Accessibility Policy
2025

At CMSS we aim to ensure that all students, regardless of their physical or learning disabilities, have equal access to education. Our policy aligns with broader legislative frameworks designed to protect the rights of people with disabilities. Key policies and legal frameworks influencing our accessible school policy include:

1. The Equality Act 2010

The Equality Act 2010 is a legislation that protects individuals from discrimination based on protected characteristics, including disability. Schools are required to:

- Ensure that disabled students are not disadvantaged compared to non-disabled peers.
- Make reasonable adjustments to accommodate the needs of disabled students.

2. Special Educational Needs and Disability (SEND) Code of Practice

The SEND Code of Practice provides guidance for schools, local authorities, and other agencies to ensure that children and young people with special educational needs and disabilities (SEND) are supported appropriately. It includes:

- Identifying and assessing the needs of students with SEND.
- Creating personalised education plans (e.g., Education, Health, and Care Plans or EHCPs).
- Promoting inclusive education and participation in all aspects of school life.
- Ensuring that any necessary adjustments are made to support the learning and participation of students with SEND.

3. Reasonable Adjustments

Under the Equality Act 2010, schools must make "reasonable adjustments" to ensure that disabled students can access education in the same way as their peers. This might include:

- Modifying teaching methods or materials (e.g., providing assistive technology or offering alternative formats of learning materials).
- Adjusting physical environments (e.g., providing wheelchair access and adjusting furniture).
- Offering additional support (e.g., teaching assistants or specialised staff).

4. Accessibility Plans (under the Equality Act 2010)

Schools are required to develop and implement an accessibility plan, which outlines:

- How the school will improve access to the physical environment for disabled students e.g. providing portable ramps for wheelchair users to access classrooms.
- How the curriculum will be made accessible to all students.
- How communication with parents, students, and staff with disabilities will be

ensured. **The plan is generally reviewed every three years to monitor progress and adjust strategies as needed.**

5. The Children and Families Act 2014

This act specifically supports students with SEND, ensuring that their needs are met across education, health, and social care. It gives children and families a greater say in the decisions regarding support for disabled students, including the development of Education, Health, and Care Plans (EHCPs).

1. Introduction

- **Purpose**: This Accessibility Plan aims to outline the steps our school will take to ensure all students, including those with disabilities, are fully included in every aspect of school life—educational, physical, and social.
- **Scope**: The plan covers three main areas: physical accessibility, curriculum access, and communication access, with specific attention to the needs of Muslim girls in an environment that respects Islamic traditions and values.
- **Context**: CMSS is a faith-based independent school serving Muslim girls. This plan will incorporate necessary adaptations to physical spaces, teaching methods, resources, and communications to ensure accessibility for all students, including those with disabilities.

2. Vision Statement

- **Commitment to Inclusivity**: At CMSS, we believe in an inclusive educational environment where every girl, regardless of disability or background, can thrive and succeed. We are committed to meeting the diverse needs of our students while respecting and celebrating our Islamic values of respect, compassion, and inclusivity.
- **Values**: Our school's values include respect for diversity, promoting social justice, and ensuring that all students have the opportunity to reach their potential in a safe, supportive, and inclusive environment.

3. Access to the Physical Environment

This section outlines how we will ensure the physical environment of the school is accessible to all students, including those with physical or sensory disabilities.

Key Areas:

- **Entrances and Ramps**: The school buildings will have accessible entrances with ramps and wide doorways to accommodate wheelchair users. We will ensure that all students can easily access the school premises regardless of mobility.
- **Classrooms and Facilities**: Classrooms will be arranged to allow ease of movement for students with mobility needs. Furniture and equipment will be flexible to ensure accessibility, including adjustable desks and seating for students with physical disabilities.
- **Prayer Spaces**: Prayer spaces will be designed with accessibility in mind. This includes ensuring wheelchair access to prayer areas and providing any necessary accommodations for students who may have mobility issues during prayer.
- **Sanitation Facilities**: We have a designated toilet/bathroom which will be accessible for students with disabilities, including larger stalls for wheelchair access.

   Example Actions:

- Conduct regular audits of the school environment to identify and address accessibility issues.
- Install handrails where necessary and ensure that all floors and hallways are free from obstructions.

