



Disability Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:	Governing Board	Last reviewed: Autumn2024 -25
Next review due by:	Autumn 2026-27	

1. Aims and Expectations

1.1 Noor ul Islam Primary School is committed to ensuring equality of opportunity for disabled pupils, staff, and visitors. The school strives to create an environment in which individuals with disabilities can

participate fully in all aspects of school life. The purpose of this policy is to ensure that disabled members of the school community have access to facilities, services, and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers.

1.2 This policy affirms that disabled pupils and staff are integral members of the school community. Inclusive and accessible provision is considered a fundamental component of the school's services rather than an additional or exceptional measure. This policy is informed by the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice, and relevant independent school standards.

2. Responsibility

2.1 All staff are expected to understand this policy and uphold its principles in their interactions with disabled pupils, colleagues, parents, and visitors.

2.2 The Headteacher and senior leaders have overall responsibility for ensuring that legal duties are met and that this policy is implemented consistently across the school.

3. Definition of Disability

3.1 Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3.2 Disability may include (but is not limited to) mobility impairments, visual or hearing impairments, long-term medical conditions, specific learning difficulties such as dyslexia, neurodivergent conditions, mental health difficulties, and progressive conditions.

4. Policies, Procedures, and Activities

4.1 The school will endeavour to ensure that disabled pupils and staff have access to support services equivalent to those available to their non-disabled peers. Where existing systems cannot be reasonably adapted, the school will seek to provide alternative, reasonable adjustments or arrangements.

4.2 All policies, procedures, and planned activities will be reviewed with consideration for accessibility and inclusion.

5. Teaching and Learning

5.1 The needs of disabled pupils should be considered prior to admission wherever possible, ensuring that appropriate reasonable adjustments can be identified and, where practical, put in place.

5.2 Teachers and support staff are expected to plan and deliver learning in ways that are inclusive and responsive to individual needs. Teaching strategies should, wherever reasonable, be adapted to accommodate pupils' specific requirements, ensuring meaningful access to the curriculum.

5.3 The school will ensure—wherever it is practical and reasonable—that disabled pupils and staff are not treated less favourably than others.

5.4 The current school building includes areas that are accessible only via staircases, including classrooms on the first floor. Pupils with significant mobility difficulties may not be able to access these

areas. The Headteacher will ensure that prospective parents are informed of these physical constraints during the admissions process so that suitable arrangements can be agreed.

5.5 The school's Accessibility Plan is reviewed at least annually by the Headteacher and the Governing Board. This plan outlines actions taken to improve access to the curriculum, the physical environment, and information for pupils and staff with disabilities.

6. Staff

6.1 In accordance with the Equality Act 2010, the school will not discriminate against a disabled person in any aspect of employment, including recruitment, training, promotion, or working conditions, unless such treatment is lawful and justifiable. Reasonable adjustments will be considered and implemented to support disabled staff to thrive in their roles.

7. Monitoring and Evaluation

7.1 The school will maintain appropriate systems for monitoring the admission and profile of disabled pupils and staff, and for reviewing the effectiveness of support and reasonable adjustments provided.

7.2 Ongoing evaluation will be used to identify opportunities for improvement in provision, accessibility, and inclusion across the school.

8. Complaints

8.1 Concerns or complaints relating to disability provision or equality matters will be addressed in accordance with the school's Complaints Policy and Procedures.