



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS

FAITH • LEARNING • LIFE

ACCESSIBILITY PLAN

Document Control

This policy has been approved for operation within:	Manchester Islamic Grammar School for Girls
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Owner:	MIGSG
Approved by:	Mr Aman Sheikh Trustee responsible for H&S

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff, parents, visitors and contractors who visit the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p> <p>Lifts and ramps enable access to the majority of the school site</p> <p>Classroom layout can be adapted for students – e.g. hearing impaired students are seated at the front of the classroom</p> <p>Relevant staff trained in the use of Evac chair and diabetes training</p>	<p>All students have access to and participate in all practical physical activities</p> <p>Increase in students participation, confidence and achievement levels</p>	<p>Look into the possibility of introducing induction loops if student comes to school who wears a hearing aid</p> <p>Investigate and purchase as required software licences and ICT equipment – modify ICT equipment to suit needs of individual students</p> <p>Review of re-rooming on timetable to cater for needs of disabled students, including during examinations if required</p> <p>Regular review of curriculum to ensure full accessibility</p>	<p>SENDCo</p> <p>IT Manager in conjunction with SENDCo</p> <p>SLT responsible for timetabling</p> <p>SLT responsible for curriculum</p>	<p>Only if required</p> <p>Ongoing</p> <p>Only if required</p> <p>Ongoing</p>	<p>Fewer disaffected and underachieving students</p> <p>Students are better able to access learning resources</p> <p>Students able to access class and homework successfully</p> <p>Re-rooming processes are efficient and avoid time loss from lessons</p> <p>Removal of barriers to learning and participation</p> <p>Students working at their own level and achieving target grades/levels</p>

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	Medical care plans in place for students who have diabetes or epilepsy					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs to students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators – lift pass required for student use • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Relevant staff trained in the use of Evac chair and diabetes training</p> <p>Medical care plans in place for students who have diabetes or epilepsy</p> <p>Room changes made for any rooms that cannot be accessed by disabled person</p> <p>Students who have physical disabilities have individual risk assessments in place – lift passes can be given where appropriate and changes are made to allow these students to use the lifts between lessons (leaving 2 minutes before end of lesson – travelling time). Student who</p>	<p>Aim to ensure all students have opportunity to participate in trips and visits, irrespective of disability</p> <p>Staff receive the necessary training to teach and support students with disabilities</p>	<p>Outside steps to be marked with yellow edging to make sure they are visible to all</p> <p>Ramps to be costed for courtyard area for wheelchair access</p> <p>Anti-slip traffic paint for high use areas outside</p>	<p>Caretaker</p> <p>Trust</p> <p>Caretaker</p>	<p>Ongoing</p> <p>If required</p> <p>Ongoing</p>	<p>Lifts and ramps make upper rooms accessible for all students</p> <p>No accidents/trips occur on the steps</p> <p>Disabled students (wheelchair) able to access outside courtyard</p> <p>Safer and easier access for students around the school site</p> <p>Wheelchair access – no barriers to access on ground floor</p>

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	<p>need the lift will be accompanied by a staff member and another student who will carry her bag</p> <p>All rooms have clear H&S notices e.g. fire evacuation notices and procedures</p> <p>Trips and visits are planned in advance – assessment is undertaken of any adaptations required</p> <p>Nurses room – separate toilet and shower facilities available</p>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>We adapt teaching resources to meet the needs of those with visual impairments or learning needs including those with dyslexic tendencies who need specialized coloured paper and particular fonts</p> <p>If required we will provide information in large print for students and prospective students and parents who may</p>	<p>To consider ways to improve access for students and parents with disabilities to written information, for example if requested we will provide material in user friendly formats e.g. coloured paper for parents with dyslexia</p> <p>Useful information could possibly be translated into commonly used languages (e.g. Urdu and Arabic) for parents who cannot</p>	<p>Look into the production of resources in braille if student comes to school who can only read in braille – signage to be created around school with relevant braille markings in place</p> <p>Look into the possibility of producing certain pieces of important information in other commonly used languages (e.g. Urdu</p>	<p>SEND Co</p> <p>H&S Co</p> <p>Admin staff</p>	<p>Only if required</p> <p>Only if required</p> <p>As and when information is produced</p>	<p>Publications are accessible to all stakeholders in the appropriate formats</p> <p>Students and parents can access information fully</p> <p>Effective exchange of information</p> <p>Staff following advice and students receiving modified material</p>

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	<p>have difficulty with standard forms of printed information</p> <p>Modified exam papers where required</p> <p>Medical conditions list is provided to all staff at the beginning of the academic year – training is provided to all relevant staff</p> <p>Students and staff members who have disabilities (long term or temporary) are provided with individual risk assessments</p>	read English	and Arabic)			

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Trustees / Health & Safety Committee / the Executive Headteacher

It will be approved by the Trustees / Health & Safety Committee / the Executive Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy