



# Accessibility Plan for Mulberry UTC

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<b>Review Date:</b>	November 2025
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### Version Control

Version	Reviewed	Changes since last version
1	existing	
2	November 2019	<ul style="list-style-type: none"><li>• No changes</li></ul>
3	November 2022	<ul style="list-style-type: none"><li>• Some changes to staff names and dates</li><li>• Changed 'implement' the use of MS Teams, to 'continue with'</li></ul>
4	November 2024	<ul style="list-style-type: none"><li>• Job titles and dates updated</li></ul>

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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 UTC is an inclusive mainstream school. We have high expectations of all children and the progress that they can make. We endeavor to provide a school environment and appropriate support that allows all children to have access to a full education with a focus on technical skills. 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
<p>1. Further increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Strategies are shared with teaching staff that are specific to the needs of children with impairments.</p> <p>The SENCO and all trip leaders support the inclusion of children with impairments into the extended curriculum including trips and visits.</p>	<p>Deliver Continuing Professional Development for all staff specifically to enhance the experience of children with impairments and other educational needs</p> <ul style="list-style-type: none"> <li>Short term - ensure opportunities are planned 2021-22</li> <li>Medium term – include plans for professional development in this area in school strategic planning.</li> <li>Long term - continue to plan time for this into the school calendar</li> </ul>	<p>Plan and deliver INSET on curriculum inclusion.</p> <p>Ensure ongoing INSET opportunities are ring fenced for pupils with impairments and additional needs.</p> <p>Ensure the needs of children with impairments and additional needs are included in the School Improvement Plan and evaluated through SEF processes.</p>	<p>SENCO, Principal, SLT, Department Leads.</p>	<p>July annually</p> <p>July annually</p> <p>July annually</p>	<p>Progress outcomes for pupils with SEND are in line with progress of children with no SEND and above national averages.</p> <p>Long term actions and systems for evaluation:</p> <ul style="list-style-type: none"> <li>Evaluate the success of each short term action.</li> <li>Include access to the curriculum for pupils with SEND in all SIP planning.</li> <li>Monitor FIPs and YIPs for inclusion of children with SEND</li> </ul>
	<p>Ensure assessment tracking systems for children with impairments and SEN are robust to ensure their progress is reported meaningfully.</p> <ul style="list-style-type: none"> <li>Short term – develop uniformity of practice in tracking and monitoring for learners with SEND</li> <li>Medium term – develop reporting to parents about progress of those with additional needs</li> </ul>	<p>Ensure assessment tracking marksheets are uniform for all curriculum classes</p> <p>Continue to ensure that reporting to parents is standardised so that parents can effectively track the progress of their children</p> <p>Ensure targets are set in a meaningful way for all courses and pathways.</p>	<p>SENCO, Department Leads, ELT, Teaching Assistants</p>	<p>Evaluate annually for SIP</p> <p>Evaluate annually)</p> <p>Evaluate annually</p> <p>Review annually</p>		

