



Accessibility Policy

2025-2028

We promote IKHLAS:

Inspiration – Knowledge – Healthy Living – Leadership – Aspiration – Spirituality

5-7 Evington Street, Leicester, LE2 0SA - Tel: 0116 2515101 Email: primary@alislamia.org.uk



1. Introduction

Al-Islamia Institute for Education is committed to ensuring equal access and opportunities for all pupils, staff, and visitors, in accordance with the Equality Act 2010. Our school embraces an inclusive ethos, ensuring that no individual is disadvantaged due to disability, medical needs, or any other accessibility barriers.

As an independent school, we recognise that while we will take reasonable steps to accommodate the needs of all pupils, parents/guardians may be expected to provide financial support where adjustments require significant resources beyond what the school can reasonably offer. This may include specialist technology, additional learning resources, or external support services required to meet the needs of SEND pupils. Any such arrangements will be discussed transparently with families to ensure that the best possible provision is made for the child.

All adjustments will be made in line with Education, Health, and Care Plans (EHCPs) where applicable, ensuring that each pupil's individual needs are met appropriately.

This Accessibility Plan outlines our strategy for:

- Increasing participation in the curriculum for all pupils.
- Improving the physical environment to support mobility and accessibility.
- Enhancing communication and information accessibility for pupils, parents, and staff.

This plan is reviewed every three years, or sooner where necessary, to ensure its continued effectiveness and relevance.

2. Reasonable Adjustments

In line with our faith-based values of compassion, fairness, and inclusivity, we will make reasonable adjustments to ensure that pupils with disabilities can access education without being placed at a disadvantage. This includes:

- Providing auxiliary aids or services when necessary.
- Making necessary modifications to teaching strategies and classroom resources.
- Collaborating with parents/guardians to explore additional support, including financial contributions where specialist technology, tailored learning resources, or private assessments are required beyond the school's standard provision.
- Ensuring that all adjustments align with EHCPs where applicable, to meet the specific needs of each pupil.

Each case will be considered individually, ensuring a balanced approach that meets the needs of the pupil while maintaining the financial sustainability of the school.

3. Accessibility Plan Implementation

a. Increasing Access to the Curriculum

- Staff Training: Regular training on differentiation strategies, inclusive teaching methods, and SEND awareness.
- Curriculum Adaptations: Adjustments made to teaching styles, classroom management, and assessment methods to support diverse learning needs.

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- Technology Integration: The use of assistive technology, software, and resources to aid learning for pupils with additional needs. Where specialist technology is required to support a child's learning, parents/guardians may be asked to contribute to the cost.
- Additional Support Services: Where external therapies, specialist teaching, or one-to-one support are needed beyond what the school can provide, parents/guardians may be required to fund additional support.
- Adherence to EHCPs: All curriculum modifications and additional support will be aligned with EHCP recommendations where applicable.

b. Improving the Physical Environment

- Regular Accessibility Audits: Identifying and addressing any barriers to movement and access.
- Modifications Where Possible: Installing ramps, handrails, accessible toilets, and ensuring clear pathways.
- Parental Collaboration on Significant Adjustments: If extensive structural changes are required to meet an individual pupil's needs, parents/guardians may be asked to contribute financially towards the necessary modifications.
- EHCP Alignment: Any physical adjustments will be made in accordance with EHCP recommendations where applicable.

c. Enhancing Communication and Information Accessibility

- Alternative Formats: Ensuring that school information, policies, and communications are available in large print, audio, or translated formats as required.
- Parental Support: Offering assistance to parents/guardians with literacy or language barriers in understanding school documents.
- Safeguarding Inclusive Communication: Ensuring that all communications respect privacy, dignity, and individual needs.

4. Financial Considerations and Parental Contributions

As an independent school, we are committed to making reasonable provisions within our available resources. However, where significant adjustments, external interventions, or additional specialist equipment are needed beyond standard provision, parents/guardians may be asked to contribute towards costs. This may include:

- Specialist learning resources tailored to the child's needs.
- Assistive technology to support accessibility in the classroom.
- Private assessments or additional support from external professionals.
- EHCP-Recommended Resources: If an EHCP outlines the need for additional resources, the school will work with parents to determine the most feasible way to provide these, including possible parental contributions where applicable.

The school will work closely with families to explore cost-effective solutions while ensuring the best possible support for the pupil.

5. Monitoring and Review

The Headteacher and Proprietor will oversee the implementation of this Accessibility Plan, ensuring that:

- All reasonable adjustments are made in accordance with legal and ethical obligations.
- Parental contributions are handled sensitively and fairly, with full transparency.
- Regular reviews take place to assess the effectiveness of accessibility measures.
- All provisions align with EHCPs where applicable, ensuring consistency in meeting pupil needs.

This policy will be reviewed every three years or sooner if significant changes are required.