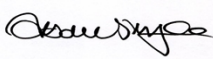
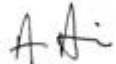


Accessibility Plan



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Signature	Head Teacher	Signature	Review
Sep 2017	Abdul Hayee		Askor Ali		Review as necessary

Introduction

This plan is drawn up in accordance with the requirements set out in Schedule 10 of the Equality Act 2010, which states that:

'An accessibility plan is a plan for, over a prescribed period

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(a)

increasing the extent to which disabled pupils can participate in the school's curriculum,

(b)

improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c)

improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.'

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in London East Academy and Al Mizan for pupils, and prospective pupils, with a disability. However, the school is housed in London Muslim Centre which is multi-purpose building. The building is situated in a busy Whitechapel Road with a back entrance in Fieldgate Street which is used by students and the school community to access the school.

The building as a whole has four levels and eight sets of steps / flights of stairs but the secondary school only uses up to 2nd floor. Al Mizan is located on the 4th Floor of the Maryam Centre.

Both buildings meet the needs of pupils in wheelchairs or those with severe mobility problems, with access to lifts in each building.

Principles

Compliance with the Equality Act 2010 is consistent with both schools aims and equal opportunities policy. Both schools recognize its duty under Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably

- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). Both schools recognise and value parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Both schools provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

London East Academy and Al Mizan will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. Teaching and learning materials will take into account needs of the pupils physical difficulties such as providing larger texts for those who have visual impairment.

b) Physical environment

London East Academy and Al Mizan will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. Recently, we have installed extra emergency lighting, improved access to the hall and installed disabled toilet for students. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

London East Academy and Al Mizan will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school does not view the Accessibility Strategy in isolation. It acknowledges that it forms part of a

number of documents detailing arrangements relating to special educational needs pupils.

Making it happen

The management are responsible for ensuring the contents meets legal requirements and for ensuring that the plan is acted upon.

The management will also ensure that the school's plan is fully available and accessible by all including the disabled community and the wider community as a whole. E.g., via the mosque notice board, school's website, school Prospectus, etc.