



SCHOOL DDA (ACCESSIBILITY) PLAN

School name: Lady Aisha Academy

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3-year period covered by the plan: 2021-2024

Lady Aisha Academy DDA plan

Introduction

Lady Aisha Academy will have three key duties towards disabled pupils, under Part 4 of the DDA:

- > not to treat disabled pupils less favourably for a reason related to their disability;
- > to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- > to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Principal of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- > increasing the extent to which disabled pupils can participate in the school curriculum;
- > improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- > improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

At Lady Aisha Academy we try to provide effective learning opportunities for all pupils by modifying, as necessary, the National Curriculum programme of study to provide all pupils with relevant and appropriately challenging work at each key stage. We aim to follow the following three principles for inclusion:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

As a small school we are committed, as far as we are able, to offering the best opportunities for all pupils and to the wider community.

1B: Information from pupil data and school audit

The school will cater for girls from age 11 to 16. We understand the wide nature of disability as defined under DDA with regard to mobility, manual dexterity, physical co-ordination, ability to lift/carry, speech, hearing and sight, memory/concentration, continence, and perception of physical danger. We do recognise the responsibility to cater for all as far as we are able and that we need to plan for all eventualities as is practicable given realistic expectations and very limited budget.

As a school we plan to have close links with specialist support services whose expertise we can draw upon for training and advice for specific needs of pupils. As a small school we will try to be forward looking and plan flexibly for the needs of all our pupils on a long and short term basis. Our policies are as inclusive as we can make them and are adaptable.

An annual review of needs of pupils currently in school and likely to come with regard to access to building and curriculum.

2. The main priorities in the school's plan

2A: To plan access of disabled pupils (if admitted) to the school curriculum

The school is organised into 3 separate learning areas all with flexible furniture layout which can be moved about depending on the needs of the pupils or the curriculum. The help of hearing impairment unit, the physiotherapy units, and sight impairment units will be sought when a child presents with some physical disability, and the aspergers and autism outreach team will also be consulted for advice where necessary.

The school will in the future pursue full dyslexia friendly status and will have a continuous programme of training for staff to enable pupil's access to the curriculum. There needs to be a list of useful contacts that can be called upon for advice when children present with a 'disability' so that prompt action is taken. Specific items and learning programmes will be bought in to help children access the curriculum e.g. talking tins, active literacy kit, pencil holders, coloured papers etc.

Support staff will be deployed carefully and flexibly to support pupils where there is greatest need and the timetable is also flexible to ensure appropriate support. Training will be targeted at specific staff for specific pupils as necessary.

Awareness of 'disabilities' will be raised with pupils through circle times where programmes such as 'the circle of friends' are introduced, stories are read and difficulties are explained to help other children and staff to understand, as much as they are able, why people sometimes act as they do and how they can help.

Each 'disability' must be considered individually in a small school such as ours, especially in regard to access to extra curriculum and recreation activities. We can ensure that appropriate transport and support is ordered for school trips and ensure that the activities are accessible and appropriate. For special events staff need to ensure children are placed appropriately to

maximise their inclusion e.g. near front, back, away from light etc and that people delivering the sessions are aware of specific disabilities.

Free movement around the school and onto the playground, lunch, PE and playtimes would be difficult at present for wheelchair users/ children with limited mobility as there are steps on the path using the back entrance as well as not enough width for a wheelchair to pass through at one point. This is due to building work taking place at the front car park area, making it difficult to use the front entrance. The alternative would be to access the school from the front by creating a secure path at the side of the car park.

The school has set the following overall priorities for increasing curriculum access: reviewing all activities to ensure inclusion of all pupils in school at that time ensuring all staff fully briefed on the needs of pupils; creating internal access to both levels of the school.

The school at present has the following to ease disability access:

- 1) Easy access through main doors into school;
- 2) Ramp and Handrail to main door;
- 3) Disabled Toilet;
- 4) Disabled parking bays.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

For safety we need to assess the need for disabled exit routes for emergency use. As the school is repainted and areas refurbished visual contrasts, elimination of glare when choosing materials/ colours will be considered. Advice will be sought re induction loops as and when there is a need for pupils/staff with hearing impairments.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Bearing in mind the age of the pupils who attend this school and the close relationship that we build with parents/carers information will be provided in the format which is most suitable for the needs of individual children. Consideration will be made concerning information which is sent home, depending on the needs of parents and also differentiated approaches in the delivery of information, either written, auditory or through face to face.

3. Making it happen

3A: Management, coordination and implementation

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

Improve the accessibility of the main school entrance by creating a secure path at the side of the car park.

Improve visual contrast where necessary within and between classrooms.

3B: Getting hold of the school's plan

The school has set the following priorities for making its plan available:

The plan can be requested via email or telephone.

Further Information: Please refer to Examinations Access Arrangements and Reasonable Adjustment Policy 2021 – 2022

Reviewed: N Aslam August 2021

Review date: August 2022