



## TARBIYYAH SECONDARY SCHOOL

مدرسة التربية الثانوية الإسلامية

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# DISABILITY EQUALITY AND ACCESSIBILITY POLICY

*Formerly the Disability Discrimination Act (DDA) Policy*

**ACADEMIC YEAR 2026 – 2027**

|                                              |                                                                                                                                        |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Policy name</b>                           | Disability Equality and Accessibility Policy                                                                                           |
| <b>Applies to</b>                            | All pupils, staff, parents, governors/proprietors, visitors and contractors of Tarbiyyah Secondary School for Boys                     |
| <b>Approved by</b>                           | <b>Haneef Sandhar</b>                                                                                                                  |
| <b>Position</b>                              | Headteacher                                                                                                                            |
| <b>Updated by</b>                            | <b>S. Ahmed, Deputy Headteacher</b>                                                                                                    |
| <b>Ratified by the Proprietor / Trustees</b> | Heathrow Community Initiative, through the Chair of Trustees                                                                           |
| <b>Last reviewed on</b>                      | August 2026                                                                                                                            |
| <b>Next review due by</b>                    | August 2027                                                                                                                            |
| <b>Review cycle</b>                          | Annual, or sooner in the event of legislative change or a change to the school premises                                                |
| <b>Availability</b>                          | Published on the school website and available in hard copy, large print or another accessible format on request from the school office |

## CONTENTS

- 1 Purpose and Scope
- 2 Our Ethos and Islamic Commitment
- 3 Legal Framework
- 4 Definition of Disability
- 5 Aims of the Policy
- 6 Roles and Responsibilities
- 7 Reasonable Adjustments — General Principles
- 8 Reasonable Adjustments and Our Behaviour Standards
- 9 The Accessibility Plan — Three Strands
- 10 Admissions
- 11 Harassment, Bullying and Disability-Related Abuse
- 12 Staff Training
- 13 Monitoring, Evaluation and Review
- 14 Concerns and Complaints
- A Appendix A — Meeting the General Duty: Actions
- B Appendix B — Accessibility Development Plan
- C Appendix C — Related Policies and Documents

### 1. Purpose and Scope

This policy sets out how Tarbiyyah Secondary School for Boys promotes disability equality, eliminates disability discrimination and makes reasonable adjustments for disabled pupils, staff, parents, visitors and other users of the school.

It applies to every aspect of school life: admissions, the curriculum, teaching and learning, assessment, trips and enrichment, the physical environment, communication with families, employment practices and — importantly — the application of our behaviour, uniform, attendance and rewards standards.

This policy should be read alongside the Tarbiyyah Secondary School Student & Parent Handbook 2026–27, which sets out our behaviour expectations, the C1–C5 Consequence System, uniform standards, the school day and our Merit System. Where this policy and the Handbook appear to conflict, the duty to make reasonable adjustments takes precedence, and the matter must be referred to the Headteacher or Deputy Headteacher.

### 2. Our Ethos and Islamic Commitment

At Tarbiyyah Secondary School we value, respect and promote the individuality of all, irrespective of ethnicity, religion, disability, attainment or background.

Islam promotes equality as the will of Allah and requires mutual respect between human beings. Our religion teaches that every person deserves care, dignity and respect, and that this does not change when a person is impaired. What truly matters is the state of the heart and the quality of one's conduct.

We are enjoined to accept people regardless of disability, to include them amongst us, and to support them by addressing their needs. This is not an administrative obligation added to our ethos — it is an expression of it.

Our RECIPE values apply to every pupil without exception. Resilience, Emaan, Contentment, Integrity, Progress and Excellence are measured against each pupil's own starting point and capability, not against a single fixed standard.

The school will not tolerate harassment of any person, whether a disabled person with any form of impairment, a pupil who cares for a disabled parent, or a pupil who has disabled family members.

### 3. Legal Framework

The Disability Discrimination Acts 1995 and 2005 have been repealed and replaced. Their duties are now contained in the Equality Act 2010. This policy retains the familiar “DDA” title in its subheading so that it remains findable, but its content reflects current law.

