

Tarbiyyah Primary School

Disability Accessibility

Plan Policy

Date: September 2021
Prepared by: Headteacher
Agreed with: Chair of Trustees
To be reviewed and updated: September 2022

Disability Accessibility Plan Policy

At Tarbiyyah Primary School (TPS) we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience, understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

The definition of disability is:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities". (Disability Discrimination Act 1995 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aim

- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Procedure

Role of the Trustees

- To delegate powers and responsibility to the Headteacher to ensure everyone complies with this policy
- To be responsible for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

- To monitor the way in which this policy is managed
- To report back to the Trustees on the effectiveness of this policy

TPS recognise that we have a duty under the DDA (as amended by the SENDA) to publish a **School Accessibility Plan** but not to:

- Discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
- Treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Trustees and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002)

- TPS will work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the child's and parent's right to confidentiality.
- TPS will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- TPS wants to ensure that the curriculum is also inclusive by:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils

School Accessibility Plan

TPS have identified the following points of action as the focus of the School Accessibility Plan namely:

- Delivery of the curriculum
- The physical environment of the school
- Provision of information in other formats

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees

Signed:  (Headteacher)

Signed:  (Chair of Trustees)