



Zaytouna Primary School Accessibility Plan 2021

Contents

1. Vision Statement
2. Aims and Objectives
3. Current Good Practice
 - Physical Environment
 - Communication
4. Access Audit
5. Management, Co-ordination and Implementation
6. Action Plan

1. Vision Statement

Under the Equality Act 2010 schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual, or the Headteacher. At Zaytouna Primary School the plan will be approved by the Governing Body and monitored by the Headteacher.

At Zaytouna Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support our Equality Objectives, and will be published on our website. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural need. 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 is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- 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 the able-bodied pupils; 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist features where necessary this would include physical aids to access education within a reasonable timeframe
- 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 timeframe
- Equality Impact Assessments will be undertaken as and when school policies are reviewed.
- The Headteacher will monitor the Accessibility Plan

2.Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to parents

Our Objectives are detailed in the Action Plan below

3. Current Good Practice

We ask about any disability or health condition in early communication with new parents and carers. For parents and carers of children at the school, we collect information on disability via a letter home and face-to-face discussions with parents/carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example; lunch and break times for pupils with social/interaction impairments, therefore we put in provision for identified children at these times, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access as we have a lift.

Communication

Assistance is given to children with poor English language skills through RWI and peers.

4. Access Audit

The school is a 2-storey building with wide corridors and several access points from outside. Key Stage One areas are on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift, which can accommodate a large wheelchair, which is maintained and serviced on a regular basis.

On-site parking for staff and visitors includes two allocated disabled parking bays for staff, parents and visitors with disabilities. The front entrance to the school is flat and has wide doors. The main entrance features a secure lobby. There are disabled toilet facilities available, one in the lobby area,

Zaytouna Primary School, 500 London Road, Derby, DE24 8WH is part of Transform Trust, a charitable Company, limited by guarantee and registered in England and Wales with Company Number 08320065

a further three on the ground floor and three on the first floor. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes clearly marked.

5. Management, Co-ordination and Implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced
- The Governors and Senior Leadership Team will work closely with the Local Authority

6. Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
To liaise with feeder schools to review potential intake for September	To identify pupils who may need additional to or different from provision	Summer Term	Headteacher Inclusion Lead EYFS Manager	Procedures/equipment and ideas in place by September
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Ongoing	Headteacher SLT All subject leaders Governors	All policies clearly reflect the inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	All staff	Clear collaborative working approach
To establish close liaison with agencies for pupils with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	Headteacher Outside agencies Inclusion Lead Teachers	Clear collaborative working approach
To ensure full access to the curriculum for all children	Outside play visits, CPD for staff	Ongoing	All teaching staff Inclusion Lead SLT	Advice taken and strategies evident in classroom practice

Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To finely review attainment for all SEND pupils	Inclusion Lead/class teacher meetings/pupil progress Scrutiny of assessment system Regular liaison with parents	Half-termly	Inclusion Lead Headteacher SLT Key Stage leaders Class teacher	Progress made towards Targets Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities	Within the curriculum, the school aims to provide full access to all aspects of the curriculum	Ongoing	All staff	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented in the school
To evaluate and review EHC plans and SEND plans	See above	Annually	SLT Inclusion Lead Class teachers	All children making good progress
To deliver findings to the governing body	Governor meetings	Termly	Headteacher Inclusion Lead	Governors fully informed about SEND provisions and progress

To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
Parents with hearing impairments	Regular communication with parents Interpreter provided for parent evenings/annual reviews where need is identified	Ongoing	Class teacher SLT	Two way communication in place
To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments Ensuring availability of large font and easy read texts in books within the library and classroom where identified	Ongoing	Admin Inclusion Lead SLT	
Medium Term				
To review children's records to ensure schools awareness of any disabilities	Information collected about new children Records passed up to each class teacher Annual reviews Updated medical forms for all children	Annually	Headteacher Inclusion Lead Admin Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
Long Term				
School record system to be reviewed and improved where necessary	Record keeping systems to be reviewed	Continual review and improvement	SLT Admin	Effective communication of information about disabilities throughout the school

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical impairments when planning and undertaking future improvements and refurbishments of new site	Ongoing	SLT	Enabling needs to be met where possible
Ensure visually stimulating environment for all pupils	Displays must follow criteria for school environment	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Create access plans for individual disabled pupils where necessary	Ongoing	Teaching and non-teaching staff Inclusion Lead Outside agencies	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	Ongoing	Headteacher Inclusion Lead Outside agencies	
Ensuring disabled parents have every opportunity to be involved	Adopt a more proactive approach to identifying the access requirements of disabled parents Offer a telephone call to explain letters home for some parents who need this Arrange interpreters to communicate with deaf parents when required	Ongoing	Teaching and non-teaching staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To improve community links	School to develop a strong link with the wider community	Ongoing	Teaching and non-teaching staff	Improved awareness of disabilities/the wider community Improved community cohesion
Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
Continue to develop facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly areas
To ensure driveway, roads and paths around school are as safe as possible	Communication with parents via safety messages/letters/text	Ongoing	Office Manager Site Manager	No accidents