This policy has regard to the following:

- Equality Act 2010 — in particular the definition of disability (s.6), the prohibited conduct provisions including direct discrimination (s.13), discrimination arising from disability (s.15), indirect discrimination (s.19) and harassment (s.26), the duty to make reasonable adjustments (ss.20–21 and Schedule 13), and the duties on schools as responsible bodies (s.85).
- Equality Act 2010, Schedule 10 — the requirement for responsible bodies of schools, including independent schools, to prepare and implement an accessibility plan.
- The Public Sector Equality Duty (s.149), where applicable, and the general principle of advancing equality of opportunity that informs our practice regardless of its technical application to us.
- The Education (Independent School Standards) Regulations 2014 — including the standards relating to the welfare, health and safety of pupils, the behaviour policy, the anti-bullying strategy, the premises and accommodation, and the provision of information to parents.
- Children and Families Act 2014, Part 3, and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- Equality Act 2010: advice for schools (Department for Education).
- Supporting pupils at school with medical conditions (Department for Education) — followed by this school as best practice.
- Behaviour in schools: advice for headteachers and school staff, and Searching, screening and confiscation: advice for schools (Department for Education) — followed by this school as best practice.
- Keeping Children Safe in Education 2026.

### 4. Definition of Disability

A disabled person is someone who has a **physical or mental impairment** that has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day-to-day activities**.

| Term                          | What it means                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical or mental impairment | Includes sensory impairments (sight and hearing), impairments relating to mental functioning including learning disabilities, specific learning difficulties such as dyslexia and dyspraxia, autism, ADHD, mental health conditions, and long-term health conditions such as epilepsy, diabetes, asthma, sickle cell disorder, cancer, HIV and multiple sclerosis. |
| Substantial                   | More than minor or trivial.                                                                                                                                                                                                                                                                                                                                        |
| Long-term                     | An impairment that has lasted at least 12 months, is expected to last at least 12 months, or is expected to last for the rest of the person's life.                                                                                                                                                                                                                |
| Normal day-to-day activities  | Mobility; manual dexterity; physical co-ordination; continence; the ability to lift, carry or move objects; speech, hearing or eyesight; memory or the ability to concentrate, learn or understand; perception of the risk of physical danger.                                                                                                                     |

### Important points of law

A pupil does not need a formal diagnosis, an EHC plan or a place on the SEND register to be disabled in law. The test is the effect of the impairment, not the label.

The effect of an impairment is judged as if any treatment, medication or aid were not being used — apart from spectacles and contact lenses.

Cancer, HIV infection and multiple sclerosis are treated as disabilities from the point of diagnosis.

A condition that fluctuates or recurs, such as epilepsy or a mental health condition, still counts if it is likely to recur.

Many pupils are disabled in law without either they or the school describing them that way. Staff must apply this policy on the basis of need, not on the basis of paperwork.

## 5. Aims of the Policy

Tarbiyyah Secondary School is committed to embracing every individual and every group with the same equality and warmth, and to responding to the expectations and needs of everyone. As an inclusive school we aim to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Equality Act 2010, including direct discrimination, discrimination arising from disability, indirect discrimination and failure to make reasonable adjustments.
- Promote positive attitudes towards disabled people throughout the school community.
- Eliminate harassment and bullying related to disability.
- Assess and monitor the impact of our policies, practices and activities on disabled people — including the impact of our behaviour and uniform standards.
- Encourage the participation of disabled people in public life and in the full life of the school.
- Make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.
- Improve outcomes for disabled pupils, so that they achieve as well as their peers.

The law further requires the school to plan to increase access to education for disabled pupils in three ways:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to increase access to education and associated services.
- Improving the delivery of information to disabled pupils in a form that is readily accessible.

This policy and the accompanying Accessibility Plan set out how these three duties are met.

## 6. Roles and Responsibilities

| Who                       | Responsibility                                                                                                                                                                                                                                                                                                                        |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Proprietor / Trustees | Ensure the school complies with the Equality Act 2010; approve this policy and the Accessibility Plan; review progress annually and formally at the end of each three-year cycle; ensure adequate resource is allocated to reasonable adjustments.                                                                                    |
| Headteacher               | Overall accountability for implementation; ensures staff are trained and that reasonable adjustments are actually made in practice; authorises adjustments to behaviour sanctions, uniform requirements and the smart device rule; makes the final decision on suspension or permanent exclusion, having first considered disability. |

| Who                                                                         | Responsibility                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deputy Headteacher                                                          | Day-to-day oversight of the behaviour and consequence systems; ensures that every escalation to C4 and C5 is checked against this policy; maintains the record of agreed reasonable adjustments and ensures it is visible to all staff; reviews behaviour data by SEND and disability at least half-termly. |
| <b>SENDCo / Inclusion Lead</b><br>Nadia Qureishi ·<br>senco@tarbiyyah.co.uk | Identifies disabled pupils and their needs; co-ordinates assessment, Individual Healthcare Plans and access arrangements; agrees and records reasonable adjustments with pupils and parents; advises staff; is consulted before any pupil with a known or suspected disability is escalated to C4 or C5.    |
| All teaching staff                                                          | Know which pupils in their classes have agreed adjustments and apply them consistently; plan lessons that are accessible; apply the Consequence System fairly and with adjustment where required; report emerging concerns to the SENDCo promptly.                                                          |
| All support and office staff                                                | Apply agreed adjustments in corridors, at the gate, at the office and at break and lunch; treat disability-related need as need, not as defiance.                                                                                                                                                           |
| Pupils                                                                      | Treat one another with respect; report any bullying or harassment related to disability; take part in shaping the adjustments that affect them.                                                                                                                                                             |
| Parents                                                                     | Tell the school as early as possible about a disability or health condition; work with the school to agree adjustments; keep information up to date.                                                                                                                                                        |

## 7. Reasonable Adjustments — General Principles

The Equality Act 2010 requires schools to make reasonable adjustments so that disabled pupils and other users of the school are not placed at a substantial disadvantage, and are able to access the same opportunities as their non-disabled peers.

Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information, and 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 both current and future pupils and users of the school.

Three principles govern how we approach adjustments at Tarbiyyah:

**Anticipatory.** The duty is not triggered only when a disabled pupil arrives. We are required to think ahead about what disabled pupils might need and to plan for it in advance — in our curriculum planning, our premises development, our trips and our systems.

**Individual.** Beyond the general strategies in the Accessibility Plan, adjustments are agreed case by case according to need, working collaboratively with the disabled person and, for pupils, with their parents. Two pupils with the same diagnosis may need entirely different adjustments.

**Cost-free to the family.** The school may not pass on the cost of a reasonable adjustment to a disabled pupil or their family.

### Deciding whether an adjustment is reasonable

In deciding whether an adjustment is reasonable, the following factors are taken into account:

- The extent to which the adjustment would prevent or reduce the disadvantage suffered by the disabled person.
- The practicality of the adjustment.

- The availability of financial or other assistance.
- The financial and other resources of the school, and the cost of making the adjustment.
- The size of the school and the number of pupils on roll.
- The effect of the adjustment on the health, safety and education of other pupils.
- The need to maintain academic, musical, sporting and other standards.

A judgement that an adjustment is not reasonable must be recorded, with reasons, and communicated to the family. It is not sufficient to decline an adjustment informally.

### What success looks like

The school will know it is making reasonable adjustments well when disabled persons can, wherever possible, participate fully:

- in the classroom;
- in the full school curriculum, including PE, trips and enrichment;
- 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 pupils feel their child is part of the life of the school;
- staff feel confident and competent in working with disabled pupils.

## 8. Reasonable Adjustments and Our Behaviour Standards

Tarbiyyah Secondary School holds high standards in punctuality, uniform, behaviour and effort. As the Headteacher states in the Student & Parent Handbook, these standards exist not to restrict but to raise: they are the habits of a serious student and an upright believer. This policy does not lower those standards.

What it does is make clear that the standards must be applied lawfully. A rule that is applied identically to every pupil can still be unlawful if it places a disabled pupil at a substantial disadvantage and the school has not made a reasonable adjustment. This section explains how each element of our behaviour system is to be applied to disabled pupils.

### The three questions staff must ask before issuing a consequence

1. Is this behaviour, lateness or breach connected to a disability or health condition — known or suspected?
2. Has an adjustment already been agreed for this pupil, and am I applying it?
3. Is the sanction I am about to issue a proportionate means of achieving a legitimate aim for this pupil?

If the answer to the first question is or may be yes, the member of staff must consult the SENDCo or a member of SLT before escalating beyond C2.

### 8.1 Discrimination arising from disability

Section 15 of the Equality Act 2010 makes it unlawful to treat a pupil unfavourably because of something arising in consequence of their disability, unless the school can show the treatment is a proportionate means of achieving a legitimate aim.

This is the provision most often engaged by school behaviour systems. A pupil with ADHD who calls out, a pupil with autism who leaves a classroom when overwhelmed, a pupil with a chronic health condition who is repeatedly late, and a pupil with a mental health condition who does not complete homework are all likely to be

exhibiting something arising from their disability. Sanctioning them in the same way as a pupil without that disability, without adjustment, exposes both the pupil and the school to harm.

