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<b>POLICY TITLE:</b>	<b>Accessibility Policy</b>
<b>Policy Number:</b>	18
<b>Applies to:</b>	Al Karamah School – Abu Dhabi
<b>Version Number:</b>	01
<b>Date of Issue:</b>	March 2019
<b>Date of Review:</b>	March 2022
<b>Date of Next Review:</b>	March 2023
<b>Author:</b>	Senior Leadership Team
<b>Ratified by:</b>	Ratified by ADEK
<b>Responsible signatory:</b>	School Principal
<b>Outcome:</b>	This procedure aims to make clear what constitutes good practice for accessibility to the facilities (and activities within them) for pupils within the school. It provides guidance to managers and employees regarding the monitoring of this area and identifying improvements needed where needed.
<b>Cross Reference:</b>	

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## Introduction

The school will base its Accessibility policy guidance as referred to below.

This policy is in three parts:

- 1 Definition of disability
- 2 Self-Audit for Accessibility
- 3 Accessibility Plan

### 1 Definition of disability

Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations.

#### Main elements of the definition of a disability

A person has a disability if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial (substantial is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed)
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. an ongoing breathing condition that develops as a result of a lung infection)
- the long-term substantial adverse effects must have effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE)
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- learning difficulties
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour
- produced by injury to the body or brain
- developmental, such as dyslexia, dyspraxia and autism. Our school provides for pupils with autism so particularly attention will be paid to the best provision for these young people.

At our school:

- all pupils have a disability and meet at least one of the above criteria. All pupils have Special Education Needs (SEN) and have been through an assessment process which has identified the school as being the right setting for that pupil.
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of pupils, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We ensure that pupils' targets and needs are reviewed at least every term by teaching staff, in conjunction with parents, carers and therapists as part of our parent-school meetings.

## 2. Self-Audit for Accessibility – March 2022

	Yes	Some	No
<b>Curriculum</b>			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	✓		
Ensure that teachers, therapists and support staff will have the necessary training to effectively teach and support the pupils.	✓		
Classrooms will be optimally organised to suit the needs of the pupils.	✓		
Lessons will provide opportunities for all pupils to achieve.	✓		
Lessons will involve work to be done by individuals, pairs, groups and whole classes.	✓		
Lessons will be responsive to pupil diversity.	✓		
Pupils will be encouraged to take part in music, drama and physical activities.	✓		
Staff will recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		
Staff will recognise and allow for the additional time required by pupils to use equipment during practical work.	✓		
Staff will provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise during physical activities.	✓		
The school will provide access to computer technology appropriate for pupils with disabilities.	✓		
School visits will be made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning and participation.	✓		
<b>Physical Surroundings:</b>			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all pupils.	✓		

Wheelchair users can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.		✓	
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.	✓		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities' including alarms with both visual and auditory components.	✓		
Non-visual guides are used to assist people to use the buildings, including lifts with tactile buttons.		✓	
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?			✓
Areas to which pupils have access are well lit.	✓		
Steps are made to reduce background noise for noise sensitive/hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.	✓		
Furniture and equipment are selected, adjusted and located appropriately.	✓		
<b>Access to the Written Word</b>			
Information is provided in simple language, symbols, or large print for pupils or prospective pupils who may have difficulty with standard forms of printed information.	✓		
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by using visual timetables/symbols, reading aloud, use of projectors and describing diagrams.	✓		
Facilities such as ICT are used to produce written information in different formats.	✓		
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	✓		

Action needed from above assessment:

**Curriculum:**

- A review of accessibility provision will take place before April 2019, after the school has been running for a complete term to ensure all of the above standards have been achieved or plans are in place to achieve them by July 2019.

**Physical Surroundings:**

- A review of accessibility provision will take place before April 2019, after the school has been running for a complete term to ensure all of the above standards have been achieved or plans are in place to achieve them by July 2019.

### 3. Accessibility Plan

Targets 2021-22	Strategies and Personnel Responsible	Review Date	Outcome
Increase access to the curriculum for pupils with a disability	Teachers use resources tailored to the needs of pupils to access the curriculum SLT track curriculum progress for all pupils, including those with a disability SLT review the curriculum to make sure it meets the needs of all pupils	March 2023	Students able to make at least expected progress
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	March 2023	All students able to access the school facilities appropriately