		<ul style="list-style-type: none"> <li>• Long term – Evaluate the impact of assessment tracking and continue to refine.</li> </ul>	<p>Make differentiation strategies easily available for teachers</p> <p>Continue to review and update personalized strategies and develop systems to ensure these are shared in an effective way.</p> <p>Increase the range of professionals invited to and leading annual reviews.</p> <p>Develop how the SIP meetings can support information sharing</p>		<p>Sept/Oct Annually</p> <p>From Jan annually</p>	<ul style="list-style-type: none"> <li>• Monitor SEF processes and ensure children with SEND are included.</li> <li>• Include pupils with SEND in exams analysis by reporting specifically on this group.</li> </ul>
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		<p>Continue to ensure schemes of learning are accessible and differentiated.</p> <ul style="list-style-type: none"> <li>• Short term – ensure schemes of learning are in place and differentiated</li> <li>• Medium term – audit schemes of learning</li> <li>• Long term – refine schemes of learning to include up to date best practice in inclusion and ensure they are all available for students and parents through a virtual learning environment</li> </ul>	<p>Report schemes of learning to the Principal annually in the autumn term.</p> <p>Improve the accessibility of schemes of learning for support staff</p> <p>Continue to use Microsoft Teams as a VLE that can be used by all staff and students</p>	<p>SENCO, Heads of Faculty, Headteacher and SLT, SFL Faculty including SEND TAs</p>	<p>October each year</p> <p>July each year ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Continue to deliver CPD programmes that take account of SEND.</li> </ul>
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<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Flexible work spaces that allow for use by children and adults with physical impairments.</li> <li>• A medical room and carefully maintained medical care plans ensure physical access for children with medical needs.</li> </ul>	<p>Continue to review and update the school building to allow continuing access through maintenance of our school site.</p> <ul style="list-style-type: none"> <li>• Short term – audit current provision and implement immediate actions</li> <li>• Medium term – include needs of children with disabilities in all planning of ongoing works</li> <li>• Long term – evaluate ongoing needs of children with SEND in all plans for buildings</li> </ul>	<p>Maintain lifts and stairways.</p> <p>Review and update the disabled toilet to include the most up to date facilities</p> <p>Continue to update the school building to ensure it is fully accessible.</p> <p>Evaluate access to the building after the start of the academic year</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Director of Estates, PFI contractors Parkwood leisure, SENCO, Principal and SLT</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>February annually</p>	<p>Progress outcomes for pupils with SEND are in line with progress of children with no SEND and above national averages.</p> <p>Children with SEND are included in all curriculum areas, trips and visits and the extended curriculum.</p>
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	<p>The needs of children with SEND are considered in all planning of trips, events, and in critical incident strategy planning.</p> <p>The school environment is adapted for the needs of children with SEND flexibly when we receive a secondary transfer request.</p>	<p>Ensure that all children with disabilities are safe in the event of a serious incident on the school site.</p> <ul style="list-style-type: none"> <li>• Short term - Review evacuation and invacuation procedures for pupils with impairments and SEN.</li> <li>• Medium term – review expertise in the fire warden team and ensure a shared strategy for invacuation</li> <li>• Long term – Continually evaluate plans for pupils and staff and equipment that is fit for purpose.</li> </ul>	<p>Maintain evacuation chairs at strategic points in the building Ensure appropriate planning for evacuation</p> <p>Continue to train staff in the use of evac chairs</p> <p>Continue to liaise with LA Health &amp; Safety Officer to ascertain procedure for responding to pupils with specific disabilities, especially during evacuation of the building.</p> <p>Include pupils with disabilities in evacuation and invacuation drills and ensure their needs are considered in ongoing planning</p> <p>Ensure Heads of Year complete appropriate risk assessment for pupils with temporary or short term physical impairments</p>	<p>Director of Estates &amp; PFI contractors Parkwood leisure, SENCO, SLT team</p>	<p>Ongoing – annually September</p> <p>December each year</p> <p>Ongoing in July for September intake</p> <p>Autumn and Spring term annually</p> <p>Ongoing as need arises</p>	<p>Long term actions and systems for evaluation:</p> <ul style="list-style-type: none"> <li>• Evaluate the success of each short term action.</li> <li>• Include access to the extended curriculum for pupils with SEND in all SIP planning.</li> <li>• Monitor FIPs and YIPs for inclusion of children with SEND</li> <li>• Monitor SEF processes and ensure children with</li> </ul>
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		<p>Ensure Mulberry UTC continues to offer high quality access through specialist technology and equipment</p> <ul style="list-style-type: none"> <li>• Short term – invest in staff training for specialist equipment</li> <li>• Medium term – include pupils with impairments in planning for changes to resourcing and IT</li> <li>• Long term – plan for investment in equipment that enhances access for children with impairments</li> </ul>	<p>Continue to train Teaching Assistants and class teachers in the use of specialist equipment for children with impairments, such as visual impairments</p> <p>Continue to liaise with the IT team to provide bespoke technology for children with impairments where necessary.</p> <p>When long term planning is undertaken for IT updates consider the needs of children with impairments in resourcing.</p>	<p>SENCO, IT team, SLT, Principal</p>	<p>As need arises and refresher every October INSET</p>	<p>SEND are included.</p>
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		<p>Continue to ensure access requirements are met through staff training</p> <ul style="list-style-type: none"> <li>• Short term – Invest in staff training for the specific needs of children at MUTC</li> <li>• Medium term – work with specialist teams to identify gaps in expertise and provide training for this.</li> <li>• Long term – Evaluate effectiveness of training and plan for future needs.</li> </ul>	<p>If a pupil with specific needs that require training is admitted, organise training for relevant staff. Examples of this training include:</p> <ul style="list-style-type: none"> <li>• Movement and handling</li> <li>• Medical needs training for relevant pupils</li> <li>• Evac chair procedures</li> <li>• Intimate Care</li> </ul> <p>Audit current expertise with support from specialists from Tower Hamlets Support for Learning Service.</p>	SENCO, TH specialist teachers, SLT.	Ongoing	
		<p>Continue to give equality of access to trips and visits and the extended curriculum for all pupils with disabilities and SEN</p> <ul style="list-style-type: none"> <li>• Short term – include all children with SEN or disabilities in planned trips and visits.</li> <li>• Medium term – Audit planning process for trips and visits to meet needs of pupils with disabilities.</li> </ul>	<p>Write individual risk assessments for pupils with additional needs for trips and visits and maintain them</p> <p>Budget for staffing of trips and visits with specialist TAs where necessary</p> <p>Audit trip planning forms to include children with disabilities and enhance systems for information sharing for trips and visits.</p>	SENCO, Principal, SLT, Teaching Assistants, Department Leads, teachers.	Update for specific visits continually	

