

Al-Noor Primary School

Equality Policy & Accessibility Plan

1 Aims and Objectives

1.1 This procedure applies to all employees of Al-Noor Primary School.

1.2 Al-Noor Primary school believes that all human beings are entitled to dignity, compassion and respect. Islam teaches that we must respect the dignity of all human beings and that every person has a right over us whatever their background or characteristics.

“Verily we have honoured the children of Adam. We carry them on the land and the sea, and have made provision of good things for them, and have preferred them above many of those whom We created with a marked preferment.”
(The Holy Qur’an, 17:70)

‘Kindness is not to be found in anything but that it adds to its beauty and it is not withdrawn from anything but it makes it defective.’
(Prophet Muhammad, may peace be upon him, Muslim (Sahih), 6274)

1.3 We believe that whatever differences groups of people have between each other, these differences never justify poorer or better treatment from others towards them.

“Verily Allah commands you to fulfill your trusts to those whom they are due and when you judge, judge with justice. Verily how excellent is the guidance Allah gave you, it is he who sees all things.”
(The Holy Qur’an, Chapter An-Nisa’ verse 58)

1.4 Islam strongly disapproves of bullying and harassment of others and instructs that we extend mercy and respect to others, putting the interests and needs of others before our own to attain God’s pleasure and reward in this life and the Hereafter.

“O ye who believe! let not some men among you laugh at others: it may be that the (latter) are better than the (former): nor let some women laugh at others: it may be that the (latter) are better than the (former): nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames: Ill-seeming is a name connoting wickedness, (to be used of one) after he has believed: And those who do not desist are (Indeed) doing wrong.” (The Holy Qur’an, 49:11)

1.5 Al-Noor Primary school therefore takes a strong moral stand against discrimination against others due to their characteristics and differences, including the protected characteristics of the Equality Act 2010. The school promotes the principles of acting in accordance with the law, being fair towards all and being just at all times through the school curriculum, in-keeping with our Islamic ethos.

1.6 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school which is in-keeping with our Mission statement:

“To strive to nurture excellence in an Islamic environment.”

- 1.7 We strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.8 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.9 We challenge stereotyping and prejudice whenever it occurs.
- 1.10 We celebrate the cultural diversity of our community and show respect for all.
- 1.11 We are aware that bullying, prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
- 1.12 Al-Noor Primary school ensures it does not discriminate against, harass or victimise any pupils, potential pupils, employees or potential employees, including those of any of the protected characteristics, as required by the Equality Act (2010):
- age (though this does not apply to pupils);
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion or belief (though this does not apply to applicants for teaching positions – see below);
 - sex;
 - sexual orientation.

2 Pupils or Potential Pupils

- 2.1 Al-Noor Primary recognises that discrimination, victimisation and harassment, because of any of the protected characteristics, of another person associated with a pupil, is also unlawful, as is discrimination, victimisation and harassment that is misdirected.
- 2.2 Al-Noor Primary undertakes to make any reasonable adjustment it can for the admission of disabled pupils including the provision of auxiliary aids and services.
- 2.3 Al-Noor Primary works towards creating a climate where bullying by pupils of any kind cannot flourish and recognises that bullying can take many different forms and can target protected characteristics. All incidents of bullying is dealt with under the terms of the school's Anti-Bullying policy, including homophobic bullying.
- 2.3.1 It is relatively rare for primary pupils to want to undergo gender reassignment, but if a pupil does the school will sensitively handle all issues involved early on and in a proactive way. Pupils undergoing gender reassignment will be allowed to attend the single sex provision that accords with the gender role in which they identify.
- 2.4 The definition of race includes colour, nationality and ethnic or national origins. Al-Noor Primary ensures there are no practices which could result in unfair, less favourable treatment of such pupils and that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Segregated treatment and "separate but equal" is not acceptable unless used for positive action to deal with particular disadvantages affecting children of one racial or ethnic group.

