

Surrey Muslim School



Accessibility Plan

Date: September 2023 -2028

Revised September 2025

Definitions

Accessibility: The state of having services, events and environments that permit all individuals to engage in society completely without encountering barriers.

Accessibility Plan: A plan developed by an Accessibility Committee that identifies limitations and solutions when addressing accessibility barriers.

Barrier: Anything that prevents a person from fully participating in all aspects of society because of an impairment. This includes attitudinal, physical/environmental, information, communications, and technological barriers.
Types of barriers:

Attitudinal Barrier: A barrier that arises from the attitudes of staff, students, and the school community, including discriminatory behaviors and a lack of disability awareness.

Physical/environmental Barrier: A barrier resulting from building design, smells/sounds, lighting, the area adjacent to the building, shape of rooms, the size of doorways, and so on.

Information Barrier: A barrier that arises from inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, equipment labels, computer screens, and so on.

Communication Barrier: A barrier that arises from difficulties receiving information in person, by telephone or online, interacting with teachers, peers, receptionists, or other staff, and receiving training.

Technological Barrier: Barriers because of devices such as computers, photocopiers, telephones, and switches, including the lack of assistive technologies.

Disability: The state of being unable to engage fully in society due to the interaction between an impairment and a barrier.

Impairment: A physical, sensory, mental, intellectual, cognitive limitation whether permanent, temporary, or episodic.

B.C. Context and Legislation – Accessible B.C. Act

- The Accessible British Columbia Act, enacted in June 2021, initially had accessibility planning requirements that only applied to provincial government organizations.
- The Accessible British Columbia Regulation, under the Accessible British Columbia Act, was enforced on September 1, 2022. These regulations label schools as accessible organizations, and school districts and independent schools will be required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023.
- The Act is intended to enhance opportunities for individuals with disabilities and to actively involve them in the process of identifying, removing, and preventing barriers that impede their full participation in all facets of life.

Surrey Muslim School has established an Accessibility Committee consisting of the following:

Shagufta Ansari (Principal) (SA)

Mohammad Oves (Vice Principal) (MO)

Shoiba Rafique (Learning Support Teacher) (SR)

Sahar El-Halabi (President PAC). S H

Hanaa Bachir (Manager of academic operations) HB

Our commitment to Accessibility

We are committed to providing an accessible and practical environment for all members of our community. We recognize the importance of conscious planning, design, and effort in making sure that barriers are removed, and accessibility is increased.

Accessibility-Aligned School Aims

- **To strengthen accessibility and effectiveness by working collaboratively with families and the wider community**, ensuring that all voices are heard and that barriers to participation are identified, addressed, and removed.
- **To cultivate a learning community that is inclusive, creative, and engaging**, where every student has equitable access to resources, experiences, and opportunities that support meaningful learning.
- **To provide high-quality, accessible instruction with high expectations for all learners**, ensuring that teaching strategies, materials, and environments support students' diverse needs and enable them to achieve their full potential.
- **To foster positive, respectful relationships across the school community by actively identifying and eliminating attitudinal, physical, communication, and informational barriers**, promoting a culture where everyone feels valued and able to participate fully.

Accessibility Plan: Improving Air Quality in Windowless Classrooms

Objective:

To ensure that all students have access to fresh, healthy air in classrooms that do not have windows.

Identified Barrier:

Lack of natural ventilation in windowless classrooms, which may affect air quality and student well-being.

Action Plan:

- Install and maintain high-quality air purifiers in all classrooms without windows.
- Ensure the devices run consistently, especially during rainy or humid seasons when ventilation is limited.

- Monitor air purifier filters regularly and replace them as needed to maintain efficiency.

Expected Outcomes:

- Students experience improved air quality and feel more alert and comfortable throughout the day.
- Reduction in allergy-related discomfort, supporting students with sensitivities.
- A healthier learning environment that supports full participation for all student. **Surrey**

Improving Participation in the Academic Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective use of resources to increase access to the academic curriculum for all pupils	SA, SR MO	• Strategic deployment of support staff/ intervention teacher. • Purchase and allocate other resources as needed (e.g., Fidget toys to aid in hyperactivity thus improving concentration).	Other resources required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed through extra support and tools
Improving Physical Environment					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Access into and around school and reception to be fully compliant	SA MO	• Designated disabled parking. • Wide doors and hallways • Clear route through school	Maintenance costs	Working towards	School will be fully accessible for wheelchair users
Improve Delivery of Written Information					
Availability of written material in alternative formats	SA HB/ SE	• Monthly newsletter emailed to parents/carers. • Availability of translated information for parents • Continuing services provided through the	Cost of translation/ adaption	Working towards	All parents/carers, Will be up-to-date and well aware of school information

		SMS app (in place) and extended translation to the newsletter. • Key content displayed on the school website			
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How can community members share their accessibility barriers with the school?

Community members are encouraged to communicate any accessibility concerns so the school can better support their needs. They can do this in several ways:

1. Through the PAC president.
2. By Calling the Administration OR via Email.