



# POLICY

## Accessibility Plan

SEPTEMBER 2022

Review 2025

**Assunnah Primary School**

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## **Introduction**

This plan is following the requirements set out in Schedule 10 of the Equality Act 2010, which states that:

An accessibility plan is for, over a prescribed period

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school, and (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.'

### **Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum and full participation in Assunnah Primary and Early Years for pupils, and prospective pupils with a disability. The primary school is based in a Masjid, a multipurpose building, while the nursery is based on a separate building. The Nursery building meets the needs of pupils in wheelchairs or those with severe mobility problems. We in the process of adapting to allow accessibility for wheelchair users. There are no children with wheelchairs registered at the school currently.

Assunnah Primary and Early Years values reflect our commitment to a school with high expectations of everyone. Children are provided with high-quality learning opportunities so that each child attains and achieves all they can. Everyone in our school is important and included.

We recognise learning in all its forms and are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

### **Activity**

#### **a) Education & related activities**

Assunnah Primary and Early Years will continue to seek and follow the advice of LA services, such as specialist language therapist and SEN advisers. Teaching and learning materials will consider the pupils' physical difficulties, such as providing larger texts with big fonts for those who have a visual impairment.

#### **D) Physical environment**

Assunnah and Early Years will consider pupils and visitors' needs with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We have extra emergency disabled toilet for students and staff. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

We aim to continue to improve and maintain access to the physical environment of the school, adding specialist facilities where necessary - this covers improvement to the physical environment of the school and physical aids to access education within a reasonable time frame;

Teachers and other staff members will continue to maintain and improve their teaching and learning strategies (CPD) and deliver lessons as inclusive as reasonably possible. Where appropriate, they will allow adaptation to accommodate disabled individual requirements.

#### **Areas of planning responsibilities:**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the broader curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits)

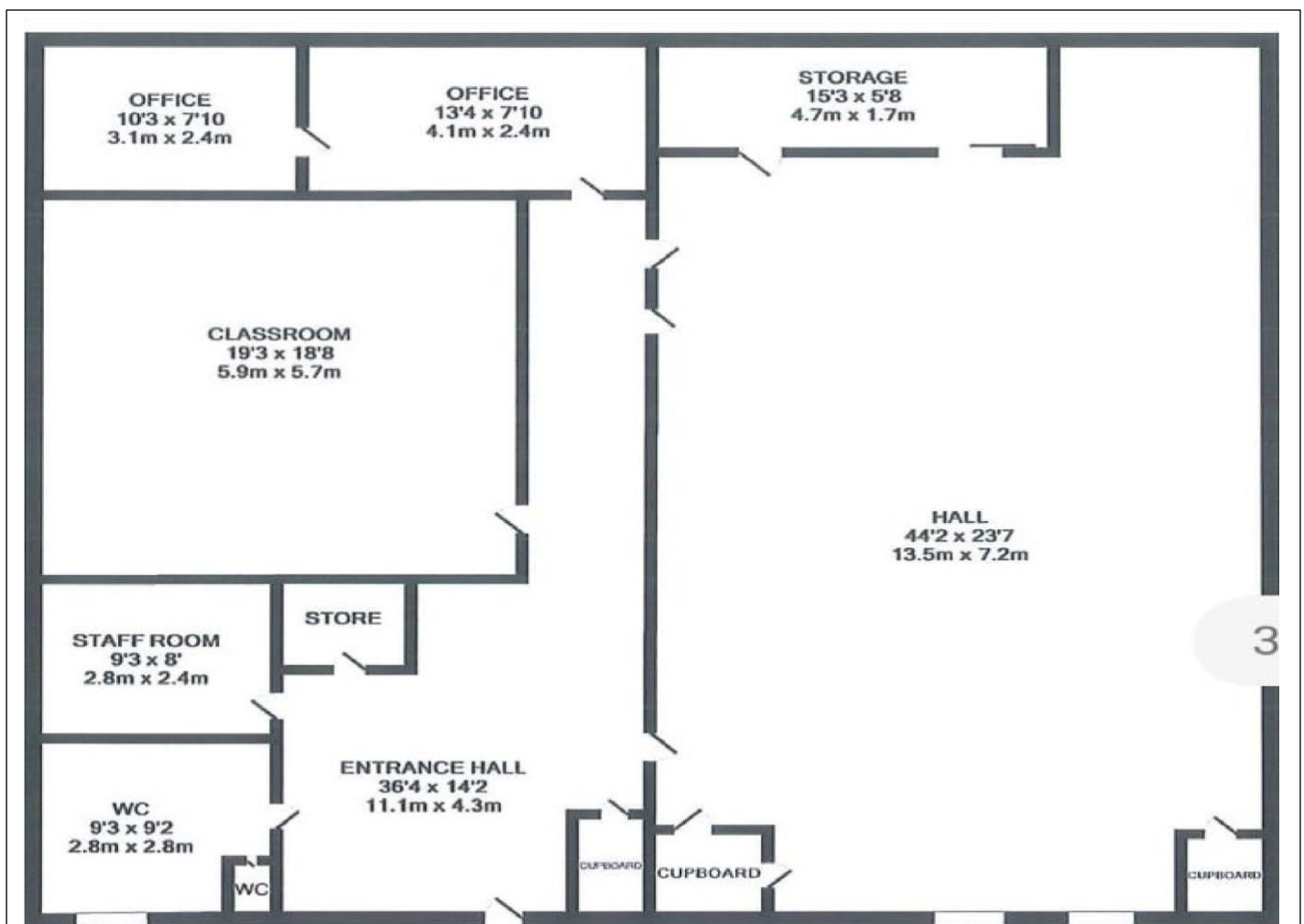
Improving the delivery of written information to disabled pupils (this will include planning to make written information generally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the plan's priorities.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Safeguarding Lead Officer
- SLT
- The Chair

