

Accessibility plan

Approved by: Local Governing Body	
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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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Mulberry School for Girls is an inclusive mainstream school. We have high expectations of all children and the progress that they can make. We endeavour to provide a school environment and appropriate support that allows all children to have access to a full education that builds their confidence, encourages their creativity and develops their potential as leaders, whilst inspiring a love of learning. This plan seeks to ensure that children with impairments of any kind have equality of access to our offer and are completely included.

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

Our school 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.

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.

2. 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 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 pupils 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.

This policy complies with our funding agreement and articles of association.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Responsibility	Date to complete actions by	Success criteria & long term actions
1. Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Strategies are shared with teaching staff that are specific to the needs of children with impairments. The Support for Learning Faculty and all trip leaders support the inclusion of children with impairments into the extended curriculum including trips and visits.	Deliver Continuing Professional Development for all staff specifically to enhance the experience of children with impairments and other educational needs • Short term ensure opportunities are planned • Medium term – include plans for professional development in this area in school strategic planning. • Long term continue to plan time for this into the school calendar Review assessment tracking for children with sensory impairments and SEN to ensure their progress is reported meaningfully. • Short term – embed uniformity of practice in tracking and monitoring for learners with SEND • Medium term – develop reporting to parents about progress of those with additional needs - Long term – Evaluate the impact of assessment tracking and continue to refine.	Plan and deliver a Twilight INSET on curriculum inclusion. Ensure ongoing INSET opportunities are ring fenced for pupils with impairments and additional needs. Ensure the needs of children with impairments and additional needs are included in the School Improvement Plan and evaluated through SEF processes. Continue to ensure assessment tracking marksheets are uniform for all curriculum classes Continue to ensure that reporting to parents is standardized so that parents can effectively track the progress of their children Ensure targets are set in a meaningful way for all courses and pathways. Make strategies more easily available for teachers through SIMS information portal	SENCO, SLT – CPD co-ordinator, Headteacher and SLT, All Heads of Faculty		Progress outcomes for pupils with SEND are in line with progress of children with no SEND Long term actions and systems for evaluation: • Evaluate the success of each short term action. • Include access to the curriculum for pupils with SEND in all SIP planning. • Monitor FIPs and YIPs for inclusion of children with SEND

			Continue to review and update personalized strategies at least on a annual basis or when needed. Increase the range of professionals invited to annual reviews. Review how the SIP meetings can support information sharing Quality assure SEND profiles			
			Report schemes of learning to the Head Teacher annually in the autumn term. Improve the accessibility of schemes of learning for support staff using the VLE Provide curriculum development time for populating the VLE	SENCO, Director of Inclusion, Heads of Faculty, SLT, Performance and Standards, YLCs, SFL Faculty including SEND Tas.	Evaluate annually for SIP Ongoing	

2. Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Access parking bays • Access toilets and changing facilities • Library shelves at wheelchair-accessible height • Classroom desks are provided at different heights for children using wheelchairs • Access for school transport is maintained • A locked medical room and carefully maintained medical care plans ensure physical access for children with medical needs.	Continue to review and update the school building to allow continuing access through maintenance of our school site. • Short term – audit current provision and implement immediate actions • Medium term – include needs of children with disabilities in all planning of ongoing works • Long term – evaluate ongoing needs of children with SEND in all plans for buildings	Maintain lifts, ramps and stairways. Update access to the SFL faculty area with the installation of ramps into relevant spaces. Review and update the access toilet to include the most up to date facilities Continue to update the school building through a plan of major works. Build a store for access equipment such as temporary walking frames, wheelchairs and crutches, so independence at school can be prioritised. Maintain lift access Update evac chair training for fire wardens	SLT lead for buildings and estates & PFI contractors Parkwood Leisure, SENCO	Ongoing March 2023 July 2023 Annually	Progress outcomes for pupils with SEND are in line with progress of children with no SEND. Children with SEND are included in all curriculum areas, trips and visits and the extended curriculum. Long term actions and systems for evaluation: • Evaluate the success of each short term action.
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	The needs of children with SEND are considered in all planning of trips, events, and in critical incident strategy planning. Children with SEND	Ensure that all children with disabilities are safe in the event of a serious incident on the school site. • Short term - Review evacuation and invacuation procedures for pupils with impairments and SEN. • Medium term – review expertise in the fire warden team and ensure a shared strategy for invacuation • Long term – Continually evaluate plans for pupils and staff and equipment that is fit for purpose.	Maintain evacuation chairs at strategic points in the building Ensure appropriate planning for evacuation through PEEPs Continue to train staff in the use of evac chairs Continue to liaise with LA Health & Safety Officer to ascertain procedure for responding to pupils with specific disabilities, especially during evacuation of the building. Include pupils with disabilities in evacuation drills and invacuation drills and ensure their needs are considered in ongoing planning. Ensure Year Learning Co-ordinators complete appropriate risk assessment for pupils with temporary or short term physical impairments	SLT lead for buildings and estates & PFI contractors Parkwood leisure, SENCO, DHT responsible for operations, SLT team, YLCs and Director of Inclusion	Annually review Annually review	• Include access to the extended curriculum for pupils with SEND in all SIP planning. • Monitor FIPs and YIPs for inclusion of children with SEND • Monitor SEF processes and ensure children with SEND are included.
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		Ensure Mulberry School for Girls continues to offer high quality access through specialist technology and equipment • Short term – invest in staff training for specialist equipment • Medium term – include pupils with impairments in planning for changes to resourcing and IT • Long term – plan for investment in equipment that enhances access for children with impairments	Continue to train Sfl Faculty and Teaching Assistants in use of specialist equipment in multi-sensory room for targeted pupils Continue to liaise with the IT team to provide bespoke technology for children with impairments where necessary. When long term planning is undertaken for IT updates consider the needs of children with impairments in resourcing.	SENCO, IT team, SLT, Headteacher	ongoing Review December 2022 then ongoing Ongoing – beginning Autumn 2022	
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		Continue to ensure access requirements are met through staff training • Short term – Invest in staff training for the specific needs of children at MSFG • Medium term – work with specialist teams to audit for gaps in expertise and provide training for this. • Long term – Evaluate effectiveness of training and plan for future needs.	Organise training for relevant staff in: • Movement and handling • Medical needs training for relevant pupils • Evac procedures • Intimate Care Audit current expertise with support from specialists from Tower Hamlets Support for Learning Service.	SENCO, TH specialist teachers, SLT CPD.	Ongoing/ Annually Review	
		Continue to give equality of access to trips and visits and the extended curriculum for all pupils with disabilities and SEN • Short term – include all children with SEN or disabilities appropriately in planned trips and visits. • Medium term – Audit the planning process for trips and visits and staff training to meet the	Write individual risk assessments for pupils with additional needs for trips and visits and maintain them Budget for staffing of trips and visits with specialist TAs where necessary Audit trip planning forms to include children with disabilities	SENCO, DHT trips and visits, teachers, Teaching Assistants, Heads of Faculty.	Annually	

		needs of pupils with disabilities. Long term – Evaluate inclusion and plan for further improvements	Enhance systems for information sharing for trips and visits.			
3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Large print resources (HLTA responsibilities include access for children with sensory impairments) - Pictorial or symbolic representations - Access to independent specialist for sensory impairments from Tower Hamlets Borough - Access to translators for parents and a SFL administrator who completes additional home/school liaison work Our pupil-centred annual review process means there is high quality liaison between pupils, parents and professionals.	Plan for known needs of each intake of pupils with disabilities and regularly assess and review need as impairments emerge, change or develop. - Short term – Plan for needs of the cohort annually through the secondary transfer process - Medium term – Share known information that will enhance pupil and parent experience and improve information systems to do this. - Long term – Evaluate the effectiveness of information sharing through pupil and parent experience and plan for improvement.	Monitor info from capture forms, which include pupils and parents' needs. Identify overlap between accessibility and EAL. Use both criteria in revising action-plan. Continue to identify pupil need regarding other disabilities and devise action-plans, where necessary, for each individual with strategies and any relevant staff training. Disseminate advice regarding use of technology & equipment (ipads, interactive whiteboards, radioaids & specially adapted furniture and tools) for visually impaired as well as	YLC for Year 7, Year 6/7 transition co-ordinator, SFL teachers and SENCO. SEND administrator and SEND TAs	All ongoing annually	Progress outcomes for pupils with SEND are in line with progress of children with no SEND. Parents regularly engage with the school. Pupils and parents report, through pupil and parent voice, that they are included and have a clear understanding of the work of the school to include them.

	The pastoral structure of tutors and Year Learning Co-ordinators with close liaison with Support for Learning teachers means children have wrap around care and support to meet their physical and learning needs. Key teacher meetings, alongside parents evening, allows parents and pupils three annual opportunities for written reporting and face to face appointments with staff at Mulberry School for Girls. This means that all pupils, whether they have an EHCP or not, have regular opportunities for evaluation of provision, progress and achievement.		pupils with different sensory disabilities Continue to identify needs of parents regarding accessibility of school communication and ensure clear communication systems are in place for all parents. Review Medical Policy and individual student risk assessments and disseminate where necessary			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body of Mulberry School for Girls

5. Links with other policies

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

- Child Protection and Safeguarding Policy
- Trips and Visits Policy
- SEND policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report