



Darul Hadis Latifiah
ACCESSIBILITY PLAN - 2019-2021

Darul Hadis Latifah

ACCESSIBILITY PLAN - 2019-2021

Introduction

This plan is drawn up in accordance with the requirements of the Equality Act 2010.

Admission

Darul Hadis Latifah recognises that 'it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.'
(Equality Act 2010)

As an independent Muslim faith school, Darul Hadis Latifah may lawfully only admit Muslim pupils.

Definition of Disability

Disability is defined by the Equality Act 2010:

'A person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.'

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability.

Key Objective

To reduce and eliminate barriers to access the school premises, curriculum, information and to ensure full participation in the school community for students, and prospective students with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims its equality and diversity policy, and it's delivery of the school's SEN policy.
- The school recognises its duty under the Equality Act:
 - not to discriminate against disabled students in their admissions and exclusions,

- and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Equality Act 2010;
 - The school recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school is committed to providing students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
 - The school is also committed to an inclusive delivery of the curriculum. Teachers are expected to
 - set suitable learning challenges
 - respond to pupils' diverse learning needs
 - Overcome potential barriers to learning and assessment for individuals and groups of students.

Activity

Listed below are the main activities which the school undertakes and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as SEN advisers and of appropriate health professionals from the Primary Care Trusts if applicable.

The school shall if applicable, ensure the provision of a forum for collaborative dialogue with disabled employees and students on how the built environment and any planned improvements can best be designed to be accessible to all

b) Physical environment

The school was built with full compliance with anti-discriminatory regulations and takes into account the ethos and values of the school. The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Staff performance management policy
- Health and Safety Policy
- Equality and Diversity Policy
- Curriculum policy

Review of the Policy:

Date Policy Reviewed: 3rd September 2019

Signed by Chair of Governors.....

Name: Maulana Muhammad Abdul Jalil

Next review date **September 2020**

Responsibility for review: Secretary/Governors

Equality Act Three-Year Accessibility Plan 2019-2021

Aims and objectives:

- To plan for improvements to ensure that all Staff, Pupils, Parents and Visitors can have access to the curriculum, premises and information.
- To ensure that no-one is discriminated against.

	Activity and Proposed Action	How will the impact of the action be monitored?	Who	When	Success Criteria
1	Publish and promote the Accessibility Plan. Accessibility plan available upon request at the reception. Staff to continually be involved in the future development of the plan.	Staff meetings	Principal Vice-Principal	Throughout each school year	Staff are familiar with the principles of the Accessibility Plan Parents are aware of the Accessibility Plan
2	Admissions criteria are not discriminatory and do not exclude anyone.	Provide appropriate adaptations as necessary to ensure no-one is discriminated against as far as is possible for the school	Principal and governing body	Throughout the academic school years	Prospective Pupils will not face any discrimination when applying to the school
3	Monitor and analyse pupil achievement by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are under-achieving in order to make progress in their learning and their personal well-being	Achievement data analysed by race/ethnicity and disability. Interventions to support agreed at Pupil Progress Meetings	Principal Governing body	3 times a year	Analysis of teacher assessments / annual data demonstrates that there is no gap between various groups or that the gap is narrowing for equality groups.
4	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race and disability. This in turn	Increase in pupils' participation, confidence and achievement levels - monitor through lesson evaluations,	Head of PSHCE Principal Governing body	Throughout each academic school year Annual reviews of schemes of	Notable increase in participation and confidence of targeted groups

	will help pupils to understand and value others and value diversity.	assessments, progress tracking		work and audit of resources	
5	Provisions are made to ensure no pupils are discriminated against when taking examinations	The school will provide for the needs of all pupils when taking their examinations within the adaptations accepted by the assessment authorities	Exam Officers, Principal and all adults working in school	Throughout each academic school year	All staff are familiar with pupil needs and requirements
6	Ensure when recruiting new members of staff no discrimination is made against (absence for medical visits; sickness)	All absences will be recorded and monitored and staff will not be penalised for any absences due to such circumstances	Principal	Throughout each school year – once a term	All staff are aware of procedures regarding absences
7	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity in order to highlight the diversity of the school and the wider diversity of the community in which they live.	Increase in pupil participation, confidence and positive identity	Principal All adults working in school		More diversity reflected in school displays across all year groups, particularly to reflect the diversity of the wider community which is much wider than the diversity of the school community
8	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement class assemblies, fund raising etc.	Pupil participation monitored by race/ethnicity and disability	Principal	Throughout each academic school year	More diversity in pupil participation in school assemblies, events, etc
9	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	Planning of curriculum enrichment activities Monitor quality of displays throughout the school Preparation in lessons (PSHCE, art, English, etc)	Head of PSHCE	Throughout each academic school year	Increased awareness of different communities shown in lessons (PSHCE, art, English, etc) and assemblies.
10	The School has an inclusive approach to ensuring ALL pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in class assemblies and positions of responsibility.	Monitor participation in assembly for different groups of pupils and compile data to evaluate equal opportunities	Head of PSHCE	Throughout the academic school years	Notable increase in participation and confidence of targeted groups
11	Monitor and analyse attendance and behaviour	Attendance and behaviour data	Principal Governing	6 times a year	Analysis of school attendance and

	data by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are poor attendees or arrive late in school. Monitor records of incidents, including racial and bullying incidents and act on any trends in the data that indicate over-representation of any of the equality groups.	analysed by race/ethnicity and disability. Interventions to support agreed at Pupil Progress Meetings	body		behaviour/exclusion data demonstrates that no particular group is over-represented.
12	Make the premises accessible to all users. Disabled toilets required for parents Pupils and visitors to the school	Check that all users can access the ground floor through the ramp Disabled toilet write in fire evacuation plan who the nominated people are to help evacuate disabled users in an event of fire	Proprietors Staff	Already provided	Access to toilet facilities for people with disabilities
13	Identify parents who have disabilities that could affect their interaction with the school	Communicate with parents	Parents	Every year in September	School aware of and able to meet need of disabled parents in relation to their children's progress in school
14	Assess and improve working environment for any Pupils or staff with visual or hearing impairment, or other identified disability	e.g. review signage around the school; incorporate appropriate colour and lighting schemes when refurbishing, where needed Provide pupils with visual impairment or dyslexia with a laptop computer	Principal	Autumn Term of each academic year	Disabled Pupils able to work independently in all teaching areas disabled staff able to fulfil their responsibilities