THE MULBERRY HOUSE SCHOOL

*All Mulberry House School Guidance Documents are always to be read and considered in conjunction with Equal Opportunities, Race Equality and Inclusion Policies*

# ACCESSIBILITY PLAN

## 19th October 2018 – 19th October 2021

This Guidance Document of Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

## Mission Statement

**We will reach high to be the people we want to be, respect ourselves and others and enjoy each new challenge.**

The accessibility policy and plan are drawn up in accordance with the Equality Act 2010.

## Definition of Disability

In the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

## Main Objectives

To ensure full participation in the school community for pupils, prospective pupils and parents/guardians with a disability.

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the SEND policy;

The school recognises its duty under the Equality Act 2010

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils/families less favourably.
- To promote a school culture of diversity and inclusion.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Reviewed: Oct-18
Reviewed by: AD/VP/BLP
Next Review Due: Oct-21

The school recognises and values the knowledge of the parents with regard to their child's disability and its effect on his/her ability to carry out usual activities, and respects the right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles in the EYFS and the National Curriculum framework, which underpin the development of a more inclusive curriculum. They are as follows:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## Education & Related Activities

The school will seek to follow the advice of specialist teachers, SEN advisers and appropriate health professionals.

Children identified as having special educational needs and/or disabilities will be put on the SEND Register and an Individual Education Plan (IEP) will be drawn up in partnership with the parents. IEPs are reviewed every six to eight weeks.

Only children with the most complex and enduring needs are likely to be eligible for an EHCP (Education Health Care Plan). All other needs are met through the graduated approach of SEN support using the "assess, plan, do, review" cycle.

The school will organise the review meeting for the EHCP short term targets and will co-operate with the LA in the review process.

## Physical Environment

The school will take account of the needs of pupils, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access facilities and fittings with a three-year accessibility plan.

## Provision of Information

The school will make itself aware of local services, including those provided through the Camden Inclusion Team, for providing information and alternative formats when required or requested.

## Staff Training

We acknowledge that there is a need for on-going awareness raising and training for staff in the matter of disability, discrimination and promoting inclusion of all children and staff.

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## Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

| Targets | Strategies | Responsibilities | Time-scale | Success criteria/ Evaluation |
|---|---|---|---|---|
| To review all statutory policies to ensure that they reflect inclusive practice and procedures. | Policies must comply with the Equality Act 2010 and the 2015 SEND Code of Practice: 0-25. | ◆ Headteacher<br>◆ Senior Teacher<br>◆ Team Leaders<br>◆ SENCO | Annually | All policies clearly reflect inclusive practice and procedures.<br>Enhanced positive culture and ethos<br>Improved school ability to include those with disabilities |
| To monitor pupils' outcomes during lessons. | Observations of teaching and learning.<br>Annual appraisals.<br>Views of pupils (e.g. School Council, School Newspaper, Challenge Board, Cool to Be Kind Board, Worry Box) and parents are sought and discussed.<br>Weekly planning meeting with Headteacher/Senior Teacher/Team Leader. | ◆ Headteacher<br>◆ Senior Teacher<br>◆ MA, G&T Coordinator<br>◆ SENCo | Termly | Differentiation and success criteria enable all learners to achieve the learning objective.<br>Teachers are confident to plan and provide differentiated activities according to children's needs.<br>IEP/EEP targets and class strategies included in planning. |
| To establish close liaison with parents of children with special needs. | Parent-teacher meetings – Talk about the expected progress.<br>IEP and Review meetings – work in collaboration with parents to devise targets.<br>Share information between school and families.<br>Collaborate with parents.<br>Invite parents to speak/read to their children's class.<br>Children and parents are encouraged to | ◆ Whole school approach | On-going | Parents and teachers are clear on the short term and long term objectives.<br>Parents and carers see themselves as partners in their children's education and are willing to actively support their children's education.<br>Parent talks on Maths Whizz, Child Protection and Safeguarding and Feeder Schools have been scheduled for 2018-19 academic year so far. |

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| Targets | Strategies | Responsibilities | Time-scale | Success criteria/ Evaluation |
|---|---|---|---|---|
| | share their home language and culture. | | | |
| To establish close liaison with outside agencies and other schools for pupils with on-going special needs. | SENCO to attend the Camden SENCO Forum and establish links with SENCOs from other schools.<br>SENCo to liaise with Camden IIT (Inclusive Intervention Team)<br>SENCO to attend ISA SEN training and establish links with other schools.<br>Ensure collaboration between all key staff - Headteacher, Senior Teacher, SENCO, Medical Carer, Key Persons. | ◆ SENCO<br>◆ Headteacher<br>◆ Senior Teacher<br>◆ Outside agencies | On-going | Clear collaborative working approach.<br>Increase communication and relationships with external agencies.<br>Liaison with external agencies supports and enhances pupils' access to the curriculum.<br>Clear transition process into next schools for children with SEND. |
| To ensure full access to the curriculum for children with hearing impairment. | Be aware of staff training needs on curriculum access.<br>Application of the SEND Code of Practice 2015.<br>SENCo to seek support from outside agencies - advice and guidance on appropriate and specialised equipment.<br>Review classroom organisation e.g. sitting plan.<br>Employ Learning Assistants for 1:1 support.<br>SENCo to develop links with Auditory Verbal UK.<br>Multimedia activities to support curriculum areas.<br>SENCo to review planning and support teachers to plan for children with hearing impairment. | ◆ Class teachers<br>◆ SENCO<br>◆ Headteacher<br>◆ Senior Teacher | Autumn Term 2018 | Training session for teachers in Prep classes by Advisory teacher of deaf annually. Training used in planning.<br>Implementing advice taken from outside agencies and professionals e.g. SALT; Camden Advisory Service for Deaf Children; AV UK; Tracking Analysis to monitor progress; Testing including PIPs, Aspects, INCAS, NSI; Radio Aid on loan from the Local Authority to be used at school and on school trips. |

