



ALAMEEN
PRIMARY SCHOOL



DDA Accessibility Plan

IN THE FOOTSTEPS OF

MUHAMMAD

Contents

1. Aims	1
2. Legislation and guidance	1
3. Activities	2
4. Action Plan.....	3

1. 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.

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 parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Activities

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Curriculum delivery

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors / advisers, and of appropriate health professionals from the local NHS Trust.

The school has scheduled disability awareness programs to fit within the curriculum during Disability Awareness Week and Autism Awareness Week. The school has also been in touch with the Quran Braille Project and children have had physical access to a Braille version of the Quran.

b) Physical environment

The site has been made as accessible as possible. The upper floor of Block A is unsuitable for wheelchair access as there is no lift. We have a disabled toilet located in Block C, and signs which comply with DDA regulations. There is a removable ramp available to access all buildings as each building is slightly raised by steps height making it difficult for wheelchair access. The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

4. Action Plan

	Objective	Action	Responsible	Target	Key performance indicator
Short term	Ensure continued compliance with DDA and Code of practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	SLT Governors Staff	Ongoing	School complies with requirements of DDA and Code of Practice
	Improve availability of written material in alternative forms	School aware of local services for converting written information into alternative formats	SLT	Jun 2025	School able to deliver information to all pupils and parents with disabilities
Medium term	Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing	Seek advice from LEA building surveyors	July 2025	All pupils able to work independently in all teaching areas
	Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD, etc	Staff training session	April 2025	Staff have increased confidence and skills in working with children with ADHD and related disorders
Long term	Review access to all teaching areas	Review wheelchair access to all teaching areas of the school	Governors	Summer 2025	All teaching areas accessible

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: August 2022

Next review due by: August 2023

Signed: M A Rahman