



Accessibility Plan

Date of last review: June 2024

Date of next review: August 2025

Darul Madinah Accessibility Plan

Principles

At Darul Madinah, we feel the needs of the child are very important. Our aim is to ensure that all children regardless of gender, race, class or disability will have the right to:

- A broad and balanced curriculum.
- Be valued and confident and have their self-esteem enhanced.
- Be cared for and educated within a warm, inviting, stimulating and well-resourced environment, where diversity is valued and there's respect for every individual child.
- Access play materials in a warm caring atmosphere that values all the children irrespective of whether they are disabled or nondisabled.
- To provision that is inclusive.

Definition of Special Educational Needs

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities (i.e. curriculum) of a kind, provided for children of the same age in nurseries within the area of the local education authority.
- Is younger than five and falls into the definition of the first two points or would do if special educational provision was not made for the Darul Madinah.

A child must not be regarded as having a learning disability solely because the language of the home is different from the language in which he or she will be cared for.

The Department for Education (DfE) published the Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code, and was updated in January 2015.

The code reflects the changes introduced by the Children and Families Act 2014.

All early years/Schools must have regard to what the code of practice says whenever decisions are taken relating to children with special educational needs (SEN) or disabilities.

The Area Special Educational Needs Co-ordinator

The Area Special Educational Needs Co-ordinator for Slough Borough Council will provide support and guidance to the Manager/Headteacher of Dar-ul Madinah. The Manager/Headteacher will work alongside the child's key worker and parent/carer to ensure the Child's additional needs are met.

The Manager/Headteacher will work alongside the child's teacher to ensure that we:

- Work in full partnership with parents/carers.
- Take into account the views of the child.
- Ensure that relevant background information about individual children with special education needs is collected, recorded and updated.
- Ensure that appropriate Individual Education Plans (IEP's) are in place.
- Ensure that Individual Education Plans are reviewed regularly.
- Liaise with outside agencies.
- Attend SENCO network meeting.
- Advice and support other staff in the setting.

Local authority role

One of the key functions of the local authority is to provide advice on and access to the services that may be able to offer additional support for young children in early years settings. Catherine Woodbridge and Sarah Covell, Early Years SENCO will be available to advise Darul Madinah when required.

At Darul Madinah we have special facilities that include:

- Wheelchair access.
- 3 disabled car spaces near the front entrance
- Disabled toilet facilities.
- Assistance with personal care needs will be done in a private and dignified manner.
- Caring, experienced staff that are sensitive and flexible towards the needs of the children.
- Resources that can be adapted.
- A specifically designed sensory gym area.
- Furniture that is moveable so we can create a positive and safe environment and make all areas accessible for each need.
- Makaton level 1 and level 2 trained staff member
- Staff members trained in special needs.
- Kwalker for a child that has physical needs.
- Evacuation trolley to use for SEN children when evacuating the building. (if needed)
- Adjustable chair for a child to access all resources at the same level as other children.

Access Audit

Darul Madinah is a one-storey building with wide corridors and several access points from outside. The main entrance into the building is accessible to all, with wide corridors leading to the different rooms i.e., the Manager/Headteacher office, and toilets. Doors leading to the garden are double doors, manageable for wheelchair users. There is a ramp for wheelchair access from the main reception door. On-site car parking for staff and two dedicated disabled parking bays. All entrances to Darul Madinah are either flat or ramped and all have wide doors fitted. The main entrance features a low reception desk, this being fully accessible to wheelchair users. There is a disabled toilet available in the main reception corridor which is fitted with a handrail. The children's toilet facilities can accommodate a child's size wheelchair. Darul Madinah has internal emergency signage and escape routes are marked.

Action Plan

Aim 1: To continue to develop access to the curriculum for children with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in Darul Madinah community for children and prospective children, with a disability.

SHORT TERM	SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with other providers and parents to review potential new intake	To identify children who may need additional support or different provision from next intake	Sept 2023	Headteacher	Procedures/equipment/ ideas in place by Sept2023
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2023/2024	Headteacher	All policies clearly reflect inclusive practice and procedure
	To establish close relationships with parents	To ensure collaboration and sharing between Darul Madinah and families.	Ongoing throughout 2023/2024	Headteacher All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for children with ongoing health needs. E.g., children with severe allergies, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2023/2024	Headteacher All staff Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for	CPD for staff to access regular training to support children	Ongoing	Headteacher (SENCO)	Advice taken and strategies evident in Darul