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| | 1:1 support sessions with the SENCo<br>SENCo to work towards identifying a local school that has experience of teaching children with hearing impairment.<br>SEN budget – order resources and equipment to improve provision for children with hearing impairment. | | | |
| To take account of the variety of learning styles when teaching. | Giving alternatives to enable <u>all</u> pupils to participate successfully in lessons.<br>Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.<br>Clear success criteria.<br>Differentiation and extension tasks specific to children's needs.<br>Forest School workshops. Regular outdoor lessons. | ◆ Whole school approach | On-going | Lesson observations show evidence of a variety of learning styles and multi-sensory activities.<br>Variety of learning styles and multi-sensory activities evident in planning.<br>The needs of all disabled pupils, parents and staff are represented within the school.<br>Training on "Child Protection and Safeguarding" during academic year 2018-2019.<br>Training on "Child Development" during academic year 2018-2019.<br>Training on "Sensory Integration" during academic year 2018-2019.<br>Training on "Epi-pens" during academic year 2018-2019. |
| To use appropriate Computing resources. | Staff Inset on appropriate Computing resources.<br>Ensure software is installed where needed. Regular use of Maths Whizz. | ◆ Computing Coordinator<br>◆ Senior Teacher<br>◆ SENCo<br>◆ Class teachers | On-going | Staff confident in using appropriate Computing packages, programmes that suit the needs of all the pupils. |

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|---|---|---|---|---|
| All educational visits to be accessible to all. | Guidance for staff on making trips accessible.<br>Ensure each new venue is vetted for appropriateness.<br>Deployment of staff<br>Organise events on school site as well, using the most accessible space. | ◆ Senior Teacher<br>◆ Health and Safety Coordinator | On-going/as required | All pupils in school able to access all educational visits and take part in a range of activities.<br>Risk assessment pro forma used successfully to reduce identified risks. |
| To monitor performance of different groups of pupils – SEND, MA, G&T, EAL, boys, girls, summer born pupils. | Levelling<br>Scrutiny of assessment system<br>Regular Liaison with parents<br>Parent-teacher meetings – talk about expected progress of children.<br>SENCO/MA, G&T Coordinator and class teacher meetings to assess the progress of pupils<br>1:1 SEN support session with the SENCo<br>Class teachers and SENCO to devise EAL Support Plans if these are needed for specific children.<br>Review EAL policy regularly.<br>Levelling<br>Scrutiny of assessment system<br>Regular liaison with parents<br>Peer support e.g. Reading Buddies<br>Classroom sitting and group organisation targeted so that different groups of pupils achieve increased level of school success. | ◆ Class teachers<br>◆ Senior Teacher<br>◆ SENCo<br>◆ MA,G&T Coordinator | On-going<br><br>EEPs reviewed every term.<br>IEPs reviewed every 6-8 weeks. | Tracking Analysis; Test results. Children achieve their IEP targets or make progress towards achieving these.<br>Evidence to show the steps followed in supporting the children and the progress made.<br>Children achieve their EAL Support Plan targets or make progress towards achieving these.<br>Evidence to show the steps followed in supporting the children and the progress made. |

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| Targets | Strategies | Responsibilities | Time-scale | Success criteria/ Evaluation |
|---|---|---|---|---|
| To deliver findings to the Proprietor. | Finance and Premises Meetings<br>Curriculum Meetings<br>Termly report with tracking analysis | ◆ Headteacher<br>◆ Proprietor | Termly/ Annually | Proprietor fully informed about SEND provision and progress.<br>Identify costs and incorporate them in current and future budget commitments. |

