



# Accessibility Plan

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## 1. Introduction

At Leicester Islamic Academy we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## 2. Aims and Objectives

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

The governing board also recognizes its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Our Accessibility Plan has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents.

The Accessibility Plan that follows is structured to complement and support the school's equality objectives. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

# Accessibility Plan 2021 – 2023

Target	Strategies	Timescales	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>Ensure school staff &amp; governors are aware of access issues</li> <li>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>Ensure staff and governors can access areas of school used meetings</li> <li>Reminders to parents and carers through correspondence to let us know if they have problems with access to areas of school</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	As required	<ul style="list-style-type: none"> <li>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs</li> <li>All staff &amp; governors are confident that their needs are met</li> <li>Continuously monitored to ensure any new needs arising are met</li> <li>Parents have access to all areas of school as necessary</li> <li>PEEPs are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>Check if any children / staff have a visual impairment</li> <li>Check exterior lighting is working on a regular basis</li> <li>Put black/ yellow hazard tape or similar where necessary to help visually impaired children, if appropriate such as edge of stairs</li> <li>Check flashing beacons that signal fire alarm activation regularly</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>Visually impaired people feel safe in school grounds</li> </ul>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>Ensure staff are aware of need to keep fire exits clear</li> <li>Ensure all staff are aware of fire exits available</li> <li>Ensure fire evacuation does not overflow a specific fire exit</li> <li>Ensure fire drills take review the exit process for disabled staff, student, visitors</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Safe exit for all disabled staff and students from the building</li> </ul>
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Ensure venues and means of transport are vetted for suitability</li> <li>Letters to parents includes details of medical or physical support that may be required for child/ren on trips</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>All pupils are able to access all school trips and take part in a range of activities</li> </ul>

Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>▪ Delivery of PE in conjunction with recognized sporting club / group</li> <li>▪ Variety of sports available</li> <li>▪ Inclusion of any disability sports if required</li> </ul>	Annually and as children enroll	<ul style="list-style-type: none"> <li>▪ All pupils have access to PE and are able to excel</li> </ul>
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>▪ All staff on duty to be aware of children with disabilities</li> <li>▪ Discuss with after school club group details of how inclusion of all children will take place</li> <li>▪ Ensure children can access the playground / sports hall if they are not restricted from physical activity</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Disabled children feel able to participate equally in and out of school activities.</li> </ul>
Ensure staff are adequately trained on disability issues	<ul style="list-style-type: none"> <li>▪ Identifying staff training needs and updating expired training</li> <li>▪ PEG Feeding certification</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Staff confident in dealing with disability issues</li> <li>▪ In house / external training delivery</li> </ul>
Ensure information on website is accessible to all	<ul style="list-style-type: none"> <li>▪ Text can be translated for information on the website</li> <li>▪ All information on website can be easily located</li> <li>▪ School website can be accessed by the visually impaired</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Website to have very clear information that can be accessed by all people</li> </ul>
To make all entrances accessible for disabled people	<ul style="list-style-type: none"> <li>▪ Front reception and ground floor accessible to disabled people. Doors wide enough to allow wheelchair access</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Entrances accessible to all</li> </ul>
Ensure building users with restricted mobility can access areas of the school / curriculum	<ul style="list-style-type: none"> <li>▪ Ensure children can access a classroom. No lifts or evac chairs and therefore arrangements for ground floor access necessary</li> <li>▪ Ensure children can access IT or any specialist equipment being used</li> <li>▪ Ensure all areas of the curriculum can be accessed PE / cooking</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Accessible usage for building users</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ensure ground floor space for visitors with mobility issues</li> </ul>		
Disabled bathroom access available and clearly marked	<ul style="list-style-type: none"> <li>▪ Ground floor disabled bathroom present clearly labelled.</li> <li>▪ Access for wheelchair users too</li> </ul>	Annually and as children enroll	<ul style="list-style-type: none"> <li>▪ Disabled pupils comfortable with washroom facilities</li> </ul>
Ensure there is a toilet available on all floors for children where possible	<ul style="list-style-type: none"> <li>▪ Washroom facilities available</li> <li>▪ Multiple washrooms available for children of different ages and genders</li> </ul>	Annually	<ul style="list-style-type: none"> <li>▪ Children will be able to go to the toilet without climbing stairs.</li> </ul>
Ensure curriculum is accessible to children of all disabilities and additional needs	<ul style="list-style-type: none"> <li>▪ Key staff aware of needs of children they work with and adapt resources accordingly.</li> <li>▪ Liaising with external agencies where applicable for additional support where required</li> <li>▪ 1 -1 support in place where needed individual healthcare plans in place and shared with relevant staff</li> <li>▪ Resources to be available in different sizes / braille / languages where necessary to support EAL needs</li> </ul>	Annually and as children enroll	<ul style="list-style-type: none"> <li>▪ All children able to access all areas of the curriculum and work towards attaining age related expectation</li> </ul>