



Disability Equality Scheme and Access Action Plan

2022 - 2025

1. Introduction and aims:

At Tarbiyyah Primary School we believe in providing every opportunity to develop learners', young people and adults to their full potential. All our learners, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

This Accessibility Plan should be read in conjunction with the following Tarbiyyah School policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- Race Equality Policy
- School Improvement Plan
- Special Educational Needs Policy

2. The Legal Framework:

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

3. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Revised Equality Act 2010 Chapter 15, Part 6 further introduced legislation around governing of schools with regards to equality and discrimination.

This plan sets out the proposals of the Governing Body of Tarbiyyah Primary School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan insha'Allah.

4. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal everyday activities

A fuller set of definitions can be found in Appendix A.

The school's disability register can be found in Appendix B.

A census showing categories and numbers of pupils with disabilities in our school can be found in Appendix C.

5. Principles:

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- Our admissions policy does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

6. Purpose and direction of the school's plan:

Tarbiyyah Primary School's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

7. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SEN reviews/statements (if available)
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value-added scores)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and is used to inform future plans and schemes.

8. Views of those consulted during the development of the plan:

To ensure Tarbiyyah Primary School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we plan to be in consultation with those who have an understanding of different disabilities and the barriers they present. Those who will be consulted in the development of our DES and AAP include:

- Pupils with and without a disability
- Parents of pupils who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local Special Schools and Outreach Teams

Our consultation will include questions about barriers to learning and full involvement in school life. (Please see appendix D). We will discuss:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

9. The main priorities in the school's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults

10. Making it happen: Audit, management, implementation and monitoring

Audit of provision

- We are exploring working towards Healthy Schools Status
- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all students
- Children have individual learning targets, closely monitored and regularly reviewed
- All staff will be trained in "Assessment for Learning" and this continues to be developed and updated
- Teachers and assistants are aware that training will be required ensure appropriate support is offered to children with disabilities if required
- SEN register to be kept up to date
- Appropriate and specific intervention programmes for pupils with SEN
- Individual Education Plans (IEPs) and reviews in place
- Awareness of SEN Support Service (SENS) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments' when required

Making reasonable adjustments

Insha'Allah we aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- 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;
- Structured and supportive playtime and lunchtime activities such playground buddies
- Ensuring all adjustments to current buildings are DDA compliant

- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need
- Relocation of classrooms from top floor to ground floor if required.

(b) learning and teaching:

- 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;
- In the instance that a disabled learner is enrolled with a requirement for reasonable adjustments we will review and monitor to ensure they make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Monitoring in school will be done by senior staff as well as external agencies, we are able to track and analyse the achievement of all our pupils
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- We are working towards becoming a 'Healthy School'
- The school website will be reviewed when we adopt a Learning Platform and pages with information about links to disability will be built

(c) communication methods

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Use of interactive whiteboards
- Use of ICT resources by learners (Learn Pads acquired)
- Visual timetables for some learners
- Newsletters to parents
- Diary and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- British Sign Language (BSL) lessons delivered by volunteers from Deafroots.
- IT based system for home / school relationship communication

The effectiveness of these adjustments will be monitored regularly and the opinions of our school team and disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense any pupils that may be on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupil interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually.

The disability register (Appendix B) will be updated as and when necessary.

The school census (Appendix C) will be updated annually.

Formal review of the scheme will take place after three years (September 2020)

- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- The school will report on the scheme annually
- The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the school's plan

- ✓ The scheme will be available on the school website and hard copies produced on request at the school office.