	all children. A differentiated curriculum. A range of support staff. Use of interactive ICT equipment Specific equipment sourced from occupational therapy/lending library/physiotherapist	with a disability. The use of earlier age bands in the EYFS to help develop more relevant learning opportunities and assessment of progress for children with disabilities.		All staff Area SENCO Educational Psychologist	Madinah practice.
MEDIUM TERM	MEDIUM TERM	Targets Strategies	Timescale	Responsibilities	Success Criteria
	Provide all SEN children with Individual Education Plan.	SENCO/key person meetings to look at support plans (IEP's) Scrutiny of assessment system Regular liaison with parents	Ongoing	Headteacher SENCO	Progress made towards SEN Support Plan Outcomes (IEP) Provision mapping shows clear steps and progress made
	To promote the involvement of disabled children in group discussions/activities To take account of variety of learning styles when teaching	within the Curriculum, Darul Madinah aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled children to participate successfully in activities • Creating positive images of disability within Darul Madinah so that children grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole team Approach	Variety of learning styles and multi- sensory activities evident in the planning. Ensuring that the needs of all disabled children, parents and staff are represented within Darul Madinah.

LONG TERM	LONG TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short- and long-term targets annually	Same as above	Annually	Director Headteacher SENCO	All children making good progress.

Aim 2: To improve the physical environment of Darul Madinah to increase the extent to which disabled children can take advantage of education.

SHORT TERM	SHORT TERM	Targets Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of Darul Madinah environment	Darul Madinah will take account the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and more accessible facilities and fittings.	Ongoing	Director Headteacher	Enabling needs to where possible.
	Ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their special	Ongoing	All staff	Focused, purposeful environment.

		needs and disabilities.			
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Support plan Process. Include questions in the initial information gathering forms about parents/carers' access needs and ensure they are met in all events.	With Immediate effect, to be constantly reviewed	All staff	Enabling needs to where possible be met
	To ensure that the medical needs of all children are met fully within the capability of the Darul Madinah.	To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Director Headteacher HV Occupational Health Portage	
	Ensuring disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off & collect children • Arrange interpreters from the Slough Borough Council to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole Darul Madinah team with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	MEDIUM TERM	Targets Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	Darul Madinah to continue to have strong links with Schools in Slough Local Authority and	Ongoing	Director Headteacher All staff	Improved awareness of disabilities/the wider community of Berkshire and

		the wider community.			the world and their needs Improved community cohesion
LONG TERM	LONG TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop outdoor facilities.	Look for funding opportunities	Ongoing	Whole Darul Madinah approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around Darul Madinah are as safe as possible.	Communication with parents via safety messages through class family/letters/WhatsApp	Ongoing	Whole Darul Madinah	No accidents

Aim 3: To improve the delivery of information to disabled children and parents.

SHORT TERM	SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Ask parent how their needs can be met. Use interpreter if needed	Ongoing	Headteacher Staff team	Two-way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware.	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support children/parents with visual impairments. • Auditing Darul Madinah books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around Darul Madinah to ensure that is 			

		accessible to all is a valuable exercise.			
MEDIUM TERM	MEDIUM TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring Darul Madinah's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> Records passed from childcare/other private provider during transition period Annual reviews Support Plan meetings Medical forms updated regularly for all children EHCP's Significant health problems – children's photos displayed in kitchen area/info kept in separate file in study 	Annually	ALL STAFF	Outside agencies Each staff member aware of disabilities of children in their family groups and the whole group
LONG TERM	LONG TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In Darul Madinah record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	Headteacher Director	Effective communication of information about disabilities throughout Darul Madinah

Accessibility Considerations for Year 5 and 6 Cabins for wheelchair user

Plan	Details	Timescale	Responsibilities	Success Criteria
Reallocation of classes	Move Year 3 and 4 classes (without wheelchair users) to upstairs cabins; move Year 5 and 6 classes downstairs	Beginning of new term	Headteacher, Classroom Teachers	Year 5 and 6 classes with wheelchair users are located in accessible ground-floor cabins
Install wheelchair ramp	Ensure a ramp is installed for wheelchair access	Before new term starts	Director	Wheelchair ramp is in place, providing easy access to the cabins
Widen doorways	Ensure doorways are wide enough for wheelchair access	Ongoing renovations	Director	Doorways are widened to meet accessibility standards
Classroom space	Ensure classrooms have enough space for wheelchair navigation	Ongoing	Classroom Teachers, Director, Headteacher	Classrooms are arranged to allow easy movement for wheelchair users

By implementing these strategies, the school can ensure that it meets the needs of all students, including those who require wheelchair access, providing an inclusive and supportive environment.