




Title : **Procedures for Managing  
Accessibility at Dukhan English  
School**

Status : **Current**

Approval Date : **January 2023**

Department	Prepared by	Reviewed by	Approved by
QatarEnergy Schools			
January 2023	VHE/1	VHE	VH

*“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”*

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## **FOREWORD**

This procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section. This guideline provides support and guidance for implementation of the Accessibility Policy.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

## **1 PURPOSE**

- 1.1 To clearly outline the current procedures to provide an inclusive learning environment that meets the needs of all students, regardless of any special need or disability.

## **2 SCOPE**

- 2.1 This Procedure applies to QatarEnergy schools and as such includes all students regardless of age, special need or disability.
- 2.2 This policy and procedure documentation applies to the school curriculum and is in place to increase access to the curriculum for students with a disability.
- 2.3 This policy and procedure documentation applies to the physical environment of the school and is in place to ensure this environment is monitored, improved where necessary and maintained to support students with disability.
- 2.4 This policy and procedure documentation applies to the delivery of information in and around the school to support students with disability.

## **3 DEFINITIONS/ABBREVIATIONS**

QatarEnergy Schools	Dukhan English School, Mesaieed International School
VH	Executive Vice President Human Capital QatarEnergy
Senior Leaders	Members of the Senior Management Team of QatarEnergy schools
Head of School	Head of a QatarEnergy Primary or Secondary School
Staff Member	Any employee of QatarEnergy schools
Principal	Principal of a QatarEnergy school
HSE Focal Point	Assigned DES HSE focal point (Assistant Bursar/delegate)
FMS	QatarEnergy Facilities Management Safety Department
BMF	QatarEnergy medical Services including School Nurse
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
Physical Environment	The school premises and immediate area
Information (2.4)	Communication such as internal signage, braille, large print resources etc.

## **4 PROCEDURE**

### **4.1 Overview**

- 4.1.1 On an annual basis the SENDCo, in collaboration with pastoral leaders, Heads and HSE focal point assesses accessibility for students with SEND, sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for students with SEND (see Appendix i).
- 4.1.2 Progress on these measures are updated annually and reported to the Head Teachers.
- 4.1.3 Detail of procedure in each school, staff responsible etc. can be obtained from the individual school.

- 4.1.4 The DES Assistant Bursar is responsible for liaison with QatarEnergy FMS and BMF Departments to ensure sufficient compliance to all related QatarEnergy procedures.
- 4.1.5 The School Nurse is the BMF focal point.

## **4.2 PERSONAL EMERGENCY EVACUATION PLAN**

- 4.2.1 The SENDCo, Head of School and HSE focal point are alerted by the nurse of any student requires assistance with any aspect of emergency evacuation.
- 4.2.2 The HSE focal point, in collaboration with pastoral team and student and their parents, complete the PEEP and share this with the whole school staff team via email.
- 4.2.3 DES HSE Arrangements outline procedures for hearing impaired people on site and a vibrating alarm can be worn to ensure safe evacuation.
- 4.2.4 Staff with additional needs are also issued a PEEP as per DES HSSE Arrangements.
- 4.2.5 PEEP is prepared in conjunction with a daily activity risk assessment of all activities and circulated as per DES HSSE Arrangements.
- 4.2.6 These documents are also reviewed and held with Commercial Security and FMS focal point on school site.
- 4.2.7 DES Secondary will have Rescue Chairs at all first floor emergency stairwells and the PEEP will outline the allocated responsibility for a first floor evacuation. The HSE focal point will ensure that these arrangements are integrated into daily operational planning.

## **4.3 NON-EVACUATION MOBILITY**

- 4.3.1 Students with restricted mobility, short term or long term have permission to use the lift and the Risk Assessment of daily activities will outline the arrangements in place
- 4.3.2 It is likely that students with some restricted mobility or sensory conditions may not be able to use the school bus safely and will need to be brought to and from school by parents, or in exceptional cases, QatarEnergy transportation. In the initial stages of risk assessing daily activities, the HSE focal point, along with pastoral team, parents and student and Head will ensure that clear arrangements have been made for the student to safely travel to school.
- 4.3.3 In the event of an off-site activity, school trip or any other non-routine activity, an additional risk assessment will be completed with the HSE focal point and relevant staff.
- 4.3.4 The SENDCo will shared this information with the whole school staff team via email, the Assistant Bursar will ensure operational teams are updated.
- 4.3.5 The facilities team will alert the SENDCo and pastoral team if the lift is under maintenance and the SENDCo will contact the Nurse to assess the student's mobility.
- 4.3.6 If they are unable to use the stairs the SENDCo will alert SLT and the class can be re-roomed.
- 4.3.7 If they can use the stairs with support, the SENDCo will then alert the teachers that they need to ensure there is support for the child when leaving their class and the activity is properly risk assessed.

- 4.3.8 Pastoral staff, along with the BMF and Assistant Bursar, their team and FMS teams will ensure that the student is granted access to all possible activities, areas and experiences including off site activities through a system of robust planning and risk assessing.