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME
SEPTEMBER 2019 – JULY 2020**

| Collecting views to inform scheme | Activity/resources | Responsible | Timescale | Outcome |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Revise admissions pack to include questions for parents of children with disability | Admin | By July 2016 | Complete |
| | Collect views of disabled users of the community with regards to provisions available for them at their schools | H Sandhar | Ongoing | |
| | Keep staff updated in terms of information sharing, training and collection of their views; | All staff | Ongoing | |
| | Consideration of collected stakeholders' views and subject specialists | H Sandhar | Ongoing | |
| Premises and Environment | Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, walkways into school | H Sandhar | Complete | Minimal impact |
| | Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access. | H Sandhar | Complete | Ramps would be required; <ul style="list-style-type: none"> - at the front entrance to the building - From Foyer to the back EYFS garden - From Reception fire exit |
| | Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit). | Trustees | Complete | Allocation of budget for ramps completed in the event of a disabled student being admitted to the school. Ramp for EYFS garden to be installed. |

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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------|-----------------------------------------------------------------------------|
| | Maintain safe access around exterior of school Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. | H Sandhar | Ongoing as part of Maintenance plan | Ongoing maintenance of exterior. Soil/weed area cleared and pebbles put in. |
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|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------|
| Policies and Initiatives | Activity | Responsible | Timescale | Outcome |
| | Behaviour Policy Review | Trustees | Autumn 1 | Complete |
| | Work towards Healthy Schools | Assistant Head | Search for pathways available | |
| | Include information and key documents on school website/learning platform | Head Teacher | COMPLETE | School Accessibility plan and policy available via school website. Shared on Dojo as well |
| | Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia | All Staff | Dyslexia training for all staff | Admin manager available to speak to parents before and after school. |
| | Include aspects of Disability Equality in school assemblies and worship | Head Teacher | Ongoing | Ongoing |
| | Increase awareness of and positive attitudes towards disability through the curriculum | All teachers | Staff training on Inset days (5x during the year) | Ongoing |
| | Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements | Assistant Head Teacher | Complete | |

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| | Ensure staff will be fully briefed and up to date with DES and that it is added to induction training of new staff if Disabled children are enrolled | Head Teacher | By end of Autumn Term, then ongoing as and when necessary | TBC |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------|-----|

| Using Data to develop | Activity | Responsible | Timescale | Outcome |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|--------------------------------------------------------------------|
| | Devise Disability Register. (Pupils and staff) | Admin | As Required | |
| | Add Disability Register to Assessment Manager | Head Teacher | As Required | |
| | Establish method of collecting data on assessment Manager to analyse <ul style="list-style-type: none"> • Attendance • Exclusions • Academic Performance | Head Teacher | Complete | Target tracker to be used |
| | Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year. | Admin | Complete | |
| | Provide opportunities for pupils, staff and parents to comment through consultation, newsletters, Pupil voice, ethos, indicator analyses, VLE and questionnaires | Trustees | Spring | |
| | Record incidents where appropriate to eliminate harassment related to disability Records kept as evidence in School office | All | Ongoing | No examples. Policy outlined in inclusion and Anti-Bullying policy |

| Access to the Curriculum | Activity | Responsible | Timescale | Outcome |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|---------|
| | Remind staff of Quality First Teaching and National Curriculum Inclusion Statement. Run staff meeting on "Reasonable Adjustments" | Head Teacher | Spring | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------------------------------------------------------------|
| Review of resources and ICT provision with consideration to suitability and development of pupils on DR | Head Teacher | COMPLETE | Interactive whiteboards, LearnPads and related software purchased |
| Audit of staff training needs | Head Teacher | Autumn | |
| Maintain provision for children with autistic spectrum disorders and specific learning difficulties by continuing effective liaison with support agencies to ensure skills update as & when required | Head Teacher | As required | |
| All out-of school activities planned to ensure the participation of the full range of pupils Assess the target group – i.e. ensure knowledge of current provision by target group and inclusion of same. Ensure activity programmes are inclusive / responsive to individual needs. | Head Teacher | Ongoing | |
| Availability of written material in alternative formats Ensure query on disability added to invitation letters for performances etc. Ensure query on disability added to information letters at beginning of academic year. | Admin | Spring 2 | |