Maintaining order and protecting the learning of others are legitimate aims. Achieving them by the least restrictive means available for that pupil is what proportionality requires.

## 8.2 The Consequence System (C1–C5)

The Consequence System set out in the Student & Parent Handbook applies to all pupils. The table below sets out the adjustments to be considered at each stage for a disabled pupil.

| Level | Standard sanction                                                                                                                                           | Adjustments to consider for a disabled pupil                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1    | Verbal warning in class.                                                                                                                                    | Use the pupil's agreed cue or non-verbal signal rather than a public warning where a pupil's disability makes public correction escalatory. Allow processing time before expecting compliance — a delayed response is not refusal. Check the instruction was understood, not merely heard.                                                                                                                                                                                                                |
| C2    | 15-minute detention at lunchtime, at the issuing teacher's convenience. Three C2s in a week triggers a Pastoral Support meeting and an automatic detention. | Protect access to food, medication, the toilet and prayer — a lunchtime detention must never remove these. Consider a shortened or split detention for pupils with fatigue-related conditions or attention difficulties. Where a pupil accrues three C2s in a week and is disabled, treat the Pastoral Support meeting as a review of adjustments, not only of conduct, and involve the SENDCo.                                                                                                           |
| C3    | After-school detention of 45 minutes (homework, punctuality or uniform) or 60 minutes (behaviour), on the day it is received.                               | Check transport before issuing. A pupil who travels by arranged or specialist transport, or whose disability makes an unplanned late journey unsafe, must be given the detention on a different day with notice to parents. Consider a reduced duration, a supervised alternative task, or a restorative conversation in place of the detention where the underlying cause is disability-related. Never issue a C3 for homework or equipment where an adjustment on those points has already been agreed. |
| C4    | Immediate removal from the lesson and an additional detention. Three C4s in a half term triggers external suspension and a parent meeting.                  | Removal may itself be a reasonable adjustment where a pupil needs to regulate — in that case it should be recorded as a planned exit, not as a sanction. The SENDCo must be informed of every C4 issued to a pupil with a known or suspected disability, and must review the pupil's adjustments before a second C4 is issued in the same half term.                                                                                                                                                      |
| C5    | Major incidents — isolation or suspension for the whole day or longer. Three C5s in a year may lead to permanent exclusion.                                 | No pupil with a known or suspected disability moves to C5 without SENDCo involvement and a documented consideration of whether the behaviour arose from disability and whether adjustments were in place and being applied. The Reflection Room environment, supervision and duration must be adjusted where required, including sensory adjustments, movement breaks, medication and access to communication support.                                                                                    |

**Recording.** Where a consequence is adjusted, staff must record both the behaviour and the adjustment on the school's behaviour log, so that the pattern is visible and the school can evidence that adjustments were made. An unrecorded adjustment provides no protection to the pupil and no evidence for the school.

### 8.3 Punctuality, attendance and the school day

Registration begins at 8:30 am and pupils arriving after that time are marked late; three or more lates result in an after-school detention. The Friday school day ends at 12:00 pm for Jumu'ah.

Adjustments to consider:

- Disability-related lateness — caused by medical appointments, a treatment or medication regime, mobility, specialist transport, or anxiety-related difficulty in entering school — should not count towards the three-late threshold. Agree an alternative code and record it.
- A staggered or “soft” start, an alternative entrance, or arrival with a named adult where crowding at the gate is a barrier.
- Additional time to move between lessons for pupils with mobility impairments, without incurring a lateness sanction.
- Adjustment to the requirement to line up quietly between classrooms and to remove outdoor clothing before lessons where a disability makes this difficult.
- Where absence is disability-related, an Individual Healthcare Plan or a part-time timetable may be agreed as a temporary, reviewed arrangement — with the pupil remaining on roll and the arrangement recorded in writing.
- Accessible arrangements for wudhū and prayer, including Jumu'ah, so that no pupil is excluded from the religious life of the school.