<p>3. Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Access to independent specialist for sensory impairments from Tower Hamlets Borough</li> <li>• Access to translators for parents and an administration team who provide home/school liaison</li> <li>•</li> </ul> <p>Our pupil-centred annual review process means there is high quality liaison between pupils, parents and professionals.</p> <p>The pastoral structure of tutors and Heads of Year with close liaison with the SENCO means children have wrap around care and support to meet their physical and learning needs.</p> <p>Academic Review Day, alongside parents evening, allows parents</p>	<p>Plan for known needs of each intake of pupils with disabilities and regularly assess and review need as impairments emerge, change or develop.</p> <ul style="list-style-type: none"> <li>• Medium term – Share known information that will enhance pupil and parent experience and improve information systems to do this.</li> <li>• Long term – Evaluate the effectiveness of information sharing through pupil and parent experience and plan for improvement.</li> </ul>	<p>Monitor info from capture forms, which include pupils and parents' needs.</p> <p>Identify overlap between accessibility and EAL. Use both criteria in revising action-plan.</p> <p>Continue to identify pupil need regarding other disabilities and devise action-plans, where necessary, for each individual with strategies and any relevant staff training.</p> <p>Disseminate advice regarding use of technology &amp; equipment (ipads, interactive whiteboards, radio aids &amp; specially adapted furniture and tools) for visually impaired as well as pupils with different sensory disabilities</p> <p>Continue to identify needs of parents regarding accessibility of school communication and ensure clear communication</p>	<p>SENCO. Principal, SLT, Director of Pastoral Provision, Heads of House and Department Leads.</p>	<p>Annually July</p> <p>Annually July</p> <p>Ongoing – as needs arise.</p> <p>Ongoing – Annually in September</p> <p>Ongoing, as needs arise. Annually September</p>	<p>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.</p>
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	and pupils annual opportunities for written reporting and face to face appointments with staff at Mulberry UTC. This means that all pupils, whether they have an EHCP or not, have regular opportunities for evaluation of provision, progress and achievement.		systems are in place for all parents.  Review Medical Policy and individual student risk assessments and disseminate where necessary		Ongoing as needs arise.	
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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 UTC

#### 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