



## ACCESSIBILITY PLAN POLICY

### DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:  
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:  
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:  
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain's future.

Reviewed by	Position	Signature
Sharifa Khatun	Head Teacher	
Afsana Khanam	Deputy Head / DSL	
Kiran Rahman	Head of Governors	

**Reviewed:** September 2023

**Next review date:** September 2024



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# Accessibility Plan

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## Purpose of Plan

This plan shows how Date Palm Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

## Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)



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## Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have one pupil with hearing impairment and one with cerebral palsy, both children have a PEEP and One page profile and plan. The school also receives extra support and training from the Local Authority for both children if and when needed.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going	SENDCo  Curriculum Co-ordinator	Raised staff confidence in strategies for differentiation and increased pupil participation

Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	March 2022 (autism, speech and language, down syndrome)  Ongoing training as and when needed depending on the needs of the children in the school	SENDCo	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child  Opportunities to discuss and raise any concerns	On-going training as have new staff	SENDCo	All staff aware of new one page profile
Use ICT software to support learning	Make sure software installed where needed	June 2022 -touch type, voice recording, PRIMM	IT Coordinator	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	If need be to hire mini bus/coach instead of using public transport  Ensure each new venue is vetted for appropriateness	April 2022	Deputy Head	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school.	Contacted Al Isharah for deaf sports person and other persons of interest	Class teachers	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

At present we have no wheelchair dependent/ visual impaired pupils, parents or members of staff. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One page profile and plan process when required	Induction and on- going if required Annually	Inclusion Coordinator and teachers Chair of governors	One page profile and plan in place for disabled pupils and all staff aware of pupils needs
Provision of wheelchair accessible toilets	Be aware of staff, governors and parents access needs and meet as appropriate	Recruitment process	Head teacher / Deputy Head	All staff and governors feel confident their needs are met
Access into school for disabled and wheelchair users.	Through questionnaire and discussions find out the access needs of parents/carers through newsletter	Fundraise in the summer 2022 for lift in Summer 2023 Bought ramp in March 2022		Parents have full access to all school activities
Access around school for disabled and wheelchair users.	Consider access needs during recruitment process Maintain wheelchair accessible toilets with clinical waste bins Ground floor currently fully accessible. School will	Future plan Fundraise in the summer 2023 for lift in Summer 2024		Access issues do not influence recruitment and retention issues School will be fully accessible for wheelchair users

	<p>purchase a portable ramp to allow entry and exit.</p> <p>In the future, for disabled/wheelchair users, accommodation will be made to ensure that all learning will take place on the ground floor.</p> <p>Aim to look into installing lift to access first floor and ground floor of the school. Will contact TH for consent.</p>			
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### Improving the delivery of visual information to disabled pupils

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Completed in September 2021	Deputy Head	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	Inclusion Coordinator Inclusion Coordinator	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware	On-going and as required	IT Coordinator	Hardware and software available to meet the needs of children as appropriate

	Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	Software may be required		
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Completed for ET	LA hearing officers	All children have access to their equipment. Ensure equipment is sufficiently charged.
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	Completed – ramp bought for HA	Fire Marshals	All disabled staff, pupils and visitors able to have safe independent egress

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks, information about school events and newsletters. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Targets	Strategies	Time- scale	Responsibility	Success Criteria

Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English	During registration	Admin	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	Admin	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Completed	Office/ Website design team	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	completed	Admin	Excellent communication

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Currently being provided for	Deputy Head	Confidence of parents to access their child’s education



<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<p>Access to translators Sign language interpreters to be considered and offered if possible</p>	<p>Currently being provided for through our BSL Headteacher  As required</p>	<p>Deputy Head</p>	<p>Pupils and/or parents feel supported and included</p>
<p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.</p>	<p>Currently being provided for</p>	<p>Admin/website designers</p>	<p>All can access information about the school</p>