### 8.4 Uniform, hair and footwear

Full, correct uniform is expected of every pupil. Hair is treated as part of the uniform and the same standards apply. Reasonable adjustments to the uniform standard must nonetheless be made where a disability or health condition requires it. Adjustments to consider include:

- Alternative fabrics, seamless garments, or permission to remove the blazer indoors for pupils with eczema, psoriasis, sensory processing difficulties or temperature-regulation conditions.
- Medical or orthopaedic footwear, or supportive footwear that is not a plain black leather school shoe, where prescribed or clinically advised — in plain black wherever this is possible.
- Adjustments to the thobe and trouser requirement for pupils who use a wheelchair, a prosthesis, a brace, a stoma bag or a catheter.
- Adaptations for pupils with limited manual dexterity — for example, alternatives to buttons and laces.
- Adjustment to the hair standard for pupils with alopecia, hair loss following medical treatment, a scalp condition, a head injury or a scar, or where surgery or a medical device affects the scalp. A pupil in this position must not be sent home, isolated or asked to correct their hair.
- Adjustment to the PE kit requirement and to participation in PE, with alternative activity rather than exclusion from the lesson.

Requests are made in writing to the school office and are agreed by the Headteacher or Deputy Headteacher in consultation with the SENDCo. Agreed adjustments are recorded, communicated to all staff, and reviewed annually. Once an adjustment is agreed, no member of staff may override it at the gate or in a lesson.

No pupil is sent home because of a uniform or hair matter. Uniform breaches are dealt with through the Consequence System, and the school lends spare items where it can.

### 8.5 Mobile phones, smart devices and medical technology

Smart phones, smartwatches and similar devices are prohibited on the school premises and are confiscated until the end of term. Basic non-smart phones are permitted but must be handed in to the school office on arrival.

This rule requires an express exception. Some pupils rely on a smart device as medical equipment. Examples include a continuous glucose monitor and its paired phone or watch, an insulin pump controller, a heart-rate or

seizure-alert device, a hearing aid or cochlear implant controlled by an app, and a communication application used by a pupil with a speech, language or communication need.

#### Medical and assistive device exemption

A pupil whose disability or health condition requires a smart device is exempt from the prohibition to the extent necessary for that purpose.

The exemption is applied for in writing by the parent, supported by medical evidence, and authorised by the Headteacher or Deputy Headteacher in consultation with the SENDCo.

The agreed exemption is recorded on the pupil's Individual Healthcare Plan and circulated to all staff, including cover staff, so that the device is not confiscated in error.

Conditions of use — where and when the device may be used, and what use is not permitted — are set out in the same document and shared with the pupil and parents.

Confiscating a medically necessary device is both a safeguarding risk and a likely act of unlawful discrimination. Where staff are uncertain, they must contact the school office rather than confiscate.

### 8.6 Homework, equipment and access to learning

Homework is set through Microsoft Teams, and non-completion may result in a C3 detention. Every pupil is expected to bring the daily equipment listed in the Handbook.

Adjustments to consider:

- Extended deadlines, reduced volume, or a task presented in an alternative format where a disability affects reading, writing, processing speed, stamina or organisation.
- Printed copies of homework for pupils who cannot readily access an online platform, and use of accessibility features such as screen readers, dictation, immersive reader and adjustable contrast.
- A recorded, agreed alternative to handwriting — including a laptop or tablet — which is also the basis for exam access arrangements later on.
- School-provided equipment, and a spare set kept in the classroom, where a disability affects organisation or motor skills. No pupil should receive a C3 for equipment that their disability makes it difficult to manage without support.
- Adjustment to the requirement to carry a full bag of A4 books for pupils with a mobility, pain or fatigue condition — for example, a duplicate set of texts kept in school.
- Access arrangements for internal assessments and public examinations, arranged in good time by the SENDCo and reflecting the pupil's normal way of working.

### 8.7 Searching and confiscation

The Headteacher and authorised staff have a statutory power to search a pupil or their possessions, without consent, where they reasonably suspect the pupil has a prohibited item. This power applies to all pupils. Its exercise in relation to a disabled pupil requires care:

- Communicate in a form the pupil can understand, and allow processing time. Distress or non-compliance may be disability-related rather than defiance.
- Consider the presence of a familiar adult, and the sensory impact of the search environment.
- Take account of medical devices, dressings, prostheses and assistive equipment before any search of the person or possessions.
- Never confiscate an item that is, or may be, medically necessary. Where there is doubt, hold the item securely and contact the school office and parents immediately.
- Record the search, the reason for it and any adjustment made.

