



*Darul Madinah will nurture our learners into model citizens that exemplify the
Inherent values of Islam make a positive contribution to the community and
are champions of their faith.*

Accessibility Plan Policy (School and Nursery)

This policy is in line with the Mission Statement of the School

Document Control

- **Policy Status:** Statutory
- **Owner:** Directors
- **Date of Last Review:** August 2026
- **Date of Next Review:** August 2027
- **Review Period:** Annually

Darul Madinah

Mission Statement

Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

1. Introduction

This Accessibility Plan has been prepared in accordance with the Equality Act 2010 and Schedule 10 relating to accessibility for disabled pupils.

Darul Madinah is committed to ensuring equal opportunities for all pupils, staff, parents, carers and visitors regardless of disability, special educational needs, medical needs or additional needs.

The school and nursery aim to:

- Increase access to the curriculum for pupils with disabilities and SEND.
- Improve the physical environment to enable pupils with disabilities to take better advantage of education, facilities and services.
- Improve the availability and accessibility of written information for pupils, parents, carers and visitors with disabilities.
- Make reasonable adjustments for disabled pupils, staff and visitors.
- Foster an inclusive environment where all children feel valued, respected and supported.

This policy should be read alongside:

- SEND Policy
- Equality Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Fire Safety and Emergency Evacuation Procedures

2. Definition of Disability and SEND

Darul Madinah recognises its duties under the Equality Act 2010.

A person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school and nursery also follow the SEND Code of Practice (2015).

A child may have special educational needs if they:

- Have significantly greater difficulty in learning than others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age.
- Require special educational provision to support access to learning.

Children must not be regarded as having SEND solely because English is an additional language.

3. Principles

At Darul Madinah we believe every child has the right to:

- A broad, balanced and appropriately differentiated curriculum.
- Feel safe, valued and respected.
- Learn within a caring, stimulating and inclusive environment.
- Access learning, play and enrichment opportunities.
- Develop confidence, independence and self-esteem.
- Receive support that enables them to achieve their potential.

The school and nursery are committed to inclusive practice and removing barriers to learning and participation wherever possible.

4. Roles and Responsibilities

Directors/Governing Body

The Directors/Governing Body will:

- Ensure the Accessibility Plan is reviewed annually.
- Monitor accessibility arrangements.
- Ensure sufficient resources are available to implement the plan.
- Ensure compliance with statutory duties.

Headteacher

The Headteacher will:

- Oversee implementation of this policy.
- Monitor accessibility arrangements.
- Liaise with external agencies and professionals.
- Ensure staff training is provided where necessary.
- Ensure reasonable adjustments are implemented.

SENCO

The SENCO will:

- Coordinate SEND provision.
- Support staff with inclusive practice.
- Liaise with parents and outside agencies.
- Monitor SEN Support Plans and provision.
- Support accessibility planning for individual pupils.

Staff

All staff will:

- Promote inclusive practice.
- Implement reasonable adjustments.
- Ensure pupils can access learning opportunities.
- Follow SEN Support Plans, medical plans and risk assessments.
- Maintain high expectations for all pupils.

5. Current Accessibility Arrangements

Darul Madinah currently provides:

- Wheelchair accessible entrances.
- Ramp access where required.
- Wide corridors and accessible doorways.
- Disabled toilet facilities.
- Disabled parking bays.
- Flexible classroom layouts.
- Sensory provision and adapted resources.
- Staff trained in SEND support.
- Makaton trained staff.
- Adjustable furniture and specialist equipment where required.
- Accessible learning resources.
- Inclusive teaching approaches.
- Individual risk assessments where necessary.
- Support for pupils with medical conditions.
- Evacuation support equipment where required.

The school and nursery continually review facilities and provision to improve accessibility.

6. Access to the Curriculum

Darul Madinah aims to ensure all pupils can access a broad and balanced curriculum.

This may include:

- Differentiated teaching.
- Visual supports and adapted resources.
- Multi-sensory teaching approaches.
- Use of assistive technology.

- Specialist interventions.
- SEN Support Plans and provision mapping.
- Access arrangements.
- Additional adult support where appropriate.
- Adapted assessments.
- Collaboration with outside agencies.
- Use of specialist equipment.

