



مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

Accessibility Plan

Approved by:	Ms. Jan Steel
Date of review:	September 2024
Next review date:	September 2025

Accessibility Plan

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

Inclusion Vision

At GEMS Royal Dubai School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equality for all.

Inclusion Mission

We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued within a common learning environment. We endeavour to promote, protect, and ensure the success of all students by providing relevant learning opportunities, pathways and challenges for all.

We are proactive in identifying, managing and removing barriers that may limit achievement, participation and progress. We aim to meet the individual needs, promote social and emotional well-being and realise the potential of all learners in an environment that recognises their different gifts and talents, the different ways they learn, the different rates at which they learn, and their unique backgrounds and culture.

Introduction

RDS is committed to providing a caring, inclusive and safe environment for all our students. Wellbeing plays a crucial role in our Accessibility Policy. Our goal is to create a safe and inclusive environment for all individuals, promoting their mental, emotional, and physical wellbeing.

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

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

Legislation and guidance

This document meets the 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Objectives

- To ensure that the school environment is physically accessible to all students.

- To provide accessible learning materials and resources.
- To promote an inclusive culture through awareness and training.
- To utilize technology to support diverse learning needs.
- To engage with parents, caregivers, and the community in accessibility efforts.

Scope

This policy applies to all students, staff, parents, and visitors at GEMS Royal Dubai School.

Policy Details

1. Physical Accessibility

Through regular accessibility audits of the school premises, the environment is adapted to meet the needs of students attending RDS, as required. This may include:

- Ensuring all buildings and facilities are wheelchair accessible, including classrooms, libraries, and recreational areas
- Installing and maintaining ramps and elevators
- Disabled parking bays
- Disabled toilets and changing facilities

2. Accessible Curriculum, Learning Materials and Resources

Through personalisation, the curriculum, learning materials and resources are adapted to meet the needs of students attending RDS, as required. This may include;

- An adapted or personalised curriculum
- Resources tailored to the needs of students who require support to access the curriculum
- Assessments are adapted to ensure accessibility for all
- Providing educational materials in various accessible formats, including digital, Braille, large print, and audio.
- Providing and supporting the use of assistive devices such as hearing aids, speech-to-text software, and communication boards.
- Ensuring compatibility of digital resources with screen readers and other assistive technologies.
- Offering flexible seating and adjustable desks to accommodate diverse needs.
- Ensure all classroom technology is accessible to students with disabilities.

3. Inclusive Culture and Awareness

As a school, RDS ensures an inclusive culture through;

- Representation in the vision, mission and the school development plan
- Training for staff on inclusive practices and disability awareness.
- Incorporate disability awareness into the student curriculum.
- Celebrate diversity through school-wide events and activities.

4. Improve the delivery of information to students with a disability

The environment is adapted to the needs of students as required. This includes:

- Internal signage
- Large print resources
- Braille
- Induction loops
- Pictorial or symbolic representation

Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Inclusion Policy
- Policy for the provision of Students of Determination

Roles and Responsibilities

School Leadership: Ensure overall implementation and compliance with the accessibility policy.

Teachers and Staff: Implement inclusive practices in the classroom and school activities.

IT Department: Support and maintain assistive technologies.

Parents and Caregivers: Engage with the school and provide feedback on accessibility needs.

This accessibility plan will be made available online on the school website, and paper copies are available upon request.