## 8.8 Rewards, merits and achievement

The Merit System recognises pupils who exceed expectations, and merits accumulate towards Bronze, Silver, Gold and Platinum awards. A reward system is as capable of discriminating as a sanction system if disabled pupils cannot realistically reach its thresholds.

- Merits are awarded against the pupil's own capability and starting point — the Handbook criterion of work that exceeds expectations “for the student's ability or attitude” must be applied genuinely, not as a fixed whole-school bar.
- Half-termly reward events, trips and the Gold educational trip must be accessible. Where an activity cannot be made accessible, an equivalent alternative of comparable value is provided; a disabled pupil is not simply left behind.
- The Excellence Award for Attendance and Punctuality is adjusted so that pupils whose absence or lateness is disability-related are not excluded from it, by discounting authorised disability-related absence from the calculation.
- Behaviour and merit data are analysed by SEND and disability status at least half-termly by the Deputy Headteacher, and any disproportionality is acted upon and reported to the Headteacher.

## 8.9 Isolation, suspension and permanent exclusion

Before any decision to place a pupil in internal isolation, to suspend, or to permanently exclude, the Headteacher will consider and record:

- whether the pupil is or may be disabled;
- whether the behaviour arose in consequence of that disability;
- whether the reasonable adjustments already agreed were in place and were actually being applied at the time;
- whether any further adjustment could avoid or reduce the sanction;
- whether the sanction is a proportionate means of achieving a legitimate aim in this pupil's case.

Where a pupil with a disability is at risk of permanent exclusion, the school will convene a multi-agency review involving the SENDCo, parents and, with consent, any external professionals involved, and will consider a formal reassessment of need before a final decision is taken.

Parents who believe their son has been discriminated against on grounds of disability may bring a claim to the First-tier Tribunal (Special Educational Needs and Disability). This right is in addition to the school's own complaints procedure and does not require the complaints procedure to be exhausted first.

## 9. The Accessibility Plan — Three Strands

The school's Accessibility Plan details the changes required to our buildings and to other aspects of our provision so that we fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities. The main actions to be taken to promote disability equality are described in that Plan, which is reviewed annually and formally re-set at the end of each three-year cycle.

The current Accessibility Plan covers the three years from 2026 to 2029.

### 9.1 Increasing access to the curriculum

| Area                  | Our approach                                                                                                                                                                                                                                |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning and delivery | Lessons are planned so that disabled pupils can participate fully. Teachers adapt materials, pace and grouping rather than setting alternative low-expectation work. Agreed adjustments are visible on seating plans and class information. |

| Area                  | Our approach                                                                                                                                                                        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Information for staff | Information about pupils' disabilities and agreed adjustments is available to all staff who teach them, including cover staff, and is updated when needs change.                    |
| Specialist advice     | Guidance from specialists is sought and acted upon, and classrooms are organised for maximum benefit to disabled pupils.                                                            |
| Practical subjects    | Practical work in science, PE, art and design is risk-assessed and adapted so that disabled pupils take part rather than observe.                                                   |
| Trips and enrichment  | All trips, including the Gold merit trip and residential activities, are planned with accessibility considered from the outset — not addressed only when a disabled pupil signs up. |
| Assessment            | Access arrangements reflect the pupil's normal way of working and are put in place for internal assessments as well as public examinations.                                         |

## 9.2 Improving the physical environment

The school considers the needs of current and future pupils, staff and visitors when planning any change to the premises.

A full audit of the premises — access routes, entrances, toilets, the prayer and wudhū facilities, and evacuation arrangements — is recorded in the Accessibility Plan, and outstanding improvements are scheduled there.

## 9.3 Improving the delivery of information

| Area                        | Our approach                                                                                                                                                                         |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Written communication       | Letters, reports, the Student & Parent Handbook, the prospectus and this policy are available in large print, in a modified format, or read aloud on request from the school office. |
| Digital communication       | Microsoft Teams content is set up to work with screen readers, dictation and reading-support tools. Documents are shared in accessible formats.                                      |
| Meetings                    | Parents' evenings, briefings and Open Evening are held in accessible spaces, with alternative arrangements offered where a parent's disability makes attendance difficult.           |
| Language and interpretation | Where language is an additional barrier alongside disability, interpretation or a translated summary is arranged.                                                                    |
| Signage and wayfinding      | Signage is clear, well-contrasted and at an appropriate height.                                                                                                                      |

## 10. Admissions

Tarbiyyah Secondary School will not refuse admission to a pupil on the grounds of disability, nor apply less favourable admission terms. The school considers what reasonable adjustments could be made to enable a disabled applicant to be admitted and to thrive, and discusses these with the family before a decision is made.