The school and nursery work closely with:

- Parents and carers
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Health professionals
- Local authority services
- SEND advisory teams

7. Physical Environment

Darul Madinah is committed to improving the physical environment to increase accessibility.

Consideration is given to:

- Classroom layout and movement space.
- Lighting and acoustics.
- Safe evacuation procedures.
- Accessibility of entrances and exits.
- Sensory needs.
- Outdoor learning and play areas.
- Signage and wayfinding.
- Accessible toilet facilities.
- Furniture and specialist equipment.

Where necessary, Personal Emergency Evacuation Plans (PEEPs) will be developed for pupils, staff or visitors.

8. Accessibility of Information

Darul Madinah aims to ensure information is accessible to all.

This may include:

- Larger print documents.
- Simplified language.
- Visual communication aids.
- Verbal explanation of written information.
- Translation or interpreter support where possible.

- Accessible digital communication.
- Clear signage around the site.
- Accessible website content.
- Accessibility consideration for online learning platforms and electronic systems.

The school and nursery will work with parents and carers to identify individual communication needs.

9. Medical Needs

The school and nursery will work with parents, carers and healthcare professionals to ensure pupils with medical conditions are appropriately supported.

Where necessary:

- Individual Healthcare Plans will be implemented.
- Staff training will be provided.
- Risk assessments will be completed.
- Medication procedures will be followed.
- Emergency procedures will be established.

10. Reasonable Adjustments

Darul Madinah will make reasonable adjustments to ensure disabled pupils, staff and visitors are not placed at a substantial disadvantage.

Reasonable adjustments may include:

- Adaptations to teaching approaches.
- Changes to routines.
- Additional support.
- Environmental adaptations.
- Specialist equipment.
- Alternative methods of communication.
- Flexible arrangements for activities and visits.
- Accessibility arrangements during educational visits and enrichment activities.
- Adjustments to recruitment processes and working arrangements for staff where appropriate.

Accessibility requirements will also be considered when planning site developments, refurbishment projects or significant changes to the learning environment.

11. Staff Training

The school and nursery are committed to ongoing professional development.

Staff training may include:

- SEND awareness
- Autism awareness
- Medical needs
- Makaton
- Manual handling
- Safeguarding
- Inclusive teaching strategies
- Accessibility awareness

Training needs are reviewed regularly.

12. Monitoring and Review

The Accessibility Plan will be:

- Reviewed annually.
- Monitored by the Headteacher, SENCO and Directors.
- Updated in response to changes in legislation, provision or pupil needs.

The effectiveness of the plan will be evaluated through:

- Learning walks
- Parent feedback
- Pupil voice
- Staff feedback
- Accessibility audits
- SEND reviews
- Health and safety reviews

13. Accessibility Action Plan 2025–2028

Aim 1: Increase Access to the Curriculum

Target	Actions	Timescale	Responsibility	Success Criteria
Identify pupils requiring additional support before admission	Liaise with parents, previous settings, external agencies and local authority professionals prior to admission where possible	Ongoing	Headteacher, SENCO	Appropriate support and provision in place before admission
Ensure all statutory policies reflect inclusive practice	Review policies annually to ensure compliance with Equality Act 2010 and SEND Code of Practice	Annually	Headteacher, Directors	Policies reflect inclusive practice and legal compliance
Strengthen parental partnerships	Hold regular meetings with parents/carers and involve them in decision-making regarding support	Ongoing	SENCO, Staff	Positive relationships and collaborative support
Improve staff knowledge and confidence	Deliver regular CPD on SEND, autism, medical needs, adaptive teaching and accessibility	Ongoing	Headteacher, SENCO	Staff demonstrate effective inclusive practice
Improve access to the curriculum for pupils with SEND and disabilities	Use differentiated teaching, visual supports, assistive technology and adapted resources	Ongoing	All Staff	Pupils access learning successfully
Ensure effective provision mapping and support planning	Review SEN Support Plans and provision maps termly	Termly	SENCO	Measurable progress evidenced
Increase pupil participation in all activities	Adapt activities, educational visits and enrichment opportunities where needed	Ongoing	Staff Team	Increased participation and inclusion