- 2.5 The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief or lack of religion or belief. A religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity to qualify under the Act. Lack of religion or belief is also included in the definition of “religion or belief”. The school welcomes admissions applications from all religions and none.
- 2.6 The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between different sects within a religion is unlawful. The school ensures it does not discriminate against different Muslim sects.
- 2.7 The school will make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. It will check that there are no practices which could result in unfair, less favourable treatment of boys or girls.
- 2.8 It is unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding. Such pupils cannot be excluded or required to study at home or in alternative provision when they wish to remain in school and must be allowed to return to education when they have had their babies.
- 2.9 Gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not permitted to be singled out for different and less favourable treatment from that given to other pupils.
- 2.9.1 There is a relationship between protection because of sexual orientation and protection of religious freedom. Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education (SRE) and Religious Education (RE), then schools should not be acting unlawfully. It should not be unlawful for a teacher to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher’s ability to express his or her views should not extend to allowing them to discriminate against others.¹
- 2.10 Disability
- 2.10.1 The provisions relating to disability discrimination are different in that a disabled person may, and quite often must, be treated more favourably than a person who is not disabled. If a disabled pupil enrolls at the school, we will make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from the school’s provision to the same extent that a person without that disability can.

¹ The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities, DfE, May 2014, pgs 22-23

2.10.2 Definition of disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

2.11 Unlawful behaviour with regard to disabled pupils

2.11.1 Direct Discrimination: the school will not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants. If a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

2.11.2 Indirect Discrimination: the school will not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

2.11.3 Discrimination arising from disability: the school will not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

2.11.4 Harassment: the school will not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

2.12 Reasonable adjustments

2.12.1 The duty to make reasonable adjustments applies only to disabled people. Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school will take reasonable steps to try and avoid that disadvantage. The school will provide auxiliary aids or services for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

2.12.2 Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

2.12.3 Schools are not be expected to make adjustments that are not reasonable.

2.12.4 In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, the school will also consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Factors to consider when assessing the reasonableness of an adjustment include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health

and safety requirements and whether aids have been made available through the Special Educational Needs route.

2.12.5 The school will try to ensure that disabled pupils can play as full a part as possible in school life. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment

2.12.6 The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation, under which Local Authorities have to provide auxiliary aids to pupils with a statement of special educational need. The duty applies in respect of all disabled pupils but many will have an SEN statement and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement doesn't provide the necessary aid) then the school will consider reasonable adjustments and provide such auxiliary aids as are needed.

2.13 Accessibility for disabled pupils

2.14.1 The school's accessibility plan is attached to this policy as an Appendix.

2.14 Exceptions

2.14.2 Al-Noor Primary understands that the protected characteristic of age does not apply to pupils.

2.14.3 Al-Noor Primary understands that schools are allowed to treat disabled pupils more favourably than non-disabled pupils and must make reasonable adjustments to put them on a more level footing with pupils without disabilities.

2.14.4 Al-Noor Primary recognises that the Equality Act allows schools with a religious character, such as itself, to give preference to the admission of Muslim pupils to its school. The school's admissions policy is open to pupils of all religions and none.

2.14.5 In addition, we recognise that schools with a religious character also have exceptions on how they provide education to pupils from religions not of the school's religion and the way they allow access to other aspects of school life of a religious nature to allow them to conduct themselves in a way that is compatible with their religious ethos.

2.14.6 The school curriculum is also excluded from the provisions of the Equality Act, however the way in which education is provided, *the delivery or teaching*, is explicitly included.

2.14.7 Al-Noor Primary understand that schools do not act unlawfully if they do not provide an equivalent act of worship for other faiths but recognises that faith is an important part of the life of many families and respects this.

2.14.8 Al-Noor Primary does not discriminate in the treatment of pupils with regards to its uniform and is sensitive to the needs of different groups but recognises the legal duty of the school's trustees to decide specifics but in light of the Human Rights act 1998.

- 2.14.9 Whilst there is no express exemption in the same way that there is for same-sex schools, it is not necessarily unlawful to have some single-sex classes in a mixed school, provided that this does not give children in such classes an unfair advantage or disadvantage when compared to children of the other sex in other classes. For example, it would be lawful to teach sex education to single-sex classes, as long as the classes were provided to both boys and girls, but unlawful to provide remedial classes just for boys who needed help with reading without doing the same for girls in a similar position. A positive action initiative specifically to help boys in such a position would not necessarily be unlawful but the school would need to be able to show that this was a proportionate way of dealing with a specific disadvantage experienced by boys and connected to their gender.
- 2.14.10 Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single-sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgment on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children.