4. Access to the Curriculum

This section outlines how we will ensure the curriculum is accessible for all students, including those with special educational needs or disabilities (SEND).

Key Areas:

- **Differentiated Teaching**: Teachers will receive training to differentiate instruction to meet the needs of students with disabilities. This will include using multiple teaching methods (e.g., visual aids, audio resources, practical activities) and ensuring that the pace of lessons accommodates all learners.
- **Extra-Curricular Activities**: All students, including those with disabilities, will be able to participate in extra-curricular activities, including sports, arts, and cultural events, with appropriate accommodations made as necessary.
- **Assessment Adjustments**: Where necessary, reasonable adjustments will be made in assessments to support students with disabilities, such as providing extra time or offering alternative formats for exams.

Example Actions:

- Provide assistive technology, such as screen readers and speech-to-text software, for students with visual impairments or learning disabilities.
- Modify teaching materials (e.g., provide large print books or audio resources) to accommodate students with sensory disabilities.
- Ensure that students with physical disabilities can participate in physical education, with adapted equipment or support where necessary.

5. Access to Information and Communication

This section addresses how we will ensure all communication within the school is accessible to all students, including those with disabilities, and how we will communicate with parents and the wider community.

Key Areas:

- **Written Communication**: All written communications from the school (e.g., letters, newsletters, school policies) will be available in accessible formats upon request (e.g., large print, audio versions, electronic formats).
- **Verbal Communication**: Support will be provided to ensure students with hearing impairments can fully participate in verbal communication. This could include the use of hearing loops or sign language interpreters if required.
- **Parent/Carer Communication**: All communications with parents and carers, particularly those of disabled students, will be accessible. This includes offering translation services or alternative formats for non-English-speaking families.

Example Actions:

- Provide captioning or sign language support for assemblies and key school events.
- Ensure that important information is available in multiple formats (e.g., email, printed material, and digital formats) for ease of access by all parents.
- Ensure school staff are trained in how to communicate effectively with students with hearing impairments or those with communication barriers.

6. Staff Training and Awareness

This section outlines how we will train staff to effectively support students with disabilities and ensure a culture of inclusivity.

Key Areas:

- **Disability Awareness Training**: Staff will receive regular training on disability awareness, including specific training on supporting students with physical disabilities, sensory impairments, and neurodiverse conditions such as autism or ADHD.
- **Health and Safety**: Staff will receive training on the school's evacuation procedures for students with disabilities, including those who may need additional support during emergencies.

Example Actions:

- Hold annual training sessions on disability awareness and how to make reasonable adjustments for students with SEND.

- Provide specialist training on supporting students with specific disabilities (e.g., autism, sensory impairments, or mobility issues).

7. Consultation with Stakeholders

We will regularly consult with students, parents, and staff to ensure the accessibility plan is meeting the needs of the school community.

Key Areas:

- **Feedback from Parents and Students**: We will gather feedback from parents and students, particularly those with disabilities, to evaluate the effectiveness of our accessibility plan.
- **Collaboration with Disability Organisations**: We will consult with disability organisations or local authorities to ensure our practices are up to date and meet the needs of all students.

Example Actions:

- Conduct regular surveys of students and parents to get feedback on accessibility.
- Set up a consultation group involving parents of SEND students, teachers, and external experts to review and update the plan as needed.

8. Monitoring and Review

This section outlines how we will monitor and review the implementation of the accessibility plan.

Key Areas:

- **Review Process**: The plan will be reviewed and updated every three years, and progress will be monitored regularly.
- **Success Indicators**: Success will be measured by feedback from students, parents, and staff, as well as regular audits of the school environment and curriculum.

Example Actions:

- Set up a review committee to evaluate the effectiveness of accessibility measures.
- Adjust the plan based on the feedback and changing needs of the student body.

Conclusion

The **Accessibility Plan** for CMSS is designed to ensure that all students, including those

with disabilities, can fully participate in every aspect of school life. The school is committed to making reasonable adjustments and fostering an inclusive environment that supports the academic, social, and spiritual development of every student, in line with Islamic principles of equality and respect.

This plan should be shared with all staff, parents, and students to ensure that everyone is aware of the school's commitment to accessibility and inclusivity.