

Ayesha Siddiqa Girls School

Disability Discrimination Act Accessibility Plan 2011

The aim of this plan is to reduce and, where possible, eliminate any barriers for students with a disability which prevent them accessing the curriculum or fully participating in the school community, each year a detailed plan will be drawn up that will enable us to meet the identified needs of individual students and staff with disabilities. This three year plan identifies the key actions we will take to reduce and remove those barriers to participation.

Aspect of improvement	Objective	What needs to be done?	How?	Lead Person and When	Success criteria
Year 1: 2010 - 2011					
All aspect	Review the current needs in the school to determine the specific details of the annual action plan	Identify the range of needs current in the school community (students and staff)	Staff members respond to school survey. Registrar provides report for students with disability	F. R. Liyawdeen April – July 2011	A database of the range of needs of disabled members of the school community will be available for planning.
All aspect	Ensure compliance with, and understanding of	Staff and Governors informed of requirements and obligation of DDA., and of the Accessibility Plan	Staff INSET, Headteacher's report to Governors	July 2011	School complies with requirements of DDA and implements action plan staff are aware of their roles and responsibilities in relation to DDA

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Provision of information	Improve availability of written material I alternative forms (as required for individual students)	School makes use, as required, of Country services for converting written information into alternative formats	Check database to ensure that students with specific needs have access to written information, as required	SENCO April July 2011	School can demonstrate that it is able to deliver information in form accessible to those students with disabilities
Monitoring impact	Ensure that students and staff with identified disabilities are not being discriminated against	Carry out monitoring of the equality policy	Report to governing body committees	Summer 2011	Report to governors provides evidence of equality in practice, and if not, actions are taken to address any inequality
Year 2: 2011 - 2012					
Provision of information physical access	Identify parents who have disabilities that could affect their interaction with the school	Write to parents with DDA Plan and explanation to request information	Parents respond to survey, if they wish	April 2011	School aware of, and able to meet, needs of disabled parents in relation to their child's progress in school
All aspects	Ensure annual update of disability database, with particular reference to	Make use of data collected on application forms	Build into annual cycle of school	Summer 2011	Updated database available for planning of

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Access to the curriculum and related activities	New staff and students	For staff and entry forms for students	Improvement	Summer 2011	Detailed annual action plans
Access to the curriculum and related activities	Ensure that disabled students have access to the full curriculum through differentiation and, where required, specific support	Lessons are differentiated to account for learning styles, abilities and needs	Training provided for all staff by inclusion Team. Build into self-evaluation		Evaluation evidence will show that disabled students are able to fully participate in the curriculum
Physical environment	Access and improve working environment for any students or staff with visual impairment, or other identified disability	e.g. incorporate appropriate colour and lighting schemes when refurbishing, and install blinds on south-facing windows	Seek advice from school surveyors	Governor Summer 2011	Disabled students able to work independently in all teaching areas disabled staff able to fulfil their responsibilities
Access to the curriculum and related activities	Improve provision for children with ADHD and related disorders, and for those with dyslexia	Develop staff's knowledge and skills in managing children with ADHD, dyslexia or other specific disabled within the school population etc.	Staff training led by school inclusion team	2011- 2012	Staff have increased confidence and skills in working with the children with ADHD or other specific disabilities
Provision of information	Improve availability of written material in alternative forms (as	Use local and La service as required	Head Teacher ensured that parents are made aware of the service	Summer 2011	School for deliver information in an accessible in main

	required) for parents with disabilities				block, with access to toilet facilities for wheelchair users
Year 3: 2012 -2013					

Physical environment	Improve facilities for physical disabled students, staff or visitors	Create wheelchair accessible toilet	Planned use of delegated capital.	Governor 2011 - 2012	Ground floor teaching areas accessible with access to toilet facilities for wheelchair users.
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