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MADANI SCHOOLS FEDERATION

ACCESSIBILITY PLAN 2024 - 2025

Policy Date:	September 2024	Version: 5	
Policy Review	Ongoing with Annual renewal	Ratified by Governing Body (Chair):	
Policy Renewal Date:	September 2025	Date:	Signed:
Shahid Alhadad	SENDSCO	Date:	Signed:
Riyaz Laher	Headteacher	Date:	Signed:
Hussein Suleman,	Lead Governor	Date:	Signed:

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The Governing Body and the School are committed to providing access to disabled persons. This will apply to all disabled persons that may seek employment within the school, may already be employed by the School, the Students and disabled persons visiting the School.

The Governing Body in keeping with the Disability Discrimination Act will make the necessary reasonable adjustments to its premises as necessarily practicable. This will to ensure that disabled employees, students and visitors are not put at a substantial disadvantage by their employment arrangements, school activities, or by any physical feature of the workplace.

The Equality Act 2010 requires schools to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students and students with SEN, can participate in the curriculum
- Improve the physical environment of the school to enable disabled students and students with SEN to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students and those with SEN

The Governing Body and the School shall where necessary:

1. Make reasonable adjustments to the premises to allow access to all areas.
2. Allocate where applicable, some of a disabled employee's work to someone else.
3. Transfer a disabled employee to another post or another place of work if the need arises.
4. Ensure that disabled students are not adversely affected by classroom activities.
5. Be flexible about a disabled employee's hours – allowing the disabled employee to have different core working hours and to be away from the office for rehabilitation, assessment or treatment.
6. Provide training.
7. Provide modified equipment.
8. Make instructions and manuals more accessible.
9. Provide where needed a reader or interpreter.

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The Governing Body and the School shall discuss arrangements with disabled employees, students and parents about the issues that need to be considered in deciding whether an adjustment is reasonable or not. These shall include assessments to see:

1. How effective the adjustment is
2. Whether it means that an employee or student's disability is a little less of a disadvantage or that it significantly reduces the disadvantage
3. Whether it is practical
4. If it causes much disruption
5. If it helps other people in the School
6. If the cost is prohibitive

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Action Plan

Target	Strategy	Outcome	Timeframe	Responsibility
Improve adaptations within the curriculum	Review effectiveness of adaptations during learning walks and internal QA. Carry out staff surveys for SEND specific training. Leadership, LA and Trust Lead to provide support to staff on how to adapt the curriculum for significantly delayed and disabled children.	All teachers are able to fully meet the requirements of children's needs in relation to accessing the curriculum	Ongoing	SENCo/QofE Lead
Further develop and maintain access to the physical environment	The school will take into account the needs of pupils, parents, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises. This will include: Wheelchair access Power assisted doors	Students can access all parts of the building and timetabled lessons. Parents with disabilities will have the opportunity to be involved	Ongoing	Governors, SLT & SENCO

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	Dedicated disabled bays on premises Dedicated disabled toilets and a hygiene room			
Enable access to information for visually impaired students and parents.	Increased range of accessible documentation, for example large print, braille, voice	Pupils and parents with visual impairment will not be disadvantaged in any way.	Ongoing	
Enable access to information for hearing impaired students and parents.	Arrange interpreters to communicate with deaf parents.	Pupils and parents with hearing impairment will not be disadvantaged in any way.	Ongoing	
Review methods of communication with parents to improve accessibility and effectiveness	Investigate and develop digital methods of reporting to parents such as text alerts and voice messages.	Effective and timely communication that meets of the needs of parents, pupils and staff.	Ongoing	SLT Office Manager, HOH
Improve staff awareness of disabilities and additional needs of students who are on roll.	Review the specific needs for students living with a disability.	All Teachers are aware of the relevant issues and can ensure that students have equality of access to learning. The use of other professional partners will be made available to support the work of teaching staff.	Aug 2023 /Inset	SENCo

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Continue to develop more accessible teaching resources	Continue to increase the use of digital technology in areas around school and for home access. Increase the awareness and use of auxiliary aids	All teaching staff are aware of aids to assist specific educational needs and individual students. Staff develop and share successful strategies.	Ongoing	SENCo and teaching staff
Ensure that staff are regularly updated with developments in student needs or as new students join	Following review meetings or on admission, SENCo to update teaching and support staff on specific needs of students.	All teachers and support staff are aware of specific needs and are confident in adjusting curriculum	Aug 2024 Inset/ Ongoing	SENCo and Deputy
All out-of-school activities are planned to ensure the participation of all students	Review all out-of-school provision to ensure compliance with legislation and to ensure equal access.	Out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Deputy, SENCo and teaching staff
Ensure that teaching rooms are optimally organised to promote the participation and independence of all students	Review student needs and implement a preferred layout of furniture and equipment to support the learning process in individual classes	Lessons are able to start on time without the need to make adjustments to accommodate the needs of individual students	Ongoing	SENCo and teaching staff
To ensure that the medical needs of all pupils are met fully	To liaise with primary schools for prospective students.	All staff at the federation become aware of medical needs of pupils.	Ongoing	SENCo/ Pastoral

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within the capability of the school	To liaise with parents and external agencies to identify training needs. Arrange training for staff	Those that work directly with pupils will be confident in dealing with any medical issues.		
To ensure accessibility of the website and intranet system	To review website and intranet regularly to ensure they continue to meet standard accessibility for staff, students and parents	Website and intranet are upgraded to meet the needs of users and to ensure compliance with data requirements	Ongoing	SLT IT Manager
To ensure Exam Access Arrangements are in place for students with SEND and long/short term medical needs.	Prepare relevant information to provide evidence of good practice Students are tested externally to determine which access arrangements they qualify for.	Access arrangement register is updated. Students are not at a disadvantage when accessing exams.	Twice a Year	SENCo / Exams Officer