3 Staff Members or potential Staff Members

- 3.14 Al-Noor Primary recognises that it is unlawful to discriminate against an employee or a potential employee on the basis of any of the protected characteristics. It understands that this applies to the offer of a job or the terms on which a job is offered to an applicant and this applies to benefits, services and facilities it offers its staff members.
- 3.15 Al-Noor Primary will make reasonable adjustments in relation to disability for employees or potential employees as we would for pupils. We would make reasonable adjustments to arrangements or practices to alleviate disadvantage and take reasonable steps to provide any auxiliary aids and services required.
- 3.16 Al-Noor Primary works hard to create a climate in accordance with its ethos and values – as outlined above and ensure an environment where indirect or direct discrimination, victimisation and harassment cannot flourish.
- 3.17 Al-Noor Primary school recognises that it is unlawful to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function for the work. However it also recognises its duty under the Health Standards (England) Regulations 2003 to establish teachers' fitness and ability to teach hence, once a job offer has been made it asks necessary health questions to do this, ensuring questions are targeted, necessary and relevant to the job applied for.
- 3.18 Exceptions – religious belief and employment
- 3.18.1 Al-Noor Primary understands that as a school that has legal designation as having religious character, it is permitted to actively seek and employ candidates for teaching or senior leadership positions:
- Whose religious opinions are in accordance with the tenets of the religion of the school (Islam),
 - Who attend religious worship in accordance with those tenets,
 - Who give or are willing to give religious education in accordance with those tenets.

4 The Role of the Board of Trustees

- 4.1** The Board of trustees has set out its commitment to equality legislation in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality within the law and in the spirit of this policy.
- 4.2** Trustees are aware of statutory requirements and duties. In particular they work with the school to ensure the Equality Act (2010) is complied with in the recruitment of staff members and also take all reasonable steps to ensure that the school environment gives access to people with disabilities. This means they take the need to make reasonable adjustments to the school premises into account in all future plans. The Board of trustees also ensures admissions procedures do not discriminate against potential pupils.

5 The Role of the headteacher

- 5.1** It is the headteacher's role to implement the school's Equality policy and s/he is supported by the Board of trustees in so doing.
- 5.2** It is the headteacher's role to ensure that all members of staff are aware of the school policy on equality and act within its letter and spirit, ensuring they also understand that discrimination against anyone on the basis of any of the protected characteristics is unlawful and could lead to criminal proceedings against individuals and the school.
- 5.3** The headteacher promotes the principle of equality when developing the curriculum, in displays shown around the school, as a role model for staff and pupils and by promoting respect for others in all aspects of school life, for example, in school assemblies, where respect for other people and learning about them is a regular theme.
- 5.4** The headteacher works to create a climate that does not allow discrimination to flourish and values all school partners. The headteacher works to ensure pupils' needs are catered for within school curriculum and provision.
- 5.5** The headteacher treats all incidents of discrimination, whether direct or indirect, victimisation, and harassment, with due seriousness. Such behaviour from a staff member would be construed as major misconduct and dealt with under the disciplinary policy. Victims would be offered support. The headteacher will keep detailed records of all such incidents.

6 The Role of the Class Teacher

- 6.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. Staff do not discriminate against, or victimise or harass any child.
- 6.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is offensive or derogatory towards others, especially towards the nine protected characteristics.
- 6.3** When selecting/designing classroom materials, teachers pay due regard to the educational needs of all members of the class including those with a special educational need and/or disability.
- 6.4** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. For example, in Geography

topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

6.5 All our teachers challenge any incidents of direct or indirect discrimination, victimisation or harassment and bring them to the attention of the headteacher.

7 Monitoring and Review

7.1 It is the responsibility of the Board of trustees to monitor the effectiveness of this Equality policy. The trustees do this by:

- monitoring the progress of pupils;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to the Board of trustees on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equality issues from parents, staff or pupils;
- monitoring the school Admissions policy and the Behaviour and Exclusions policy, so pupils from minority groups are not unfairly treated;
- monitoring the records of all incidences of discrimination, victimisation and harassment.

7.2 This policy will be reviewed every four years or sooner as the need might arise or legislation might change.

7.3 **Review Date: October 2021**

Signed, on behalf of the Board of Trustees by, _____

Signed: _____

Date: _____

Al-Noor Primary School Accessibility Plan

2018-2021

Section 1: Introduction

Al-Noor Primary School is committed to ensuring the best outcomes for all its pupils. It is equally committed to ensuring full compliance with the Independent School Standards and all legislation relevant to its activities such as the Equality Act 2010. This important Act outlaws the victimisation, harassment and direct and indirect discrimination of individuals of 'protected characteristics'. The protected characteristics include disability and the Act allows schools to treat disabled pupils more favorably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The Equality Act 2010 defines disability as the condition of a person who has:

'a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act requires schools to have an accessibility plan in place to advance equality of opportunity for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

This plan links to the school's Equality policy, where it is referred to in paragraph 2.13. The policy and plan is shared with all staff members and placed on the school website for parents and prospective parents too. School trustees also have a copy and are responsible for monitoring the implementation through periodic review at least once a year.

