



Tauheedul Boys

ACCESSIBILITY PLAN

2017/18



Our Accessibility Plan sets out how our school will improve equality of opportunities for disabled and vulnerable people. This plan sets out the establishment's proposals to increase access to education for disabled and vulnerable students in the following three areas:

- Increasing the extent to which disabled and vulnerable pupils can participate in the school curriculum
- Improving the physical environment of the establishment to enable disabled and vulnerable pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled and vulnerable pupils.

Action	Success Criteria	Lead	Target Date
Ensure that the school estate is fully accessible to wheelchair users and for pupils with limited mobility.	<ul style="list-style-type: none">- The school's estate is accessible to pupils, staff and parents with mobility needs and hearing and visual impairments.- External ramps in playground leads to a fire exit with internal steps.- Portable ramps can easily be borrowed to manage wheelchair access in all areas of the ground floor.- Accessibility toilets are completed on ground floors and monitored on a regular basis.- Throughout all areas of the building there are DDA Compliant Access doors that are accessible with the use of a wheelchair and other movement aids. This is for both access corridors and to classrooms.- The school is fitted with Disabled Toilets on ground floors only which have additional handrails and easy to use flush facilities.- The school is fitted with showers within the Disabled WCs that can be accessed by individuals with special needs and used either independently or with a supporting carer, should one be assigned.- The schools refreshment dining facility is located on the ground floor and can be accessed by anybody with a mobility difficulty as long the school has a ramp.- The counters are set to a level where an individual will be able to see what food is available from a wheelchair or other movement aid if required.- The dining area has round table and chairs that can fit a wheelchair		



	<ul style="list-style-type: none">- Evacuation Points, which are available throughout the school with full communication from each position. These should be located within a 2 hour fire and smoke protected area.- Two fire exits leading to an external escape route that is uninhibited by steps or stairs for ease of escape.- The school is fitted with light indicators that are visible in the event of the Fire Alarm Activating for Hearing Impaired individuals- The assembly point is located on the playground on a flat hard surface that can be navigated by a wheelchair or mobility aid. Evacuation Chair should be purchased if required.- The building has full vehicular access to a drop of point outside the school main building.- Drop kerbs are in place for wheelchair and persons with mobility difficulties to negotiate without trip hazards		
Ensure the current estate remains accessible for students with disabilities	<ul style="list-style-type: none">- Sustain visits from Local Authority Advisory Teachers to evaluate estate and make recommendations.- Ensure the estate remains accessible for students with SEND, particularly those with mobility issues, making appropriate adjustments to the estate (as required).- The school has a full Personal Emergency Evacuation Plan (PEEP) which notes requirements of an individual to assist their evacuation in case of an emergency.- Each individual with SEND requirements will have an individual assessment prior to a start date at the school. As part of the meeting this would identify if an individual has a requirement for an adjustable desk or chair.- Sustain weekly fire alarm tests to ensure that the fully intelligent Fire Alarm System is working correctly.	UKO UKO UKO	11/2017 09/2017 09/2017 & ongoing
Develop staff routines to support the effective movement of pupils with disabilities around the school estate.	<ul style="list-style-type: none">- Staff complete training to understand their roles in supporting pupils with disabilities move around the school estate.	UKO	09/2017



Develop and deliver activities to raise awareness of disability rights.	<ul style="list-style-type: none"> - SENDCO to monitor SEND students' equal opportunities across school and hold regular CPD sessions with staff to refine practice. - Deliver disability-related assemblies aimed at raising awareness of equal rights across student cohort. 	UKO IKA	Ongoing
To enhance provision of resources for learners with disability	<ul style="list-style-type: none"> - Training for all staff on supporting students with HI or VI. - Provision of VI and HI equipment for learners with visual or hearing impairment. - Staff to use new technologies to assist teaching & learning for any new pupil with hearing or visual difficulties. - Pupils with reading difficulties are being provided with resources in an easy to read format or larger print. 	UKO UKO UKO	10/2017 09/2017 & ongoing Ongoing
Develop effective systems for sharing information on pupil disabilities and medical needs	<ul style="list-style-type: none"> - Shared space created to share accurate and up-to-date information on pupils' disabilities and medical needs. 	JHA IKA	
All out of school activities are planned to ensure the participation of the whole range of students	<ul style="list-style-type: none"> - Trips are accessible to all students through planned provision. 		
To report to LGB re: Raising Awareness about Disability Issues	<ul style="list-style-type: none"> - Whole school community aware of issues relating to Access monitored by link governor for SEND. 		
To disseminate information regarding Disability Discrimination Act to relevant staff and allocate buddies for students requiring support	<ul style="list-style-type: none"> - Information sharing in place to mitigate risk and meet needs of students. 		