Accessibility Plan

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

Adopted	**Hujjat Trust Board**
Date	**February 2026**
Owner	**HPS SLT**
Review By	**March 2029**

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 2026-2029

Objectives	Actions to be taken		Person/ s responsible	Dates	Success criteria
To improve provision for pupils with SEND.	Audit	Audit of experience, training and confidence and CPD needed. Staff questionnaire	SENDCO	July 26-29	Audit Completed Dec 25 Training and support in place CPD schedule: SEND training 26-29 CSIP and External SEND visits' notes 26-29
	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 Integrate PINS Project T&L into school practice	SENDCO School Educational Psychologist External SEND support: PINS Project Team	July 26-29	SENDCo Knowledge and understanding for the provision of pupils with SEND SENDCO Forum Meetings' attendance 26-29 NPQSEN 26 Staff develop in confidence to provide provision for pupils with SEND CPD schedule: SEND training 26-29 CSIP and External SEND visits' notes 26-29 Adaptation evidenced in the provision for pupils with SEND CPD schedule: SEND training 26-29 CSIP and External SEND visits' notes 26-29 Updated SEND Information Report to

					reflect robust Inclusion practice SEND information Report updated annually
To improve the progress and participation for pupils with sensory and or physical difficulties	Inclusion folder with pupil profiles Develop a sensory room within the school to support pupils with sensory needs (SENDCO to devise a provision timetable of support)	SENDCO to develop pupil profiles within the inclusions folder for each class. SENDCO to deliver ongoing training SENDCo to maintain sensory room and the provision of its use	SENDCO Class Teachers Support Staff	July 26-29 Review termly by SENDCo	Up to Date Pupil Profiles Provision maps and observations (SENDCO and Class Teachers working collaboratively to update these) Review termly by SENDCo 26-29
To implement ASD procedures in an inclusive environment	To integrate ASD support systems into mainstream lessons and activities e.g. after school club, school trips.	ASD friendly environment around the whole school Inclusive activities and school trips Staff CPD training on supporting ASD and communication needs	SLT SENDCO Educational Psychologist Autism Adviser Class Teachers Support Staff	July 26-29	Use of ASD support evidenced across enrichment opportunities and after school provision/ care Adapted planning for pupils with SEND SEND Support Plans to reflect staff training CPD schedule: SEND training 26-29 CSIP and External SEND visits' notes 26-29

To ensure smooth transition of all pupils with SEND	SENDCO and Class Teachers to liaise about: learning environments to ensure accessibility for children with a range of learning/ behavioural / physical needs. Updated pupil information in Inclusion Folder. Transition booklets with key information about new class and adults with photos EYFS home visits. Regular safeguarding updates and refresher sessions carried out by the SENDCO to discuss children at risk.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Inclusion folder (up to date) accessible to staff supporting in specific classes EYFS leader and staff understand needs of specific pupils beforehand SENDCO to review CPOMS and discuss updates (with sensitivity) with staff during staff meetings	SENDCO EYFS Team DSL/ DDSLs Class Teachers Support Staff	July 26-29 Review termly by SENDCo	Embedded provision for SEND in classes Reviewed Inclusion Folder with pupil information (only accessible to staff) Effective transition work/ collaboration between Reception and Year 1 Teams Notes for EYFS home visits recorded CPD plan for school to outline Safeguarding training Reviewing of evidence collated via CPOMS Review termly by SENDCO 26-29

To improve the progress and participation / for pupils with cognition and learning difficulties.	Staff training on adaptation (formerly referred to as differentiation) Support from school's linked Educational Psychologist	Deliver INSET training to support SEND knowledge and strategies to differentiate. Ongoing training for all staff by EP, SENDCo and staff	SENDCO EP Curriculum Leader Class Teachers Support Staff	Termly July 26-29	Staff participation and implementation of Training Learning Walks, Book Audits and Lesson Visits Review meetings with EP and SENDCo Review termly by SENDCO 26-29
To improve pupil voice for children with SEND at school	Teachers to focus on pupils with SEND during **focus Friday** 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		SENDCO Curriculum Leaders Class Teachers Support Staff	Termly July 26-29	Pupil voice notes Class PSHE books Review termly by SENDCO/SLs 26-29
To improve the progress for children with communication and language difficulties	• SALT training to develop staff skills • SALT to work with individual pupils	SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need	SENDCO SALT Class Teachers Support Staff	Termly July 26-29	Development of SALT across school through training. Provision map maintained by SENDCO Review termly by SENDCo 26-29

To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	Signpost parents to support • Develop an emotional regulations area • Embed ELSA training • Embed Lego Therapy • Embed Thrive Training Programme	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENDCO	DSL and DDSL SENDCO Learning Mentor Thrive practitioner/s ELSA provider Lego Therapy providers Class Teachers Support Staff	Termly July 26-29	Provision map evidencing interventions to support SEMH needs for pupils Thrive Pupil Records' Information Review termly by SENDCO 26-29
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. •Ramps at reception entrance and level entry through key stage 2 playground •Lift to first floor •Corridor width •Disabled parking bay for parent/pupil drop off at front of school •Disabled toilets and hygiene room •Library shelves at wheelchair-accessible height •Maintenance of outside areas – clear leaves and trip hazards	Premises manager to ensure access routes clear and maintenance to lift completed annually. Evacuation chair to be purchased	Premises manager/ SBM	Termly July 26-29	Health and Safety Audit

I**mprove the delivery of information to pupils with a disability**	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print and adapted resources • Induction loops • Pictorial or symbolic representations	Staff understand needs of specific pupils Induction loop maintained annually	Whole School	Termly July 26-29	Staff awareness of pupil needs SENDCO and SLT to review termly