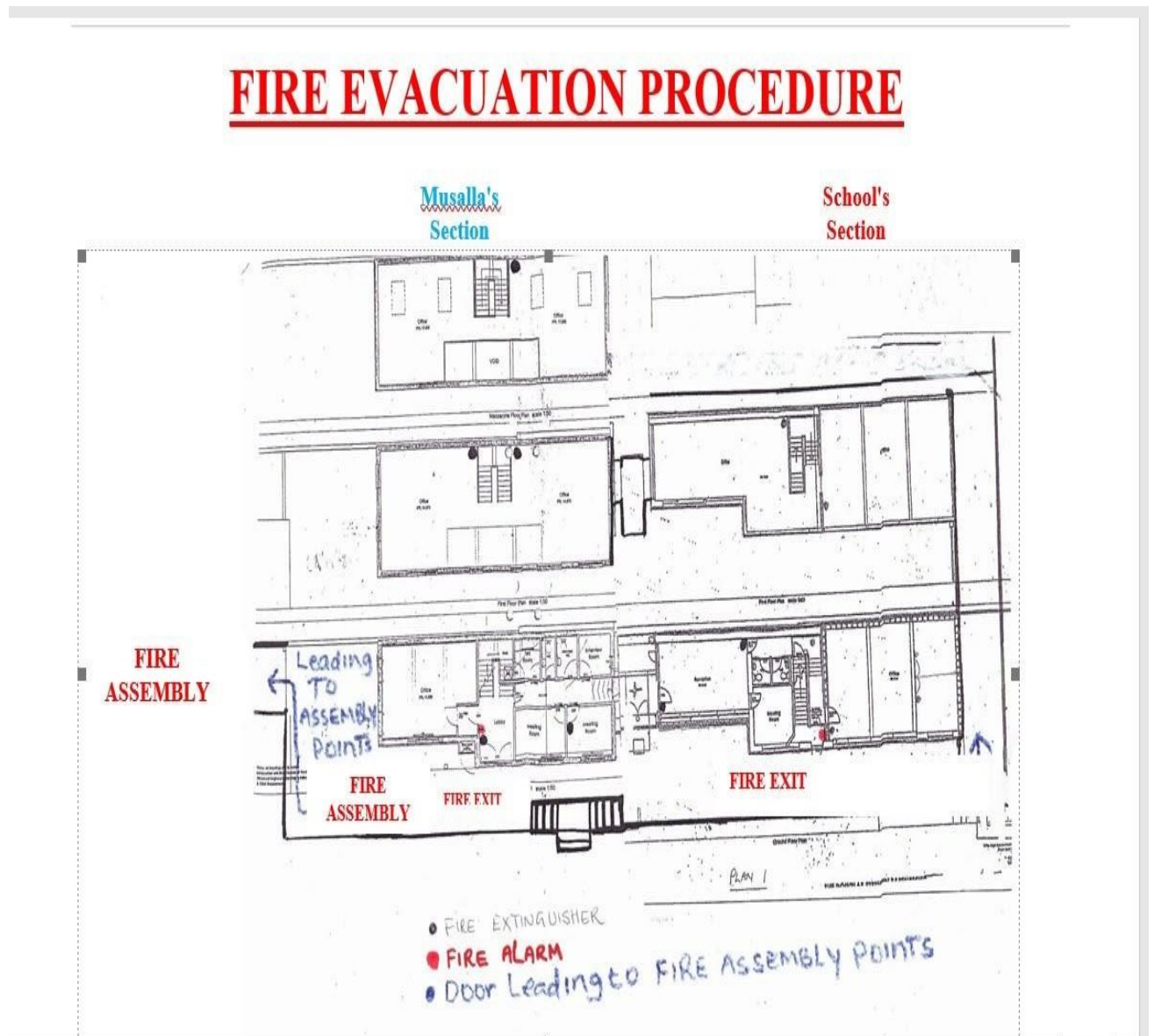
A plan of the Nursery buildings showing areas of accessibility is shown below