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**Aim 2 – To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and benefits.**

| Targets | Strategies | Responsibilities | Time-scale | Success criteria/Evaluation |
|---|---|---|---|---|
| To improve the physical environment of the school. | The school takes into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings. | ◆ Headteacher<br>◆ Proprietor<br>◆ SLT | By end of Autumn Term 2019 - specific plans and building work to build new SEND and Medical Room.<br><br>On-going/as required | Needs to be met where possible e.g. calming space for child with SLCN. Improvement of the acoustic environment e.g. displays. |
| To ensure that the environment is visually stimulating for all children. | Interactive, colourful and interesting displays across the school and inviting role-play areas. Resources organised clearly and accessible to all children. | ◆ Whole school approach | Termly | Children know and are interested in their environment. It has purpose and relevance. |
| To ensure that the medical needs of all pupils are fully met within the capability of the school. | Liaise with the parents and update children's records.<br>Liaise with external agencies.<br>Identify training needs.<br>Establish individual protocols where needed.<br>Make sure children are aware of risks e.g. children with allergies sit with their peers for lunch but they have allergy | ◆ Headteacher<br>◆ Medical Carer<br>◆ SLT<br>◆ Outside agencies | With immediate effect to be constantly reviewed. | All staff are aware of children's medical needs.<br>Medical boxes clearly displayed in the classrooms.<br>Children's medical records are updated and individual protocols are established where needed.<br>Allergy list displayed in each classroom and room where food is |

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|---|---|---|---|---|
| | mats to make everyone aware of their allergies and a different colour plate.<br>Allergy lists displayed in rooms where food is given to children. | | | prepared/given to the children. |
| To ensure that disabled parents have every opportunity to be involved. | Offer telephone calls to talk about children's progress and to explain letters that went home.<br>Adopt a proactive approach to identify the access requirements of disabled parents. | ◆ Whole school | As required | Disabled parents are not discriminated and are encouraged to take interest and be involved in their child's education. |
| To encourage all children with disabilities to participate in extra-curricular activities e.g. clubs | Create access plans for individual children as part of the IEP process where needed.<br>Parent-teacher meetings – Include questions about access needs and ensure they are met in all events.<br>Deployment of staff | ◆ Whole school | On-going/as required | Needs are met where possible.<br>Increased participation in extra-curricular clubs, leisure and cultural activities. |
| Ensure all disabled pupils can be safely evacuated. | Adapt fire alarm for people with hearing impairment. Health and safety Coordinator to purchase flashing light for fire alarm, depending on the severity of the hearing loss. To be reviewed termly.<br>Refuge area by the lift – member of staff nominated to carry the disabled pupil/person down.<br>Establish individual | ◆ SENCo<br>◆ Class teachers<br>◆ Health &Safety Coordinator | With immediate effect to be constantly reviewed.<br><br>End of academic year 2019-2020 | All disabled pupils and staff working alongside are safe in the event of a fire.<br>Flashing lights installed throughout corridors. |

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|---|---|---|---|---|
| | protocols when needed.<br>All members of staff are aware of their responsibilities. | | | |
| To provide a permit for parking outside the main gate for direct access. | Continue to source parking permits from Local Authority. | ◆ School Office | On-going | Disabled pupils, parents/carers, staff, visitors have direct access to the school premises. |
| To maintain accreditation of Eco School Award. | Continue to work towards Healthy Schools and Eco School Targets. | ◆ PSHE and SMSC Coordinator<br>◆ Whole school approach | Academic year 2019-2020 | Achievement of Echo School Award. |

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## Aim 3: To improve the delivery of information to disabled pupils and parents.

This will include planning to make written information (that is normally provided by the school to its pupils) available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. When planning to make written information available to disabled pupils we need to establish the current level of need and to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's computing infrastructure will enable us to access a range of support materials.

| Targets | Strategies | Responsibilities | Time-scale | Success criteria/Evaluation |
|---|---|---|---|---|
| To improve access to information for pupils, parents and visitors. | Raising awareness of font size and page layouts will support pupils, parents and visitors with visual impairment.<br>Audit signage around the school to ensure that it is accessible to all.<br>Make a list of teachers and parents who are able to translate school information to those pupils and parents who need it.<br>Registration forms include questions about communication needs.<br>Review font size, colour and contrast of information published on the school website.<br>Documents are designed to be accessible to a greater number of people by using plain language, making them concise and as legible as possible using a larger text size. | ◆ Headteacher<br>◆ SLT | On-going | Information readily available to all.<br>All parents receive information in a format or language that they can access.<br>School is aware of local services, including those provided by the Camden Inclusion Team, for providing information in alternative formats when required.<br>List of teachers and parents who are able to translate school information. |

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|---|---|---|---|---|
| Improve the delivery of written information in an appropriate format. | Provide clear, larger print for persons with a visual impairment.<br>Review choice of textbooks.<br>At the end of Nursery the school recommends an eye test.<br>Follow the Guidance on Accessible Communication Formats (alternative formats) 2014.<br>Involve disabled pupils and parents in developing and reviewing strategies for producing information in accessible formats.<br>Approach disability organisations for advice. | ◆ SENCo<br>◆ Headteacher<br>◆ Class teachers | On-going/as required | Effective communication.<br>Ongoing appropriate use of resources.<br>SEN budget for accessible formats |
| To review and improve internal record keeping where necessary. | Review record keeping system.<br>Record /analyse schedule of needs. | ◆ Headteacher<br>◆ Office staff | On-going | Effective communication of information about individual children's needs and prospective pupils/families. |