## 5 APPENDICES

### 5.1 Appendix i – Accessibility Plan

Staff Training						
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>SEND Tool Kit</b>	Documentation available on the shared drive	All staff can locate the information	Regular CPD session and build in to the training schedule	SEND students receive appropriate support	Improved learning outcomes due to targeted support	Rise in achievement and attainment
<b>SpLD, ADHD and ASD awareness</b>	Establish a workable referral process that works across both schools	Increased awareness of barriers to learning and how to support with in class strategies, the referral process and the graduated approach	Staff utilise and adapt student specific strategies in class			
<b>SEND policy and Referral Process</b>	SENDCo to establish what the SEND provision 'looks like'.  SENDCo creates and updates procedural information	The information is captured in the SEND policy.  New procedures are communicated and implemented e.g. the referral process, graduated approach	The policy is reviewed, presented and passed by academic, pastoral boards and ELT	All stakeholders have information related to the SEND provision	The documents are reviewed on a yearly basis	The documents and processes remain fit for purpose
Teaching and Learning						
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Teachers to have access to strategies for class support</b>	As per Staff training					

School Estate – minor capital expense						
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Assistive technology</b>	Investigate and present a business case for 50 tablets for the SEND dept.	50 lap tops and lap top trolley were purchased	Teachers can guide students how to overcome their learning needs using assistive technology e.g. Siri, read aloud and voice to text	Students become aware of how to use assistive technology to support their learning	Students take more ownership for their learning and know how to use assistive technology to target their individual needs	Increase in achievement and attainment due to the students access to technology
<b>Online and Diagnostic Assessments</b>	Seek budget approval for online and diagnostic assessments which can show small increments of progress for SEND students which can't be captured in the year group assessments conducted by the English Department	Several on line online and diagnostic assessments are available for SEND learners	Since 2017 Online testing online and diagnostic assessments have been used to inform and target SEND students' progress on a regular basis	A more accurate picture of SEND students' progress	More accurate picture of the student's area for development would result in more specific targets support	Increase in achievement and attainment due to better assessment and diagnostic material
<b>Access Arrangement</b>	Information regarding access arrangements is shared  SENDCo completes assessors' course  Information related to assess arrangements has been added to the assessment policy	Staff regularly complete history of need information and provide 25% extra time for identified students.  Students are assessed to gather evidence for exam boards	Students will have access arrangements to support their individual learning needs	Individual learning needs are supported in a consistent way across within the secondary school	Implementing access arrangements provides historical evidence of the learners 'a normal way of working'	During external exams students in Y11, 12 & 13 will have access arrangements to meet their individual learning needs



School Estate – major capital expense						
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
None to date						

This accessibility plan will be reviewed, and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**Signed by**

_____	<b>Headteacher (Secondary)</b>	<b>Date: .....</b>
_____	<b>Headteacher (Primary)</b>	<b>Date: .....</b>
_____	<b>SENDCO</b>	<b>Date: .....</b>

## 5.2 Appendix ii – MPEEP

### **Mobility and Personal Emergency Evacuation Plan (MPEEP) for Students at Dukhan English School**

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the MPEEP will describe the student's intended means of escape in the event of emergency, including drills. The MPEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the student's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:

- In the Student's personal records or on SIMS
- By the Fire coordinator (for each building identified)
- By the Class teacher

**Note:** This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or student) is anticipated or identified. The MPEEP should be coordinated by the SENDCO/Inclusion Manager or designated member of the SLT.

<b>Student's Name:</b>			
<b>Class Room Number or Name:</b>	Various rooms throughout the day		
<b>Location of classroom in building:</b>			
<b>Teacher's Name:</b>	Various Teachers throughout the day	<b>Tel: Ext No:</b>	N/A
<b>Date Completed:</b>		<b>Reviewed:</b>	
<b>Name of Person who Completed this Form:</b>			
<b>Date Completed:</b>			
<b>Date of Next Review:</b>			

Question	Answer	Comments
Does the student change classrooms during the day, which takes them to more than one location within the building and other buildings?		
Does the student require rescue when evacuation is from first floor? If so, are rescue chairs and assigned staff identified?		
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?		
Does the student have any difficulties hearing the fire alarm?		
Are they likely to experience problems independently travelling to the nearest emergency exit?		
Does the student find stairs difficult to use?		
Are they dependent on a wheelchair for mobility?		
If the student uses a wheelchair would they have problems transferring from the wheelchair without assistance?		

**Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).**

During class time the class teacher will be responsible for assisting the student during the evacuation. At break time the librarian and staff on roaming duty will provide this support, supported by Security who will locate the student and assist.

The student will follow either the primary or secondary evacuation route as instructed by the designated adult.

If the alarm is raised while the student is on the second floor, they cannot use the lift. The individual risk assessment will outline the plan for this event.

**I (student/parent) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above.**

Parent Name:		Emailed date:	
<b>The MPEEP has been placed in the fire evacuation box for the Fire coordinators reference</b>		Date:	
<b>The student's name has been emailed to Headteacher to be include in briefing notes</b>		Date:	