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|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|--|
| | <p>Appropriate use of specialised equipment to benefit individual pupils and staff</p> <p>Specific training in word processing skills through Touch Type Programme.</p> <p>Sloping boards for pupils Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Staff trained as appropriate.</p> | Trustees | As required | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|--|

Assessment:

- The completion of essential set up tasks
- The impact of better awareness of everyone in school producing more positive opinions
- Improved academic results and standards

Monitoring and evaluation:

- To be completed annually by Trustees, during the Summer Term
- Consider views of those on disability register and their parents

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is substantial, long term and has an adverse effect on his or her ability to carry out normal everyday activities.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term. The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – On application, SEN register, medical record sheets and learner files
- Parents/carers – from disclosure to the school on application or as diagnosed
- Staff – disclosure to the Head Teacher in confidence. From January 2012 this will be part of our job application data insha'Allah.

Disability information will be audited according to type:

| Type of Disability | Including |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Physical impairment | Mobility difficulties, limb malformation, missing limb |
| Sensory impairment | Sight and hearing impairment (Sight problems corrected with glasses or lenses do not qualify) |
| Learning Difficulty, including Specific Learning Difficulty | Dyslexia, dyscalculia and dyspraxia |
| Medical condition | Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment |
| Social, emotional and behavioural difficulties | Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder |
| Speech and language | Development delay or physical difficulties leading to additional Speech and Language needs |

'Reasonable adjustments' and specific plans:

| Name | Reasonable adjustments/specific plans made | Impairment | Status |
|-------------|---------------------------------------------------|-------------------|---------------|
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Appendix C – School Census Collate information from Appendix B

| Disability | Physical impairment | Sensory impairment | Learning difficulty Specific LD and | Medical condition | Social, Emotional, Behavioural Difficulties | Speech & Language |
|----------------------|---------------------|--------------------|-------------------------------------|-------------------|---------------------------------------------|-------------------|
| Pupils | None | 0 | 0 | 0 | 0 | 0 |
| Employees/volunteers | None | None | None | None | None | None |
| Parents/visitors | None | None | None | None | None | None |

Complete using Appendix B, school assessment results and register data.

| | KS1 Overall Level 2b+ (current Y3) | | | | | | KS2 Overall Level 4+ (current Y7) | | | | | | Attendance | | Exclusion | | |
|---------|------------------------------------|---|----|------------------------|---|----|-----------------------------------|---|----|------------------------|---|----|------------|------------------------|------------|------------------------|--|
| | All pupils | | | On Disabled register % | | | All pupils | | | On Disabled register % | | | All pupils | On Disabled register % | All pupils | On Disabled register % | |
| | E | M | Sc | E | M | Sc | E | M | Sc | E | M | Sc | | | | | |
| P | | | | | | | | | | | | | | | | | |
| S | | | | | | | | | | | | | | | | | |
| LD/SpLD | | | | | | | | | | | | | | | | | |
| MC | | | | | | | | | | | | | | | | | |
| SEBD | | | | | | | | | | | | | | | | | |
| Sp & L | | | | | | | | | | | | | | | | | |

Appendix D
Questionnaire to Parents

Dear Parent/Carer,

Tarbiyyah Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life.

At the moment governors, parents, staff and children are working on the Disability Equality Scheme and Accessibility Action Plan and we need the views of our parents and children.

Your child's name is entered on our school records as suffering from an allergy, medical condition or specific learning difficulty as detailed below.

We would be grateful if you could talk to your child about the effect this may or may not have on his/her schooling and complete the attached questionnaire. If your child is very young and cannot answer themselves please complete the form giving your views.

The questionnaires should be returned to the school office by _____

As always your assistance is much appreciated.

JazakAllahkayrun

Qadan Rageh

Early Years Manager

Child's Name: _____

Class : _____

Identified condition: _____

1) Does your child's condition affect them at school? YES/NO
If Yes please provide details -

2) What does the school do to support your child with their condition?

3) What else could the school do to improve the support your child receives?

4) Please provide any additional information you feel may be useful:

Continue on reverse if you need more space. Thank-you for your time.