

# Accessibility Plan

Where education is more than what you know,  
it's who you can become...

Adopted	<b>Hujjat Trust Board</b>
Date	<b>September 2023</b>
Owner	<b>HPS SLT</b>
Review By	<b>September 2026</b>



**HUJJAT  
PRIMARY  
SCHOOL**

## VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

## MISSION

- We will facilitate the well-being and growth of every child's mind, body and character through:
- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.
- This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

## VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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## 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 School's Equality Objectives are:

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To raise levels of attainment in core subjects for vulnerable learners.

**Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

The School's Accessibility 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 pupils, parents, staff and Trustees of 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.

For Academies, including free schools, this policy complies with our funding agreement and articles of association.

# Hujjat Primary School Action Plan 2023-2026

Objectives	Actions to be taken		Person/ s responsible	Dates	Success criteria
<b>To improve provision for pupils with SEND.</b>	Audit	Audit of experience, training and confidence and CPD needed. Staff questionnaire	SENDCO	July 23	Audit Completed Dec 23 Training and support in place CPD schedule: SEND training 23-26
	Continual Training for SENDCo	SENDCo to update skills and knowledge to support pupils with SEND.  Support staff and teachers to develop their practices to support pupils with SEND	SENDCO School Educational Psychologist	July 23	SENDCo Knowledge and understanding for the provision of pupils with SEND SENDCO Forum Meetings' attendance 23-26  Staff develop in confidence to provide provision for pupils with SEND CPD schedule: SEND training 23-26  Adaptation evidenced in the provision for pupils with SEND CPD schedule: SEND training 23-26

<p><b>To improve the progress and participation for pupils with sensory and or physical difficulties</b></p>	<p>Inclusion folder with pupil profiles</p> <p>Develop a sensory room within the school to support pupils with sensory needs (SENDCo to devise a provision timetable of support)</p>	<p>SENDCO to develop pupil profiles within the inclusions folder for each class.</p> <p>SENDCO to deliver ongoing training</p> <p>SENDCo to maintain sensory room and the provision of its use</p>	<p>SENDCO</p>	<p>July 23</p> <p>Review termly by SENDCo</p>	<p>Up to Date Pupil Profiles</p> <p>Provision maps and observations (SENDCo and Class Teachers working collaboratively to update these)</p> <p>Review termly by SENDCo 23-26</p>
<p><b>To implement ASD procedures in an inclusive environment</b></p>	<p>To integrate ASD support systems into mainstream lessons and activities e.g. after school club, school trips.</p>	<p>ASD friendly environment around the whole school</p> <p>Inclusive activities and school trips</p> <p>Staff CPD training on supporting ASD and communication needs</p>	<p>SLT</p> <p>SENDCO Educational Psychologist</p>	<p>July 23</p>	<p>Use of ASD support evidenced across enrichment opportunities and after school provision/ care</p> <p>CPD schedule: SEND training 23-26</p>

<p><b>To ensure smooth transition of all pupils with SEND</b></p>	<p>SENDCO and Class Teachers to liaise about: learning environments to ensure accessibility for children with a range of learning/ behavioural / physical needs.</p> <p>Updated pupil information in Inclusion Folder.</p> <p>Transition booklets with key information about new class and adults with photos</p> <p>EYFS home visits.</p> <p>Regular safeguarding updates and refresher sessions carried out by the SENDCo to discuss children at risk.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Inclusion folder (up to date) accessible to staff supporting in specific classes</p> <p>EYFS leader and staff understand needs of specific pupils beforehand</p> <p>SENDCo to review CPOMS and discuss updates (with sensitivity) with staff during staff meetings</p>	<p>SENDCO EYFS Leader Staff DSL</p>	<p>July 23</p> <p>Review termly by SENDCo</p>	<p>Embedded provision for SEND in classes</p> <p>Reviewed Inclusion Folder with pupil information (only accessible to staff)</p> <p>Notes for EYFS home visits recorded</p> <p>CPD plan for school to outline Safeguarding training</p> <p>Reviewing of evidence collated via CPOMS</p> <p>Review termly by SENDCo 23-26</p>
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<p><b>To improve the progress and participation / for pupils with cognition and learning difficulties.</b></p>	<p>Staff training on adaptation (formerly referred to as differentiation)  Support from school's linked Educational Psychologist</p>	<p>Deliver INSET training to support SEND knowledge and strategies to differentiate.  Ongoing training for all staff by EP, SENDCo and Curriculum Leader</p>	<p>SENDCO EP Curriculum Leader</p>	<p>Termly  July 23</p>	<p>Staff participation and implementation of Training  Learning Walks and Lesson Visits  Review meetings with EP and SENDCo  Review termly by SENDCo 23-26</p>
<p><b>To improve pupil voice for children with SEND at school</b></p>	<p>Teachers to focus on pupils with SEND during <b>focus Friday</b> sessions  Whole class discussions eliciting pupil voice during PSHE sessions  Subject leaders to also speak with pupils with SEND when carrying out pupil voice sessions</p>		<p>SENDCo Curriculum Leaders Class Teachers</p>	<p>Termly  July 23</p>	<p>Pupil voice notes  Class PSHE books  Review termly by SENDCo/SLs 23-26</p>
<p><b>To improve the progress for children with communication and language difficulties</b></p>	<ul style="list-style-type: none"> <li>SALT training to develop staff skills</li> <li>SALT to work with individual pupils</li> </ul>	<p>SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need</p>	<p>SENDCO  SALT</p>	<p>Termly  July 23</p>	<p>Development of SALT across school through training.  Provision map maintained by SENDCo  Review termly by SENDCo 23-26</p>
<p><b>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</b></p>	<p>Signpost parents to support</p> <ul style="list-style-type: none"> <li>Develop an emotional regulations area</li> </ul>	<p>Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENDCO</p>	<p>DSL and DDSL  SENDCO  Learning Mentor</p>	<p>Termly  July 23</p>	<p>Provision map evidencing social skills groups  Review termly by SENDCo 23-26</p>