Where the school concludes that it cannot meet a pupil's needs even with reasonable adjustments, the reasons will be recorded and communicated to the family in writing, together with the family's right to complain and to seek redress.

Information about a disability disclosed at application is used only to plan support, is handled in accordance with the school's Data Protection Policy, and is not used to the applicant's disadvantage. This policy should be read alongside the school's Admissions Policy.

## 11. Harassment, Bullying and Disability-Related Abuse

Bullying of any kind, including online, is never tolerated at Tarbiyyah. Disability-related harassment — including name-calling, mimicry, exclusion from friendship groups, and abuse directed at a pupil because of a family member's disability — is treated with the same seriousness as any other form of prejudice-based bullying.

- Any concern must be reported to a member of staff straight away so that it can be dealt with quickly.
- Incidents are recorded, including the disability-related motivation, and are monitored for patterns.
- The Designated Safeguarding Lead is informed where the harassment raises a safeguarding concern. Disabled children face additional safeguarding barriers, including the risk that indicators of abuse are wrongly attributed to their disability.
- Pupils who bully are supported to understand the impact of their behaviour, alongside the application of the Consequence System.

This policy should be read alongside the school's Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead is Haneef Sandhar, Headteacher. The Deputy Designated Safeguarding Lead is S. Ahmed, Deputy Headteacher.

## 12. Staff Training

Staff cannot make adjustments they do not know about or do not understand how to make. The school therefore ensures that:

- Induction for all new staff, including part-time and cover staff, covers this policy, the identification of disability, and the school's agreed adjustments.
- Annual whole-staff training addresses disability awareness, reasonable adjustments in the classroom, and the lawful application of the Consequence System.
- Training is provided on specific conditions present in the school community, including administration of medication, epilepsy and diabetes awareness, and manual handling where relevant.
- Health and safety considerations are met, and relevant training provided, wherever a pupil's disability affects risk.
- Staff know who the SENDCo is, how to raise a concern, and how to access the record of agreed adjustments.

## 13. Monitoring, Evaluation and Review

The Proprietor / Trustees will review progress on this policy and the Accessibility Plan annually, and whenever the premises change or are altered. A more formal evaluation is undertaken at the end of each three-year cycle.

The school monitors:

- Attainment, progress and destinations of disabled pupils compared with their peers.
- Behaviour data — C1 to C5, isolations and suspensions — analysed by SEND and disability status, at least half-termly.
- Attendance and punctuality data for disabled pupils, and the reasons behind it.
- Participation rates in trips, enrichment, PE and reward events.
- Merit and award data, to ensure disabled pupils can and do achieve recognition.
- Bullying and harassment incidents with a disability dimension.
- Complaints raising disability issues, and their outcomes.
- Progress against the Accessibility Plan.

The school actively seeks the views of disabled pupils, their parents, staff and other users of the school, and uses local authority and specialist support services where appropriate.

## 14. Concerns and Complaints

A parent, pupil or member of staff who believes that this policy has not been followed, or that they have been discriminated against on grounds of disability, should raise the matter as follows:

| Stage    | Route                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1  | Speak to the pupil's form tutor, the SENDCo, or a member of the Senior Leadership Team. Most concerns are resolved quickly at this stage.                                                                                                                                                                                                                                                                                                              |
| Stage 2  | Make a formal written complaint to the Headteacher, in accordance with the school's Complaints Policy and Procedure.                                                                                                                                                                                                                                                                                                                                   |
| Stage 3  | Where the matter is not resolved, escalate in accordance with the school's Complaints Policy, including to a panel where the procedure provides for one.                                                                                                                                                                                                                                                                                               |
| External | A parent may bring a disability discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability). A claim relating to permanent exclusion or another act of alleged discrimination is normally subject to a six-month time limit. Employees may raise a claim through the Employment Tribunal. Concerns about the school's compliance with the Independent School Standards may be raised with the Department for Education. |

No pupil, parent or member of staff will be treated less favourably as a result of raising a concern under this policy.

