



**AL AMEEN**  
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 and Ongoing Commitment

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

#### a) Curriculum Access

- All staff receive ongoing training to ensure the curriculum is fully accessible.
- Teaching methods and classroom organisation are reviewed regularly to meet individual needs.
- The school collaborates with external agencies (e.g., LA specialist advisers, NHS professionals, SEND consultants).
- Disability and inclusion awareness are embedded within PSHE and themed weeks (e.g., **Disability Awareness Week, Autism Awareness Week**).
- Pupils engage with inclusive learning experiences such as the **Qur'an Braille Project**, which promotes understanding of accessibility within an Islamic context.

#### b) Physical Environment

- The school strives to make all facilities as accessible as reasonably possible.
- Ground-floor areas are accessible to wheelchair users; removable ramps are available for stepped entrances.
- A compliant disabled toilet is located in Block C, and signage throughout the school meets **DDA** standards.
- Future refurbishment projects will consider colour contrast, lighting, acoustics, and flooring to support pupils with sensory needs.
- Long-term improvements (e.g., lift installation feasibility) are under regular review.

#### c) Accessible Information

- Information can be provided in alternative formats (e.g., large print, Braille, audio, translated versions) upon request.
- The school maintains links with local authority services that support accessible communication.
- Parent communication channels (letters, newsletters, website updates) are reviewed for accessibility compliance.

## 4. Action Plan

	Objective	Action	Responsible	Target	Key performance indicator
Short term	Ensure continued compliance with DDA and Code of practice	Provide staff and governor training on DDA duties and this plan	SLT Governors Staff	Ongoing	School complies with requirements of DDA and Code of Practice
	Improve accessibility of written materials	Identify and use local services to convert materials into accessible formats	SLT/ Admin	By March 2026	School able to deliver information to all pupils and parents with disabilities
Medium term	Enhance environment for pupils with visual and sensory impairments	Use suitable colour contrast, lighting, and soundproofing in refurbishments	Premises Team / SLT	By Dec 2026	All pupils able to work independently in all teaching areas
	Improve support for pupils with ADHD and neurodiverse needs	Staff CPD sessions and strategy integration	SENCo / SLT	By July 2026	Staff have increased confidence and skills in working with children with ADHD and related disorders
Long term	Review and enhance physical access across the school site	Conduct access audit and review feasibility for full wheelchair access	Governors / SLT	By July 2027	All teaching areas accessible
	Enhance outdoor and play accessibility	Develop inclusive play area (sensory garden, level surfaces)	Premises Team / SLT	By June 2028	All teaching areas accessible

## 5. Monitoring and Review

- The **Senior Leadership Team** will review progress annually and report to the **Governing Body**.
- Accessibility actions will be integrated into the **School Development Plan (SDP)**.
- The next full review will take place in **November 2026**.
- The plan will be evaluated against feedback from pupils, parents, and inspectors.

## 6. Complaints

Concerns relating to accessibility should be raised via the **school's complaints procedure**, available on the school website or from the main office.

All complaints will be handled in accordance with our **Equality and Inclusion Policy**.

## 7. Publication

This plan is published on our school website and can be made available in large print or alternative formats upon request.

**Approved by:** Mohammed Rahman (Head Teacher)

**Date effective from:** August 2025

**Next review due by:** August 2027

**Signed:** M A Rahman