Rochdale Islamic Academy
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BOYS' SCHOOL

DISABILITY EQUALITY SCHEME

Reviewed: September 2023

Next Review: August 2024

Responsible: M Zarafat (Head)

Governing Body Approved: September 2023

Approved: Mr Sohail Ahmed (Chair of Governors)

Disability Equality Scheme- Disability Access

The Policies and procedures will be regularly reviewed, and their effectiveness evaluated, considering the views of all sections of the school community. The Headteacher will keep up to date with current thinking, literature, resources, attending appropriate courses and feeding back to colleagues.

SCHEME STATEMENT

The Almighty Allah guides all Muslims not to leave those disabled in isolation lest they fall a prey to despair and psychological ailments. They should be welcomed to the open society and be dealt with in the kindest way.

It is the duty of Muslims to shoulder the responsibility of showing the utmost care to those people, for, according to the teachings of our religion, those persons are sources of Divine mercy and blessings being showered on us. They are the weak for whose sake we are given sustenance and made victorious. In his Hadith, our Prophet, peace and blessings be upon him, said: **"You are given sustenance and victory for the virtue of those who are weak amongst you."** We should show mercy and care to the disabled out of both human and religious motives. In Islam, we are commanded to show mercy to everything in this world. Duties under part 5a of the Disability Discrimination Act (DDA) require the Trustees to:

- Promote equality of opportunity for all who use the school or may wish to
- Prepare and publish this disability equality scheme to show how they will meet these duties.

In line with this vision the school's DES aims to address the barriers that can prevent pupils, staff, parents, and other school users from taking full benefit from the opportunities the school offers. It aims to provide guidance on how the school can enable all children to experience success, happiness and excellence and ways in which the school can make the environment safe and appropriate for all regardless of specific need. The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

The DDA also requires the Trustees to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to improve access
- make written information accessible to pupils/parents in a range of different ways

This scheme and the attached access plans set out how the Trustees will promote equality of opportunity for disabled people.

AIMS

To ensure:

- In accordance with the Islamic ethos of the school that all students and staff, regardless of disability, have equality of opportunity, and are treated fairly and without prejudice within the terms of the Disability Discrimination Act (1995).
- That admission to Rochdale Islamic Academy for disabled students be without discrimination
- That the curricular and extra-curricular needs of those identified as having disabilities are addressed as tar as possible within available funding.
- That school policies and practices comply with the Act.
- That there is integration between school policies regarding students and staff defined as disabled under the Act.
- That the premises are made reasonably amenable for those with identified disabilities within available funding and in line with the LA plan.
- That the needs of those identified as having disabilities are addressed as far as possible, with reference to safe keeping and administering of medicines and other associated requirements.

DEFINITION OF DISABILITY

The government defines a disabled person as someone who has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.

- A physical or mental impairment includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions.
- Long Term means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- Normal day to day activities cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory, or ability to concentrate, learn or understand, perception or the risk of physical danger.

THE GENERAL DUTY

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a

demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.

- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pressured to partake in activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favorably than other persons.

HOW WE WILL MEET THE GENERAL DUTY & SPECIFIC DUTY

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e., to produce a Disability Equality Scheme for our school. The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will be subject to revision and amendment at the end of the three-year period

INVOLVEMENT OF DISABLED PUPILS STAFF AND PARENTS

In further developing this scheme the school will involve disabled people in the following ways: -

Parents – a letter inviting contributions

Pupils/staff – children/staff with disabilities were invited to contribute their views.

Trustees – input at committee meetings.

Community – Users/visitors of the school will be invited to share their views.

REASONABLE ADJUSTMENTS

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled people. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan. However reasonable adjustments will be made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors will need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person

- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The current pupil number of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- In the classroom
- In the school curriculum
- At all times and in all parts of the building and when
- Disabled persons feel part of the life of the school
- Disabled persons are included by their peers in all parts of school life
- Parents of disabled students feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils.

SPECIALIST FACILITIES THE SCHOOL HAS IN PLACE

- Disabled access to the building (both entrances)
- Disabled WC
- Wide corridors and classroom doors for easy wheelchair access
- Disabled access to school playgrounds
- Parking is available for disabled persons whether it be a member of staff or a visitor to the school
- Resources in enlarged print when required

The school will continue to review its DDA plan and to review the possibility of further improving access.

SPECIALIST FACILITIES THE SCHOOL PROPOSES TO HAVE IN THE FUTURE

Access to lift to first floor, allowing access to all classrooms throughout the building

REVIEW AND MONITORING

The scheme will be made available to parents on request.

The headteacher will monitor implementation of this scheme and the accessibility plan.

The trustees will review progress on an annual basis and details will be recorded in the minutes.

The Disability scheme and accessibility plan will be reviewed every three years.