## A. Appendix A — Meeting the General Duty: Actions

| General duty                                                                                   | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promote equality of opportunity                                                                | Reference the school Accessibility Plan.<br>As an equal-opportunity employer, ensure reasonable steps are taken so that a member of staff with a disability is able to participate fully in school life.<br>Actively seek the views of pupils, staff, parents and other users of the school.<br>Use local authority and specialist support services.                                                                                                                                                                                                                                                                                            |
| Eliminate discrimination                                                                       | Ensure staff training includes consideration of disability and its implications.<br>Ensure health and safety considerations are met and relevant training provided, including manual handling.<br>Ensure lesson planning provides for the full involvement of pupils with disabilities.<br>Apply the C1–C5 Consequence System with the adjustments set out in section 8, and monitor behaviour data for disproportionality.                                                                                                                                                                                                                     |
| Eliminate harassment                                                                           | Reference the Anti-Bullying Policy.<br>Record the disability dimension of any incident and monitor for patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Promote positive attitudes                                                                     | Staff actively develop pupils' understanding of the impact of disability on access to the curriculum and to school life.<br>Source materials containing positive images of disabled people for use in school books, displays and assemblies.                                                                                                                                                                                                                                                                                                                                                                                                    |
| Encourage participation in public life                                                         | Take opportunities to provide positive role models of disabled people, including by inviting such visitors into school and into the assembly programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Take steps to meet disabled people's needs, even where this requires more favourable treatment | Visitors — practical steps to ensure visitors' needs are met, including accessible toilet facilities, accessible entry, preferential seating and an assigned member of staff to support where necessary.<br>Pupils — ensure pupils' needs and wishes are taken into account when decisions are made about participation in school life; for example, where a room is inaccessible, enable pupils to work elsewhere with a choice of peers, and be sensitive to pupils' feelings about participation in events such as Sports Day.<br>Staff — provide training where necessary.<br>Refer to the First Aid and Administration of Medicine Policy. |

## B. Appendix B — Accessibility Development Plan

| Development area    | Target                                        | Strategy                                                                                                                     | Outcome                                                                                   | Goal                                                              |
|---------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Curriculum delivery | Classrooms are organised for disabled pupils. | Guidance from specialists is taken and acted upon so that the learning environment gives maximum benefit to disabled pupils. | Pre- and post-admission monitoring shows that disability was considered in organising the | Disabled pupils access the learning environment more effectively. |

| Development area                       | Target                                                                                                              | Strategy                                                                                                                                                | Outcome                                                                                        | Goal                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
|                                        |                                                                                                                     |                                                                                                                                                         | learning environment.                                                                          |                                                                              |
| Delivery of materials in other formats | Individual targets are used by classroom staff, with an understanding of additional requirements in practical work. | Information about disabilities is available to all staff, with further training on implementation and on adapting the curriculum where required.        | Staff are well informed about disability requirements, enabling effective lesson delivery.     | Disabled pupils access the curriculum more effectively.                      |
| School design and premises             | The whole school is accessible to disabled pupils.                                                                  | Make necessary adjustments to the current premises to allow access for current and potential disabled pupils — for example wider doors and ramps.       | A costed plan for disabled access is in place and progressed annually.                         | Disabled pupils access all physical areas without difficulty.                |
| <b>Behaviour and consequences</b>      | The C1–C5 system is applied lawfully to disabled pupils.                                                            | Section 8 of this policy is delivered in staff training; adjustments are recorded and visible; SENDCo is involved before every escalation to C4 and C5. | Half-termly analysis shows no unexplained disproportionality in sanctions for disabled pupils. | Disabled pupils are not sanctioned for the consequences of their disability. |
| <b>Information and communication</b>   | Key school documents are available in accessible formats.                                                           | Audit the Handbook, prospectus, reports and website for accessibility; establish a standing offer of alternative formats.                               | Requests for alternative formats are met within five school days.                              | Disabled pupils and parents receive information on equal terms.              |

## C. Appendix C — Related Policies and Documents

This policy should be read alongside:

- Student & Parent Handbook 2026–27
- Behaviour Policy and the C1–C5 Consequence System
- Accessibility Plan
- Special Educational Needs and Disability (SEND) Policy
- Admissions Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- First Aid and Administration of Medicine Policy, and Individual Healthcare Plans
- Complaints Policy and Procedure
- Curriculum Policy

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- Health and Safety Policy, including emergency evacuation and PEEPs
  - Data Protection Policy
  - Equal Opportunities Policy
  - Fee Policy

**Approved by:** Haneef Sandhar, Headteacher

**Updated by:** S. Ahmed, Deputy Headteacher · August 2026

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