



**Policy Name: Accessibility Policy 2024-25**

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# Accessibility Policy

## Purpose of the Accessibility Policy

This policy aims to ensure that students with physical and mobility challenges are provided with appropriate support and accommodations to fully access the curriculum, participate in school activities, and achieve their educational potential. The policy aligns with both the UAE's legal requirements and the school's commitment to inclusivity.

## Objectives

- To ensure that all students with mobility or physical challenges have access to a quality education in a supportive and inclusive environment.
- To provide tailored support that promotes student autonomy while ensuring safety and accessibility.
- To outline the roles and responsibilities of staff, including Learning Support Assistants (LSA), teachers, and other relevant personnel.
- To ensure that students can fully participate in all aspects of school life, including academic, extracurricular, and social activities.

## Learning Support Assistant (LSA) Role

If LSA support is determined to be required, the role of the LSA will be to:

- **Support Mobility:** Assist students with mobility challenges in navigating the school environment while encouraging independence.
- **Promote Independence:** Only intervene when necessary, allowing students to complete tasks independently whenever possible.
- **Support Safety:** Ensure student safety during transitions between classes, physical activities, and other situations that may pose a risk.
- **Communication:** Collaborate with teachers to provide consistent support and help adapt learning materials or physical spaces when needed.
- **Curriculum Support:** If required, offer individualised support to help students achieve their full academic, emotional, social, and physical potential, enabling meaningful participation alongside their peers.

## Physical Accessibility

### 1. Classroom Environment:

Classrooms and learning spaces will be arranged to provide ease of movement for students, ensuring pathways are clear and workspaces are accessible.

### 2. PEEPs:

Personal Emergency Evacuation Plans (PEEPs) will be created to outline how students with mobility challenges will safely evacuate the building in the event of an emergency.

### 3. Lift:

If the school lift is not operational, the evacuation chair will be utilised. All LSAs supporting students with mobility challenges and at least one teacher on each floor of the building will be trained on how to utilise the chair. A WhatsApp group will be operational to ensure all members communicate in case of an emergency.

### 4. School Facilities:

All classrooms, halls, and sports fields will be accessible or equipped with ramps and elevators as needed. Doors will be wide enough to accommodate mobility aids.

### 5. Transport:

School-provided transportation for trips will include vehicles equipped to meet the needs of students with physical challenges. Parking accommodations will also be made to minimise the distance students need to walk.

## **Academic Accessibility**

### 1. Curriculum:

Students will follow the same curriculum as their peers but may require accommodations, such as extra time for written work or assistive technology for typing or note-taking.

### 2. Examinations:

Access arrangements for examinations will be provided in line with regulatory guidelines. This may include extended time, rest breaks, or the use of technology or a scribe when necessary.

## **Extracurricular Activities**

### 1. Participation in School Activities:

Students will be encouraged and supported to participate in all extracurricular activities, with necessary accommodations to ensure inclusion. LSA support will be available (if required) during standard school hours, and on school trips, within these hours.

### 2. Adaptive Sports & Physical Education (PE):

The PE curriculum will be adapted as needed to allow students to participate in activities that promote physical well-being, with modified exercises or specialised equipment where appropriate.

## **Social Inclusion**

### 1. Peer Relationships:

The school will foster a supportive and inclusive culture, encouraging students to engage with peers in academic and social activities. Independence will be promoted during social times, such as lunch and break periods, to support the development of peer relationships.

### 2. Emotional Well-being:

School counselors will be available to support students with emotional or social challenges related to their condition or overall well-being.

### 3. Anti-Bullying Measures:

The school has a zero-tolerance policy for bullying. Any incidents of bullying or discrimination based on a student's physical challenges will be addressed promptly in line with the school's behaviour policies.

### **Collaboration and Communication**

#### 1. Collaboration with Therapists and Medical Professional:

The Head of Inclusion will work closely with any therapists or medical professionals involved in the student's care to ensure their educational programme aligns with therapeutic goals.

#### 2. IEPs:

Individualised Education Plans (IEPs) will be reviewed termly with the student, parents, and LSAs to monitor progress, address challenges, and make necessary adjustments to the plan.

#### 3. Service Agreement:

A yearly service agreement will be established (if required) to outline the support provided and will be updated in the relevant school systems.

#### 4. Parental Involvement:

Parents will be actively involved in decision-making regarding their child's accommodations and support. They will receive regular updates on progress and any changes to the support plan.

This policy will be reviewed annually by the Head of Inclusion, Principal and Senior Leadership Team.