

Tawhid Boys School

School Accessibility Plan: 2006-2009

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The DDA defines a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

“Long term” means at least 12 months. “Substantial” means “more than minor or trivial.”

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or tourettes syndrome.

This plan sets out the proposals of the Governing Body of Tawhid Boys School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Statement: The school has been established from converting an old Victorian dwelling. Therefore to increase physical accessibility to the premises is limited. The Trust is pursuing to purchase additional premises in which it will be able to cater for disable access.

Aims:

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001).
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We are committed to prioritising sufficient resources to support the actions identified in this plan

Area To Be Addressed: Access to the Curriculum

Goals & Targets:

1. Continue to develop and enhance knowledge of responsibilities under DDA
2. Continue to develop confidence and knowledge for staff in delivering curriculum to disabled pupils
3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management

Strategy & Implementation:

1. Ensure all new staff are trained in responsibilities under DDA. Training to be delivered by SMT/SENCO. Refresher training for all staff should take place every two years.
2. Develop training programme on curriculum access for disabled pupils with a particular focus on visual & hearing impairments. Training to be delivered by SENCO and other agencies in spring term 2007.
3. Work with Learning Trust to develop guidance and best practice on access to school journeys and educational visits. SENCO to liaise with Learning Trust spring term 2007.
4. Review planning & delivery of the curriculum. Using the information from the audits & QCA guidelines, each class teacher to review curriculum delivery and identify barriers & report to SMT on findings. Where possible, disabled pupils and their parents to be consulted in review. To be completed by April 2007.
5. SENCO and SMT to carry out provision mapping including an audit of projected needs for pupils with SEN/disabilities by April 2007. Provision map and monitoring procedure to be in place by September 2007. SMT to review by July 2008.

Resources:

- One INSET day in each of the academic years 2006/7 & 2008/9 to be utilised for DDA issues
- SMT members to be provided with 1 day each term to support and co-ordinate curriculum review
- SENCO to assume responsibility for provision mapping for pupils with SEN /disability
- £50 to be allocated for printing of materials
- Learning Trust staff to deliver training programmes on Hearing Impairment

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's School Development committee (SDC)
- As part of the school self evaluation process

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources, including
2. Increase the availability of written information in other formats ?
3. Work with The Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils.

Strategy & Implementation:

1. Audit teaching materials, textbooks and other information to assess accessibility and areas for development. To be carried out in conjunction with audit of accessibility to curriculum carried out by SMT by Summer 2007. All new purchases should meet accessibility criteria wherever possible.
2. Work with Learning Trust to develop bank of resources accessible in other formats (e.g. Braille, large print, audio cassette). SENCO to have on-going liaison with The Learning Trust.
3. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year.

Resources:

- £100 to be allocated to purchase resources
- SENCO to be provided with 1 day to co-ordinate audits

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- By feedback from parents and disabled pupils
- Through termly meetings of the governing body's SDC
- As part of the school self evaluation process

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To reduce physical barriers to inclusion

Strategy & Implementation:

1. A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating/desks 2006-9.
2. Audit of short-term steps that could be taken to improve accessibility e.g. carpeting, colour contrasting, signage. Action of short-term measures the school can implement as funding allows over period 2006-9.
3. Ensure accessibility is considered in all future purchase decisions of equipment
4. Work with neighbouring or federated schools to share resources where possible 2006-9
5. Improve physical accessibility to school building as funding allows (e.g. ramps, disable W/C)

Resources:

- £10 000 of the school's annual budget will be allocated to improve physical accessibility
- The SENCO will spend 1 day in the autumn term working with staff from The Learning Trust to identify the short term measures identified above

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's SDC
- As part of the school self evaluation process