Staff training will be needed to facilitate the implementation of the plan and will be arranged as required. In addition, supporting partnerships to help develop and implement the plan, for example with the local authority or other agencies, will also be pursued.

In the event of disputes, the school expects that its complaints policy is referred to and followed through in the first instance. The school expects that this should be sufficient to address any short comings without the need for school stake holders to resort to a tribunal. Stake holders can complete the standard forms available to question schools in the event of discrimination concerns during this process if they wish. However in the event that this proves unsatisfactory, stake holders can make a claim with the First-Tier Tribunal at a County Court.

Approved by:

Date: 18th May 2018

Section 2: Aims and Objectives

Our aims are to:

- 1) increase access to the curriculum for pupils with a disability;
- 2) improve and maintain access to the physical environment;
- 3) improve the delivery of written information to pupils.

Section 3: The Plan

The table below sets out how the school will achieve the aims. The school will acquire the resources listed if one or more pupils enrolls at the school with a disability requiring the adjustment or auxiliary aid or service listed below.

Aim	Current good practice <i>(established practice and practice under development)</i>	Objectives <i>(short, medium and long term)</i>	Actions to be taken	Person responsible	Date to complete actions by
1. Increase access to the curriculum for pupils with a disability	1. Enlarged copies of all texts are produced by staff for pupils with visual impairments. 2. Pupils with visual impairments are also brought close to screens/the teacher's PC and given auxiliary aids such as magnifiers, laptops and software. 3. As a statement is in place for pupils with visual impairments, staff are sent on training to the Joseph Clarke School for the Visually Impaired to train them to cater for the needs of visually impaired pupils better. The school receives periodic visits from the SEN advisory teacher to give further advice on catering for the needs of visually impaired children and for the specific needs of the pupils	Short term Pupils with severe visual impairment are better catered for. Medium term Pupils with sensory disabilities are better catered for. Long term Pupils of all abilities can access all aspects of the curriculum, including play, prayer and lunch, wheelchair users are better catered for.	Short term		
			1) Acquire large colour copies of published textbooks from publishers.	Subject leaders	01/09/19
			2) Acquire large colour copies of books for the library.	English leader	01/09/19
			Medium term		
			3) Acquire specialist equipment to support children with ASD.	SENDCo	Upon enrolment of a child with ASD.
			4) Acquire Braille copies and audio versions of published textbooks from publishers.	Subject leaders	Upon enrolment of a child who reads Braille. 30/09/16 for severely visually impaired.
			5) Acquire Braille copies and audio versions of books for the library.	English leader	Upon enrolment of a child who reads Braille. 30/09/16 for severely visually impaired.
			6) Obtain reliable access to an audio book library.	SENDCo	Upon enrolment of a child who reads Braille. 30/09/16 for severely visually impaired.
			Long term		
7) Acquire specialised PE equipment for	PE Subject Leader	Upon enrolment of a wheelchair			

	<p>statemented for that.</p> <ol style="list-style-type: none"> 4. As a statement is in place close 1:1 adult support is provided for two pupils with severe visual impairment. 5. Membership with RNIB library service which posts modified books for the visually impaired. 6. A 'jingling bell' ball has been acquired for use during weekly tag rugby sessions for the visually impaired. 7. Personal laptops were recently replaced and relevant software installed and used weekly to increase speed of touch typing skills. 8. Lift installed in new school site to increase quick access to all parts of the school building and thus provision. 9. Height adjustable table is provided in every classroom of the new school 		<p>wheelchair users to meet NC objectives.</p> <ol style="list-style-type: none"> 8) Acquire specialised IT equipment for paralysed wheelchair users. 	<p>Computing Subject Leader</p>	<p>user.</p> <p>Upon enrolment of a wheelchair user.</p>
<p>2. Improve and maintain access to the physical</p>	<ol style="list-style-type: none"> 1. Wheelchair wide corridors and doors. 2. Hand rails on staircases. 	<p>Short term Facilitate sensory way finding for pupils.</p> <p>Medium term</p>	<p>Short term</p> <ol style="list-style-type: none"> 1) Use different paint textures for each area of the school when refurbishing the school to allow sensory way finding. <p>Medium term</p>	<p>Caretaker</p>	<p>The school is moving to new EFA build premises so this will be included on next refurbishment.</p>