TOTAL APPROX. FLOOR AREA 2077 SQ.FT. (192.9 SQ.M.)

Whilst every attempt has been made to ensure the accuracy of the floor plan contained here, measurements of doors, windows, rooms and any other items are approximate and no responsibility is taken for any error.

- A plan of the primary side buildings showing areas of accessibility is shown below



All employees should familiarise themselves with the sound of the fire alarm, location of lobby, pathways and emergency exits.

Evacuation will take place via the following main exits:

Ground Floor

Reception class Main Office and Year 2 class toilets Exit to Playground

First Floor

Year 3 Year 4

Year 1

Year 5 and 6

**Action A: Increasing access for disabled children to the school curriculum**

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SLT SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation	
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	Teachers and SENCO	All staff aware of individuals needs	

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/All Staff	All pupils in school able to access all educational visits and take part in a range of activities	
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel	

### Action B: Increasing access to the physical environment of the school

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for any individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parent access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>Teachers and SENCO</p> <p>Management Headteacher &amp; Safeguarding Lead Officer</p> <p>Headteacher &amp; Safeguarding Lead Office</p> <p>Headteacher &amp; Safeguarding Lead Office</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>	

Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds	
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	DSL  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire	
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all	
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	As required  July 2020	Site Manager Business manager	Disabled parents/carers/visitor feel welcome	

#### Action B: Increasing access to the physical environment of the school (continued)

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required as required	ICT Co-Ordinator	Hardware and software available to meet the needs of children as appropriate	



Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment	
All fire escape routes are suitable for all	Make sure school can have wheelchair access	As required and as appropriate Weekly	Management	All disabled staff and pupils able to have safe independent way out 2	

### Action C: Improving the delivery of written information to disabled pupils

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via	During induction  On-going  Current	KS1/office  School Office  Office/Admin	All parents receive information in a form that they can access    All parents understand what are the headlines	
	the school website can be accessed by the visually impaired.			of the school information	

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information	
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications	
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2017	EAL coordinator	Confidence of parents to access their child's education	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required  Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included	

**Action C: Improving the delivery of written information to disabled pupils (continued)**

Target	Strategies	Time Scale	Responsibility	Success Criteria	Cost
information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	2019	Admin	All can access information about the school	

