



ACCESSIBILITY PLAN

HEAD TEACHER:	Muhammad Miah
CHAIR OF GOVERNORS:	M A Salam
REVIEWED:	September 2025
NEXT REVIEW DATE:	September 2026

At Baytul Ilm Secondary School, our values reflect our commitment to a school where there are high expectations of everyone.

We strive to ensure that students are provided with learning opportunities so that they attain and achieve all that they can. Everyone in our school is important and valued. We promote an environment of care where every member of our school community feels that they truly belong.

We work hard to ensure there are no invisible students here, recognising everyone's uniqueness. We recognise learning in all its forms and are committed to nurturing seekers of knowledge.

Disability is defined by the Equality Act 2010 as:

"A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities."

'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed

'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection (gov.uk)

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled students" DfE.

Baytul Ilm Secondary School proprietors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

Objectives

Anas bin Malik narrated that the Prophet (ﷺ) said, *"Make things easy for the people, and do not make it difficult for them."* (Saheeh Bukhari 6125)

At Baytul Ilm Secondary School, our main objective is to reduce and eliminate barriers to access to the curriculum by providing opportunities for students to participate fully in the life of the school irrespective of background or disability. We also aim to eliminate barriers for staff, governors, visitors, parents, and the community.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, and visitors regardless of their background, education, social, spiritual, emotional, and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.

We recognise and value parent's knowledge of their child's abilities and we respect the parent's and child's right to confidentiality.

Baytul Ilm Secondary School's Accessibility Plan shows how access is to be improved for disabled students, staff, and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Principles

Baytul Ilm Secondary School complies with the DDA in providing equal opportunities and considers the right of every child to be treated equally and recognises its obligations to:

- Not to discriminate against disabled students in their admissions and exclusions but acknowledges that there may be cases where adequate education provisions cannot be given and, in these cases, will make the appropriate referrals.
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To monitor the Accessibility Plan.
- To provide support for parents with their child's disability
- To ensure that other students are aware of the importance of valuing each other
- Promote good mental health
- Overcome potential barriers to learning and assessment for individuals

The Accessibility Plan contains relevant and timely actions to: -

- Expand the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, schools visits, etc.
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to students, staff, parents, and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Baytul Ilm Secondary School's Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Evacuation Plan
- Health & Safety Policy

- Special Educational Needs and Disability Policy
- Teaching and Learning Policy
- Disability and Accessibility Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Proprietors. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governor committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored by the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Proprietors**
- **Head Teacher**

Action Plan

	Objective	Action	Responsible	Target	Key performance indicator
Short term	Ensure continued compliance with Equality Act 2010 and code of practice	Staff and governors informed of requirements and obligations of Equality Act 2010, and of the Accessibility Plan	SLT Governors Staff	Ongoing	School complies with requirements of Equality Act 2010 and Code of Practice
	Improve availability of written material in alternative forms	School aware of local services for converting written information into alternative formats	SLT	Jun 2026	School able to deliver information to all pupils and parents with disabilities
Medium term	Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing	Seek advice from LEA building surveyors	July 2026	All pupils able to work independently in all teaching areas
	Improve working environment for pupils with hearing impairment	Ensure appropriate arrangement and or aids available	SLT	Ongoing	All pupils able to work independently in all teaching areas
	Increase access to the curriculum for students with a disability	Baytul Ilm will offer differentiated teaching and learning as part of our curriculum for all students. We will increase confidence of all staff in differentiating the curriculum by providing SEND training and CPD. We will use and adapt resources to match the needs of students who require support to access the curriculum. We will use ICT such as laptops to support learning.	Staff training session (Annually)	Ongoing Summer 2026	Raised staff confidence in strategies for differentiation and increased student participation. All students in school able to access all aspects of the curriculum and educational visits and take part in a range of activities. All students make excellent progress.

		We will develop guidance for staff on making trips accessible and ensure each new venue is assessed for appropriateness. Curriculum progress will be tracked for all students, including those with a disability. Targets will be set effectively and appropriately for students with additional needs. <i>The curriculum will be reviewed to ensure it meets the needs of all students.</i>			
	Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD, etc.	Staff training session	Summer 2026	Staff have increased confidence and skills in working with children with ADHD and related disorders
Long term	Review and enhance physical access across the school site	Conduct access audit and review feasibility for full wheelchair access	Governors / SLT	By July 2027	All teaching areas accessible
	Enhance outdoor and play accessibility	Develop inclusive play area (sensory garden, level surfaces)	Premises Team / SLT	By June 2028	All teaching areas accessible