environment	<ol style="list-style-type: none"> 3. Supervised school gate. 4. Disabled toilets installed on every floor. 5. Accessible classrooms and tables with space for learning aids and assistants alongside. 6. Staff reduce stimuli for children who need to avoid sensory overload by varying the place and environment of those children in the classroom. 7. Lift installed in new school site to increase quick access to all parts of the school building and thus provision. 8. Height adjustable table is provided in every classroom of the new school. 9. Install ergonomic door handles installed 	<p>The school environment can be accessed and navigated by all pupils including those with weak muscles and wheel chair users.</p> <p>Long term The school grounds are a safe and pleasant environment for all and disabled pupils can make their way around the play areas safely and securely and relatively easily.</p>	2) Acquire an evacuation chair and ensure an appropriate number of staff members are trained to use it.	H&S Leader	Upon enrolment of a wheelchair user.
			Long term		
3. Improve the delivery of written information to pupils	<ol style="list-style-type: none"> 1. Newsletters and bulletins are emailed to parents to share with pupils on electronic devices. 2. Texts, worksheets and the like are enlarged via photocopying and printing for use by the visually impaired. 	<p>Short term Improved written information for the visually impaired through enlargement of existing text.</p> <p>Medium term Improved written</p>	Short term		
			Create enlarged versions of newsletters and letters to parents.	Support LSA or class teacher	All information is already sent to parents by email that allows enlargement on screens.
			Have enlarged versions of posters and signs around the school at pupil height put up.	Support LSA or Deputy Head	January 2019
			Medium term		

<p>3. Staff members act as scribes or readers to pupils requiring it.</p> <p>4. A magnifying visualiser is used to magnify books.</p> <p>5. The school has a subscription with the postal library service of the RNIB.</p>	<p>information for the visually impaired through audio and better lighting.</p> <p>Long term Improved written information for the visually impaired through Braille and other equipment.</p>	Create audio versions of newsletters and letters to parents.	Support LSA or Deputy Head	Upon enrolment of a child requiring it.
		Long term		
		Create Braille versions of newsletters and letters to parents.	Support LSA or Deputy Head	Upon enrolment of a child requiring it.
		Have some items on display in Braille and some display items enlarged.	Support LSA or Deputy Head	Upon enrolment of a child requiring it.
		Acquire a set of tablets and electronic devices such as Kindle, that can be sent home with children to display and magnify well lit books, newsletters and the like.	Deputy Head or SENDCo	03/09/18 for at least 2.

Section 4: Access Audit

Note

The school is scheduled to move in September 2018 to a new building which is a new build built to EFA specification and includes disabled access.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys: upper storeys are accessible by a lift.	None	N/A	N/A –see above note.
Corridor access	Wheelchair width	Keep clear corridors of tables and chairs etc.	Caretaker and H&S lead	On going.
Parking bays	There are parking bays available for disabled access on the school grounds.	None	N/A	N/A
Entrances	<p>The building’s main entrance is flush with the street pavement and has wheelchair accessible double doors. Access to the school is via a secure lobby and another set of doors, which are electronically locked.</p> <p>Electronically locked doors are also linked to the fire alarm system, in case of a fire/emergency, the activation of fire alarm system releases doors to safe open position.</p> <p>The ground floor has two further playground entrances which are likewise flush to ground level.</p> <p>Reception classrooms also have exit doors to a play area which is flush with playground floor level.</p> <p>The playground leads to school boundary vehicle and pedestrian gates, which are used for access to the school premises.</p>	None	N/A	N/A

Toilets	All level with the corridor. There are pupil toilets and one disabled toilet on each floor. There are three disable access toilets on the ground floor.	None	N/A	N/A
Reception area	There is room for two wheelchairs in this space.	None	N/A	N/A
Internal signage	This is at child height but not at wheelchair height nor in Braille nor enlarged for the visually impaired.	Put signs at wheelchair height and enlarge signs and create Braille ones for the visually impaired – as above.	Deputy Head	Enlarged: 14/10/18 Braille: when a pupil enrolls who reads Braille.
Emergency escape routes	PEEPs (personal emergency evacuation plans) are in place for disabled pupils. There is a lift and built-in designated safe spaces in the stairwells for those with access difficulties whether wheelchair users or otherwise.	Ensure every room has a labeled diagram of designated escape route. Put up enlarged signs and displays for the visually impaired and Braille versions too.	Deputy Head	14/10/18 Braille: when a pupil enrolls who reads Braille.

Version History

Version Number	Date
EAP.17-18.3	18/05/18