

**DARUL ULOOM**  
**ACCESSIBILITY POLICY**  
**September 2024**



**Ratified by the Trustee: 30 August 2024**  
**Signed by the Trustee: 30 August 2024**

**To be reviewed: 01 September 2025**



This policy should be read in conjunction with:

1. Safeguarding policy
2. Equalities policy
3. SEN policy
4. Behaviour policy
5. Anti-bullying policy

## **CONTENTS**

<b>1. Introduction</b>	<b>Page 4</b>
<b>2. Aims</b>	<b>Page 4</b>
<b>3. Provisions for disabled</b>	<b>Page 4</b>
<b>4. Expectations of staff</b>	<b>Page 5</b>
<b>5. Gather information from pupil data and school audit</b>	<b>Page 5</b>
<b>6. Making it happen, bring the DDA into action</b>	<b>Page 6</b>
<b>7. DDA Audit and Consultation</b>	<b>Page 6</b>
<b>8. Management, coordination and implementation</b>	<b>Page 7</b>
<b>9. Getting hold of the school's accessibility plan</b>	<b>Page 7</b>

## **1. Introduction**

Our Vision - Darul Uloom is an inclusive, positive, happy, and caring school where pupils have equal opportunities, regardless of their abilities and needs.

In this Accessibility Plan, we will outline how we can promote disability equality for all disabled pupils, trustees in charge, staff, parents, and visitors to our school. We also must publish our Accessibility Action Plan (under DDA requirements), which explains how we are doing this now and what we plan to do over the next three years, from September 2022 to 2025.

Darul Uloom is not a specialist school with no specialist resources. School fees solely fund the school and is a non-profit organisation. We are a welcoming school and welcome all applications regarding equal opportunities. The school accepts applications from all prospective pupils. Our admission policy does not discriminate against a prospective disabled applicant. Please note that applications from prospective disabled pupils and staff will be assessed individually. Meetings before applying are welcomed and strongly encouraged.

### **Definitions of disability**

Disability is defined by the Disability Discrimination Act (DDA) within the Equality Act 2010 as one of the Protected Characteristics: 'A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on her or his ability to carry out normal day to day activities.'

## **2. Aims**

It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.
- reduce and eliminate barriers to accessing the curriculum.
- enable inclusive and full participation in the school community for all students and prospective students with a disability
- Ensure community groups abide by our Accessibility plan.

Using information from key stakeholders, parents, and external providers, Darul Uloom aims to provide a broad and balanced curriculum that is differentiated and adjusted to meet the needs of disabled pupils. We endorse the key principles of the National Curriculum framework, which underpin the development of a more inclusive curriculum. The school's work on developing a creative curriculum continues to be driven by these same underlying principles of responding to individuals' needs and trying to overcome potential barriers to learning. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. See the section below: Management, coordination and Implementation

## **3. Provision for the disabled**

This policy is written under the requirements of the SEND Code of Practice (2014, updated May 2015) ('the Code') and Schedule 10 of the Equality Act (2010) ('the Act') (as outlined in the Independent School Standards Regulations), and sets out the School's strategy relating to improving access for disabled pupils, including those with learning difficulties. It draws upon the DfE guidance, The Equality Act 2010, and schools (2014). The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA), which is now in the Equality Act 2010, to cover education (listed as one of the

Protected Characteristics). The management has identified key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably (eliminate discrimination) 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.
- To publish and review an Accessibility Plan.
- Promote equality of opportunity between disabled people and other people.
- Eliminate disability-related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment – this is also an underlying Islamic perspective.

Additionally, for all our pupils, we aim to, in line with DDA requirements:

- **Reduce and, where possible, eliminate barriers to accessing the curriculum by:**
  - ✓ setting suitable learning challenges;
  - ✓ responding to pupils' diverse learning needs;
  - ✓ overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- **Allow participation in school activities within the school and the wider community by:**
  - ✓ broadening the opportunities for all pupils to reach their potential.
  - ✓ The objective is not equality in the absolute sense of everybody achieving the same but removing what is often referred to as 'barriers' to success.
- **Maintain safe access to all areas of the school building by:**
  - ✓ Continuing to assess access requirements for pupils, staff and parents with mobility issues
  - ✓ Planning required works into the school development plan
  - ✓ Allocating adequate Capital Funding (within the constraints of the school budget)

#### **4. Expectations of staff**

Staff have a responsibility to:

- Ensure that they do not treat a disabled person less favourably than someone else for a reason relating to the person's disability
- Not indirectly discriminate against a pupil with a disability by failing to make a reasonable adjustment when a disabled pupil is placed, or is likely to be placed, at a substantial disadvantage in comparison with a person who is not disabled
- Implement reasonable adjustments
- Ensure that if a pupil discloses a disability, the member of staff should request their permission, where appropriate, to share this information with relevant colleagues

## **5. Gather information from Pupil Data and School Audit**

Our admission policy does not discriminate against a prospective disabled applicant.

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental / Guardian contact.
- Pupil data
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

This information will help the school to assess:

- The effectiveness of our policies and practices
- The actions needed to make appropriate arrangements to accommodate disabled individuals.

Additionally, information collected about prospective disabled school users will contribute to the understanding of how school policies and procedures impact their ability to take a full and active part in community activities.

## **6. Making it Happen – bringing the DDA into action**

### **Disabled Pupils in School - Future Planning**

At present, we have no disabled pupils. The school has held brief consultation in regards to the following for implementation, depending on annual reviews and changes to legislation, over the next three years:

1. Install a wheel-chair ramp at the Coventry Road main entrance leading into the school.
2. Install 'disabled toilet' facilities on the ground floor of block C.
3. Bring the medical room downstairs to ensure easy access for wheelchair pupils
4. Ensure the playground is safe and 'trip-free' from any obstacles/holes.
5. Make access to areas of use possible for all pupils
6. Review lighting, signage, colour contrast, the acoustic environment and ground floor coverings
7. Review any changes to the playground layout and other common areas
8. Review the provision of particular furniture and equipment to improve access
9. Ensure movement around the building for wheelchair users
10. Conduct a DDA audit, including consultation. See below

## **7. DDA Audit and Consultation**

To ensure Darul Uloom is a welcoming environment for all individuals, we believe it is important to consult all stakeholders. The school is planning to consult relevant stakeholders, those who have an understanding of different disabilities and the barriers they present regarding the following:

- Pupils with and without a disability
- Parents of pupils who have a disability
- Staff
- Members of our community with relevant experience
- Local Special Schools and Outreach Teams

- Local Authority

Our consultation will include enquiries about barriers to learning and full involvement in school life. The following will be discussed:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

## **8. Management, coordination and implementation**

The headteacher will report annually to the trustees appointed to supervise the school on the accessibility plan and other aspects of our DDA duties.

The school will ensure that all staff know their duties under the DDA. It is essential that all staff:

- a) Are aware of the disability discrimination duties as they apply to independent schools
- b) Are committed to removing barriers and increasing access
- c) Draw on support from within and beyond the school

A key responsibility for the school's plan rests with the Trustees. They will:

- Monitor the school's vision and values for 'future' disabled pupils
- Oversee the contents of this plan/policy and set clear directions
- Ensure the plan is being implemented and that it is making a difference
- Revise and review the plan
- Evaluate the outcomes of the plan
- Report to stakeholders accordingly

## **9. Getting hold of the school's accessibility plan**

A copy of this policy, as well as others, is available from the:

- The headteacher
- School office
- School website

The management adopted this plan in September 2022, and the headteacher will revise it in September 2025. This policy will be reviewed annually but more formally after three years (2025) and earlier if and when necessary.