



Accessibility Plan

2023- 2025

Date of Last Review	November 2023
Date of Next Review	November 2025
Review period	2 Years

Tayyibah Girls School Accessibility Plan – 2023 to 2025

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Tayyibah Girls School the will be monitored by the headteacher and evaluated by the Governing Body.

At Tayyibah Girls School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Tayyibah Girls School has been developed by transforming a former office building. Therefore to increase physical accessibility within the premises is limited. However:

1. Tayyibah Girls School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives.
3. The Tayyibah Girls School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are/as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
4. Tayyibah Girls School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 5. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 6. The Accessibility Plan will be monitored by the Governors.
 7. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives:

Our Aims are:

- **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 pupils,**

Our objectives are detailed in the Action Plan below

3. Access Audit:

The school is a converted residential property over three floors. A further extension was made in 2016. The extension is a four floor building including a basement. The primary school and science laboratory is situated within the basement. Both buildings have a number of access points from outside.

There is a ramp at the main entrance, enabling wheelchair users to access the main building and consequently the school and headteachers office.

The hall is on the ground floor of the extension block with 'floor' level entry and is accessible to all.

All entrances have wide doors fitted, enabling easy access for wheel chair users.

The school has internal emergency signage and escape routes are clearly marked.

4. Action Plan:

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

OBJECTIVES	ACTIONS TO BE TAKEN	RESPONSIBILITIES	DATE TO COMPLETE	REVIEW
<ul style="list-style-type: none"> Review effectiveness of offer and ensure teachers are clear of their curriculum priorities To ensure full access to the curriculum for all children involvement of disabled students in classroom discussions/activities To finely review attainment of all SEN pupils 	<ul style="list-style-type: none"> Curriculum and timetable review to be completed and recommendations put into place. Build teacher training session into first half term including INSET day. Communicate to staff through follow up emails regarding needs of SEND pupils. Off site visits are carefully planned to ensure needs are met Review the layout of all classrooms to support student learning in optimum settings. Teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc for SEND pupils. Lesson power point has yellow background to support visual learner Review the needs of students according to information and allocate staff according to need Continue to build on better resources 	<p>Head & MAS</p> <p>Head</p> <p>Classroom Teachers</p> <p>Head Classroom Teachers</p>		

Aim 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

OBJECTIVES	ACTIONS TO BE TAKEN	RESPONSIBILITIES	DATE TO COMPLETE	REVIEW
<ul style="list-style-type: none"> To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all 	<ul style="list-style-type: none"> Audit of accessibility of school buildings and grounds All building requirements are DDA compliant 	Executive Head GB		

Aim 3: Improve the availability of accessible information to pupils.

OBJECTIVES	ACTIONS TO BE TAKEN	RESPONSIBILITIES	DATE TO COMPLETE	REVIEW
<ul style="list-style-type: none"> Children with Visual Impairment are able to access classroom resources. To enable improved access to written information for pupils, parents and visitors Written materials available in different formats 	<ul style="list-style-type: none"> To liaise with the Local Authority Sensory Support Service to identify the equipment/ modifications that are required Raising awareness of font size and page layouts will support pupils with visual impairments Website documentation to support EAL parents with no English Policy documents to be altered on request –fonts, size, backgrounds etc. Parents identified to support school in translating information to non-English speaking families 	Class teacher SLT Executive Head		