017-Aug19	Disabled pupils have access to School areas and school is more friendlier to disabled pupils.

### 3. Improving the Curriculum Access

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	<p>Pupil with hearing Impairment.</p> <p>Pupil with ADHD</p>	<p>Hearing impairment: putting pupil in view so that they can see the teacher speak, fellow pupils are aware that excessive noise can disturb the pupil in class.</p> <p>ADHD pupils: seating pupil appropriately, showing them good role models in class, allowing more time for pupil to do tasks, rewarding pupil for their work and behaviour, give clear guidance , teaching core routines, providing writing frames.</p>	Pupils have better access to the curriculum	<p>Sep 2016 – Oct-2016</p> <p>Ongoing</p>	Tbc by SENCO
<b>Medium Term</b>	Develop/acquire range of learning resources that are accessible for students with different disabilities e.g. provide a dyslexic pupil with a laptop.	Subject teachers to research and review available resources in their areas. Acquire resources subject to funding.	Improved provision of curriculum materials for disabled pupils.	September 2017-19	Disabled Pupils have better access to curriculum.

<b>Long term</b>	Teachers develop skills to deal with pupils with specific disabilities.	Provide training for staff relating to specific disabilities experienced by pupils	Staff have greater understanding of specified disabilities and how to deal with them	2017-19	The School is able to enrol pupils with specific disabilities.
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#### 4. Improving the Delivery of Written Information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Ensure parents with visual disability have equal opportunity to access information from school	Highlight on all school documentation that goes to parents that it is available in larger print on request.  Improve signage around the school	Format of documentation altered appropriately	January 2016	Parents with visual disability able to read school information.
<b>Medium Term</b>	Make information more accessible to students with disabilities	Use DfE/LEA ?specialist agencies recommendations to develop plans to make information more accessible	Format of documentation altered appropriately	September 2016-19	Students with disability have greater access to information.
<b>Long term</b>	Training for Awareness of Disability Issues	Provide training for staff and proprietor		2016-19	