

Disability, Equality and Access Plan

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. In the context of the complex needs of the children who attend the school, this also involves carefully considering referrals to the school to ensure that this is an appropriate environment for children to grow and develop.

The Mulberry Bush School embraces the diversity of the children it works with, their families and their professional networks, and of other stakeholders and its workforce. Our staff, our children and all visitors should expect to be treated fairly and with dignity.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and trustees.

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 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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”.

These impairments might include: mobility, manual dexterity, physical co-ordination, continence, speech, hearing or eyesight, memory or ability to concentrate, learning or understanding and perception of the risk of physical danger.

Disability Equality in Education (DEE) recommends that all pupils with SEN (Special Educational Needs) and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day to day activities.

Consequently, we understand that all children placed at the Mulberry Bush School fall within the definition of being disabled and so the requirements apply to them all.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We also acknowledge that the level of violence and physical risk posed by our children at times would make this an unsafe environment for pupils who are not mobile or who have very significant sensory impairments.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> All children at the school have EHCPs related to their social, emotional & mental health needs. Many have other diagnoses and disabilities, including autism, ADHD, sensory processing disorder. Our school offers a differentiated curriculum for all children. Curriculum resources include examples of people with disabilities. The curriculum and resources increasingly reflect diversity – we are working to improve this. We use resources tailored to the needs of children who require support to access the curriculum. The curriculum is reviewed to make sure it meets the needs of all children. Curriculum progress is tracked for all children, including those with a disability. 	<ul style="list-style-type: none"> Children will have their sensory needs met. Curriculum resources to include examples of people with disabilities. Curriculum content to include people with disabilities. Additional resources are tailored to support the learning of each child e.g. concrete and visual support in maths, colourful semantics in writing, sight word strategies (Match Select Name and Precision Teaching) and phonics for reading, visual timetables. Curriculum progress is tracked using Earwig. PEP and EHCP 	<ul style="list-style-type: none"> BUSS training for staff to provide specific group and individual support for children. Ensure that books available in the library (and then in classrooms) include representation of disabled people. Review curriculum to consider visibility of disabled people. Training in Sounds-Write. Implement and provide ongoing coaching and training using Sounds-Write, Match Select Name, Precision teaching, Colourful Semantics. SENCO to monitor and review targets ensuring they are relevant and 	<p>Head of Therapies and Networks Team and SENCO</p> <p>Topic subject leader</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher / SENCO</p> <p>SENCO</p>	October 2024	<p>Children will be able to access a range of sensory support.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum increases children's understanding of diversity and disability.</p> <p>Children are making academic progress which is tracked on Earwig. Gaps in learning are identified and addressed.</p> <p>Targets are progressive and children are</p>

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	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for children with additional needs. 	<p>outcomes identify next steps for children ensuring that they are relevant and achievable.</p>	<p>achievable.</p>			<p>meeting targets.</p>
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted to the needs of children as required. • The site is split into two distinct sections – Education and Group Living (houses). Education has level access to all classrooms, and easy access to a disabled toilet. The houses are not accessible to children with physical or sensory disabilities. • There are clearly marked disabled parking bays. 	<ul style="list-style-type: none"> • Develop clear understanding of our responsibilities in relation to possible referrals for children with physical or sensory disabilities • Improve the physical accessibility of the outdoor cabins • Long-term, consider accessibility for prospective disabled staff members. 	<p>Seek advice from NASS</p> <p>Add ramps to the outdoor cabin</p>	<p>Head Teacher / Referrals Manager</p> <p>Maintenance Manager</p>	<p>Ongoing</p>	<p>Accessibility Plan gives clear picture of our policy in relation to children with physical or sensory disabilities.</p> <p>Education department fully accessible to staff and children with physical or sensory disabilities.</p>

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<p>Improve the delivery of information to children with a disability</p>	<ul style="list-style-type: none"> • Children arriving at the school are supported with a Welcome Booklet that has been adapted with support from the school's Speech and Language Therapist to ensure that it uses simple language with visual support. • Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ○ Social stories ○ Visual timetables ○ Pictorial or symbolic representations ○ Visual support to talk about incidents ○ Training from SALT for Education staff ○ Ongoing support from SALT for Group Living (care) staff 	<ul style="list-style-type: none"> • Consider improving the environment with internal signage • Consider offering a range of text types including braille and large print and coloured overlays. • Continue to develop visual support for children both in classrooms and across the school. 	<p>Audit signage and consult the school council about possible improvements.</p> <p>Purchase books for the school library reflecting a range of text types.</p> <p>Continue to provide support, advice and training for school staff.</p>	<p>Head teacher</p> <p>Head teacher</p> <p>Head teacher /SALT / SENCO</p>	<p>December 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All children will be able to access information in a format that they understand.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Head Teacher approved by the Education, Care & Treatment Committee of the Trustees.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality & Diversity policy
- Special educational needs (SEN) information report
- Health and medical policy
- Curriculum policy
- Physical contact & intimate care procedures policy
- SEND policy
- Assessment, recording & reporting policy