

INSTITUTE OF ISLAMIC EDUCATION ACCESSIBILITY POLICY

Document control	
This policy has been approved for operation within the Institute of Islamic Education	
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Institute of Islamic Education's principles and values which relate to equality and inclusion.

Introductory statement

This accessibility plan has been drawn up in consultation with the trustees of the School.

Institute of Islamic Education 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.

This plan refers to disabled pupils and prospective pupils in a wide sense, including those with special educational needs. It demonstrates how we will develop each of the three strands such that disabled pupils will not be treated unfavourably, and the reasonable steps we will be taking to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. This includes improving the delivery of written information to disabled pupils.

Admission Statement

The Institute operates an inclusive policy. Provided a disabled pupil meets the required academic standards of entry into the Institute, where possible, provision is made available for him to receive a full education as a day pupil or as a boarder.

The Institute's approach is summarised as follows:

- We anticipate that pupils with a wide variety of disabilities will apply to and subsequently be educated at the Institute.
- We will identify the barriers (physical, management and resource) that disabled pupils may encounter in all areas of Institute life
- We will plan how to overcome the barriers over time and record proposed actions in the Accessibility Plan
- We will implement changes in accordance with the plan
- We will review and update the plan on a regular basis

Physical Environment

Access audits have been carried out on the premises and will be commissioned as particular pupil or staff needs arise.

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

These plans will be reviewed and adjusted on an annual basis. It is acknowledged that there will be the need for on-going awareness raising and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This accessibility plan should be read in conjunction with the following policies, strategies and documents:

- Health & Safety
- Equal Opportunities

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

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE BY
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Curriculum resources include examples of people with disabilities</p>	<p>Continue to review the curriculum to ensure it meets the needs of all pupils.</p> <p>Move classes down to the ground floor (as needed) in order to make it accessible to any students who have mobility issues.</p> <p>Currently no students with physical disabilities or wheelchair users attend the institute.</p> <p>Information to be made available in community languages.</p>	<p>Within 2 years</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE BY
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Continue to review the environment to ensure the needs of all pupils are adequate</p> <p>Ensure ramp access is available - enabling wheelchair users to access the building.</p> <p>Ensure visibility strips (nosings) on each stairwell, to aid visually impaired users.</p> <p>Provide a toilet with disabled access, on the ground floor.</p>	<p>Ongoing</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school can use a range of communication methods to ensure information is accessible to those in need. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille 	<p>Continue to review the delivery methods of the learners to ensure it meets the needs of all pupils</p>	<p>Review upon new admission of pupil/s and adapt to the needs of current pupils when required.</p>

