



# PRESTON MUSLIM GIRLS — HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

## **SCHOOL ACCESSIBILITY POLICY**

**RATIFIED BY THE FULL GB – January 2022**

**REVIEW DATE – January 2025**





# School Accessibility Plan

*3-year period covered by the plan: January 2022 – January 2025*

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## Legislation and Guidance

### Starting points

The purpose and direction of the school's plan: vision and values

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from June 2014 – June 2017. It continues work from the previous plan.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Preston Muslim Girls High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.





- 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Teaching and Learning Plans

The Action Plan for physical accessibility relates to the Access Audits of the School, which are undertaken regularly by the Local Authority in relation to pupils entering the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three- year plan period in order to inform development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The school will work in partnership with the local education authority in developing and implementing this plan.





The Plan will be monitored by Ofsted as part of their inspection cycle.

## **Information gathering**

The collection of information is crucial to supporting Preston Muslim Girls High School in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the plan.

### *1.3 Involvement of disabled pupils, staff, parents and other users of the school.*

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

## **The main priorities in the school's plan**

### **Setting priorities**

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

Increasing the extent to which disabled pupils can participate in the school curriculum

The following priority actions are to be introduced to increase pupil participation in the curriculum: -

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

The following priority actions are to be introduced to improve physical aspects of the environment: -

- Provision of adjustable work surfaces in science and CDT to include a cooking hob.





- Improvement to external surfaces to remove trip hazards
- Provision of up-to-date tactile and brail signage
- To provide grab handles to toilet facilities

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The following priority actions are to be introduced to provide information for pupils:

- Material produced for visually impaired students to be modified/adapted by VI team.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The following priority actions are to be introduced to provide information for pupils:

- Material produced for visually impaired students to be modified/adapted by VI team.

**Making it happen**

*Implementation*

The scheme will be supported by detailed action plans and incorporated into the School Improvement Plan, with oversight of the governing body so that progress can be checked.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected

*Publication*

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The following priority actions are to be introduced to provide information for pupils:

- Material produced for visually impaired students to be modified/adapted by VI team.





## Improving the Curriculum Access

Preston Muslim Girls High School Accessibility Plan

Improving the Curriculum Access at Preston Muslim Girls High School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Autumn 2022	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Autumn 2022	Improvement in teacher knowledge, understanding and confidence.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers	Summer 2021	Increase in access to all school activities for all disabled pupils



		that comply with all current and future legislative requirements		
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Autumn 2022	Society will benefit by a more inclusive school and social environment





## Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Autumn 2022	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Autumn 2022	Delivery of school information to parents and the local community improved







Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	Summer 2022	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Autumn 2022	School is more effective in meeting the needs of pupils.

