

Accessibility Policy

2021-2022



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by: Mr. Naveed Iqbal

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

GEMS Metropole school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our Mission statement

We provide a caring, positive and supportive environment to ensure our students can learn and grow side by side.

Vision of Inclusion

At GEMS Metropole we believe in the rights of People of Determination to be integrated into public and private school, Federal Law No.(29), (2006). In addition, we provide the best possible provision for students of all abilities and value the individuality, talents and gifts of all our students.

The school is fully committed to further developing our inclusive ethos and fully embrace the following statement, KHDA (2017) 'Matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same right as all other students.

This includes the right to be admitted to a preferred school where they are able to engaged and participate in quality learning experiences alongside same aged peers'.

GEMS Metropole fully supports the statement by KHDA (2017:22) that it is the responsibility of all school leaders 'to empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development of education'.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We instill self confidence in accordance with the school's ethos and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of nationality, gender, religion, social class, culture, race, age or special educational need, for their self-fulfillment and their eventual development into active and responsible adults.

GEMS Metropole is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As stipulated by the United Arab Emirates Ministry of education - Special Education Department, pg14: The philosophy of inclusive education: "Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs."

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- * School Governing body
- * School Principal
- * School Operations Manager
- * Head of Inclusion
- * Students
- * Parents/Carers
- * Staff

2. Legislation and guidance

This document meets the United Kingdom requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Monitoring arrangements

The school's arrangements for managing the access to education and training providers to students is monitored by Mr. Russell Foster – School Operations Manager.

This policy will be reviewed annually by Mrs. Tracey Ferguson – Head of Inclusion. At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO

This policy has been discussed and agreed by the GEMS Metropole School staff and leadership team for implementation.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- MTS Risk assessment policy
- MTS Health and safety policy
- MTS Inclusion Policy
- UAE Universal design code