



## Accessibility Action Plan 2014- 2019

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At Islamia Girls School we are committed to providing a safe, secure, welcoming environment that allows full curriculum and other access to all students and, as appropriate, to other site users. To that end, we are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and in doing so aim to promote a culture of inclusion, support and awareness within the school. Our Accessibility Plan describes how we intend to do that.

# Islamia Girls School



Objective	Strategies	Actions	Timeframe	Goals achieved
Providing high quality interventions in all subjects, especially English and Maths for students with SEND.	To increase the proportion of English and Maths teaching in the school and reduce class sizes. Increased use of personalised intervention timetables.	Proprietors and SLT to interrogate curriculum model, and ensure the effective use of resources and extra funding available. PROPRIETORS and SLT to ensure curriculum compliance, whilst still enabling extra support in	June 2015	Disabled students able to access learning environment and benefit from intervention
To be confident in using new technologies to support students with SEND in accessing their learning.	To investigate with, and reiterate to, teachers, parents, students and specialists the value and potential of new technologies to support students with SEND in accessing their learning.	HT/SENCO	On going	Annual review of curriculum provision is conducted in July
To ensure the curriculum offer and provision for students with SEND meets the requirements of the new SEN Code of Practice	SENCO, and SLT to be familiar with the new SEN Code of Practice and statutory requirements, and to disseminate widely.	HT/SENCO	On going	Annual review of curriculum provision is conducted in July
To offer additional time to students with SEND in line with examination boards/professional recommendations	Room timetabling and LSA support	SLT will make sure there are rooms available for SEN students and support hours are included in the timetable.	Every academic year	School timetables are accommodating
CPD for teachers on differentiating the curriculum and effective teaching strategies.	CPDs on various types of learning difficulties Peer observations Collaboration time allocated	Staff to enrol on appropriate external CPD. In-house CPD to focus on teaching and learning and differentiation. SLT to monitor quality of differentiation and provision for SEND pupils.	July 2015 and at least once each academic year	Dyslexia and dyscalculia CPD was effectively delivered

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Recruitment of TAs and support resources	Safe recruitment Training	In-house and external CPD Teacher-TAs collaboration time allocated	As and when needed On going	Increased the working hours for the existing LSA and added a second LSA
To improve test outcomes for SEN students, to improve confidence and aid tracking	To evaluate the attainment and progress of individual students and evaluate the viability of applying Key Stage 4 access arrangements to Key Stage 3.	SENCO, and Examinations Officer to present a strategy to SLT.	September 2015	Strategy is in place
Communication with parents	Individual Educational Plans' meetings with parents	Monthly review meeting Action plans Target setting and monitoring Annual reviews	Monthly and once each end of year	All review meeting are documented and outcome is tracked
Staff to be aware of SEND services available through external agencies. Written information for parents to collect. Improve availability of information for parents – display appropriate	SENCO update and monitor this aspect, and Site Manager to ensure compliance.	Audit conducted by SENCO, HT, Site Manager and accountant.	July 2015	The front office holds all information. Signs around the school are visible.
Those with disabilities aware of facilities through signs etc.	Provide literature	HT/DHT	On going	Literature is available for use.

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Increase availability of alternative format for school information including large print and audio format for prospectus.	To ensure that prospectus is available in A3-sized version and audio version if and when is required.	SLT	2015	Prospectus available in electronic PDF format which automatically allows for zooming
Access arrangements to offer swift, confident and effective assistance to succeed in examinations	Training for SEN staff to increase understanding and confident usage.	SENCO and Examinations Officer to monitor.	January 2015	Refer to CPD log for a list of training
Have a list of specialist equipment e.g. e-reader, magnifying glass and computer hardware	Include it as an objective in appraisal records of the IT manager to research a list of devices	SENCO to ensure compliance regarding these objectives, as well as liaising with the IT Manager.	July 2015	A comprehensive list is available
Ensure that all classrooms are organised to promote the participation of all students		SLT to carry out an audit of all teaching and learning spaces		
Ensure the building is accessible to the visually impaired	Visible signs, reflective yellow paint for all steps, exploring the possibility of fitting ramps around the building and having alternative classroom provision in the ground floor	Proprietors, Strategic discussions with trustees on school site, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of any future rebuild improvement works.	September 2015 and ongoing	Given the nature of the school site, having ramps around the upper floors is not feasible. Alternative provision for lessons can be provided using the ground floor only.
Improve signage over time	SENCO, and Site Manager to decide upon appropriateness, procurement and installation.	Installation of appropriate signage.	On going	The SM checked and applied new paint etc.

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To investigate the possibility of having lift access to upper floors	To investigate and search for possible funding.	Proprietors and HT. As above, include as integral part of any future rebuild improvement works.	September 2018	
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To continue to review and develop an appropriate 11-16 curriculum for all students at the school with SEND in light of changes to the National Curriculum, new linear examinations at KS4, possible funding for independent schools and the introduction of the new Code of Practice.	SENCO/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND.	Students with SEND having an appropriate and up to date curriculum to support and improve their learning and life chances.	Ongoing	