Improve access to specialist support	Liaise regularly with Speech and Language Therapy, Occupational Therapy, Educational Psychology and other agencies	Ongoing	SENCO	External recommendations implemented effectively
Improve access for pupils with ASD and sensory needs	Use sensory strategies, visual timetables, structured routines and calm spaces	Ongoing	Staff Team	Improved engagement and regulation

Aim 2: Improve the Physical Environment

Target	Actions	Timescale	Responsibility	Success Criteria
Maintain wheelchair accessibility	Ensure ramps, entrances and pathways remain accessible and safe	Ongoing	Directors, Site Team	Accessible environment maintained
Improve classroom accessibility	Arrange classrooms to allow safe movement and flexible seating arrangements	Ongoing	Teachers	Pupils move safely and independently
Improve sensory environment	Provide calm areas, sensory resources and low-distraction learning spaces where appropriate	Ongoing	SENCO, Staff	Reduced barriers to learning
Improve lighting and signage	Review lighting, visual signage and wayfinding around the site	Annually	Headteacher	Improved accessibility and navigation
Ensure disabled toilet facilities remain suitable	Regularly inspect and maintain accessible toilet facilities	Ongoing	Site Team	Facilities remain safe and accessible
Improve accessibility for parents and visitors	Ensure meetings and events are accessible and	Ongoing	Office Staff, Leadership Team	Parents and visitors can fully participate

	adjustments are offered where required			
Ensure safe emergency evacuation	Develop and review Personal Emergency Evacuation Plans (PEEPs) where necessary	As required	Headteacher, Health & Safety Lead	Safe evacuation procedures in place
Improve outdoor accessibility	Review playgrounds and outdoor learning spaces to ensure inclusion	Ongoing	Directors, Staff	Accessible outdoor provision
Review accessibility of additional classrooms/cabins	Ensure temporary buildings or cabins are wheelchair accessible and safe	Ongoing	Directors	Full access to all learning spaces

Aim 3: Improve Accessibility of Written and Digital Information

Target	Actions	Timescale	Responsibility	Success Criteria
Improve communication with parents/carers	Provide information verbally or in alternative formats where required	Ongoing	Office Staff	Parents understand key information
Improve accessibility of written materials	Review letters, policies and signage to ensure readability and accessibility	Annually	Leadership Team	Accessible information available
Support parents with hearing or visual impairments	Offer interpreter support or adapted communication methods where possible	Ongoing	Leadership Team	Effective two-way communication
Improve digital accessibility	Ensure electronic communication systems and online information are accessible	Ongoing	Leadership Team	Parents can access digital communication
Improve awareness of accessibility needs	Gather information regarding accessibility needs during admissions and reviews	Ongoing	SENCO, Office Staff	Needs identified early

Ensure staff awareness of medical and accessibility needs	Maintain updated records, healthcare plans and emergency information	Ongoing	All Staff	Staff aware of pupil needs
Improve record keeping systems	Regularly review SEND, medical and accessibility records	Annually	Headteacher, SENCO	Accurate and effective record systems

Monitoring and Evaluation of the Action Plan

The Accessibility Action Plan will be monitored through:

- SEND reviews
- Learning walks
- Accessibility audits
- Health and Safety inspections
- Parent and pupil feedback
- Staff feedback
- Governor/Director monitoring visits
- Annual policy review

Progress against targets will be reviewed annually and updated where necessary.

14. Accessibility Considerations for Additional Buildings/Classrooms

Where temporary classrooms, cabins or additional teaching spaces are used, Darul Madinah will ensure:

- Wheelchair access is available.
- Ramps are installed where necessary.
- Doorways are accessible.
- Furniture layout supports safe movement.
- Emergency evacuation arrangements are appropriate.
- Pupils with disabilities are not disadvantaged.

15. Equality Impact

Darul Madinah will consider equality implications when making decisions regarding:

- Curriculum
- Staffing
- Site developments
- Educational visits
- Communication
- Policies and procedures