



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

October 2025 – October 2028

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, the children and Families Act 2014 and SEN and Disability Code of Practice, 0-25 years, 2015.

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 (there is a threshold in terms of impact on 'normal day-to-day activities'; 'substantial' means 'more than trivial', and length of time 'long-term' is defined to mean lasting or likely to last more than one year)
- ◆ it includes not only physical disabilities but also learning disabilities and mental health

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.



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- ◆ 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.

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 to support children with special educational needs ('special educational needs' in the Children and Families Act 2014 includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools).

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 EHCP annual review meeting and will co-operate with the families, the professionals involved in the support for the child and 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



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and refurbishments of the site and premises, such as improved access facilities and fittings with a three-year accessibility plan.

The duty to make ‘reasonable adjustments’ does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services: ‘where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid’. There are no generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific.

Provision of Information

The school will aim to improve the delivery of information, to disabled pupils, which is already accessible to pupils who are not disabled. The delivery will be done within a reasonable time frame and in ways which are determined after taking account of pupils’ disabilities and any preferences expressed by them or their parents.

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.

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.	<ul style="list-style-type: none"> ◆ Headteacher ◆ Senior Teacher ◆ Team Leaders ◆ SENCO 	Annually	All policies clearly reflect inclusive practice and procedures. Enhanced positive culture and ethos Improved school ability to include those with disabilities e.g. hearing impairment
To monitor pupils’ outcomes	Observations of teaching and learning.	<ul style="list-style-type: none"> ◆ Headteacher ◆ Senior Teacher 	Termly	Assess pupils, plan lessons and ensure all



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Targets	Strategies	Responsibilities	Time-scale	Success criteria/ Evaluation
during lessons.	Annual appraisals. Views of pupils (e.g. School Council, School Newspaper, Challenge Board, Cool to Be Kind Board, Worry Box) and parents are sought and discussed. Weekly planning meeting with Headteacher/Senior Teacher/Team Leader.	<ul style="list-style-type: none"> ◆ Challenge Coordinator ◆ SENCo 		<p>make good progress according to their ability. Adapted and success criteria enable all learners to achieve the learning objective.</p> <p>Teachers are confident to plan and provide adaptable activities according to children's needs.</p> <p>IEP/EEP targets and class strategies included in planning.</p>
To establish close liaison with parents of children with special needs.	Parent-teacher meetings – Talk about the expected progress. IEP and Review meetings – work in collaboration with parents to devise targets. Share information between school and families. Collaborate with parents. Invite parents to speak/read to their children's class. Children and parents are encouraged to share their home language and culture.	<ul style="list-style-type: none"> ◆ Whole school approach 	IEP Review meetings every 6 to 8 weeks Termly progress meetings with class teachers	<p>Parents and teachers are clear on the short term and long term objectives. Parents and carers see themselves as partners in their children's education and are willing to actively support their children's education.</p> <p>Parent talks on Maths Whizz, Child Protection and Safeguarding and Feeder Schools have been scheduled for 2025 academic year. Parent talks on mental health and wellbeing, e-safety, nutrition and child protection have been scheduled for parents to complete 'All About Me' documents in order for the teachers to know each pupils better.</p>
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. SENCo to liaise with Camden IIT (Inclusive Intervention Team) SENCO to attend ISA SEN training and	<ul style="list-style-type: none"> ◆ SENCO ◆ Headteacher ◆ Senior Teacher ◆ Outside agencies 	Summer 2025 – transition meetings for leavers	<p>Clear collaborative working approach. Increase communication and relationships with external agencies. Liaison with external agencies supports and enhances pupils' access to the curriculum.</p>



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	<p>establish links with other schools. Ensure collaboration between all key staff - Headteacher, Senior Teacher, SENCO, Medical Carer, Key Persons.</p>			<p>Clear transition process into next schools for children with SEND. Continue to collaborate with the Education Psychologist and Speech and Language Therapist.</p>
<p>To ensure full access to the curriculum for children with global development delay.</p>	<p>Be aware of staff training related to understanding needs and accessibility to the curriculum. Application of the SEND Code of Practice 2015. SENCo to seek support from outside agencies - advice and guidance on appropriate and specialised equipment. SENCo liaise closely with the team around the child and keep open communications channels between all parties at all times. Review classroom organisation e.g. sitting plan. Provide 1:1 support from existing resources and SEND budget as much as it is possible. Apply for additional support from the LA - use Local Offer wherever possible. Advise parents on services they can access to support the development of their child. Provide multimedia activities to support</p>	<ul style="list-style-type: none"> ◆ Class teachers ◆ SENCO ◆ Headteacher ◆ Senior Teacher 	<p>Termly meetings between SENCo and class teacher to review progress and access to curriculum Termly IEP reviews Annual EHCP reviews</p>	<p>Training session for class teachers at the beginning of academic year and during induction period. Training used in planning and practice. Implementing advice taken from outside agencies and professionals e.g. SALT, O, Physio, Neurologist etc.;</p> <p>Successful access to school trips and clubs - support for children is reflected in measurable progress from their starting point; annual review of EHCP - progress towards meeting the EHCP outcomes, invite Educational Psychologist to observe pupils and provide specific targets and feedback on how to adapt lessons.</p>



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	<p>access to various curriculum areas. SENCo to review planning and support teachers to plan for children with global development delay. 1:1 support sessions with the SENCo SENCo to work towards identifying a local school that has experience of teaching children with global development delay and seek to collaborate. SEN budget – order resources and equipment to improve provision for children with global development delay.</p>			
<p>To ensure full access to the curriculum for children with speech, language and communication needs.</p>	<p>Provide SLCN training for class teachers, specific to each age group. Ensure members of staff understand SLCN, how it impacts on children's behaviour and the types of intervention they can put in place to support children with SLCN. Recognise and understand that behaviour is a form of communication, and behaviour that appears challenging and disruptive may be an indication that a child's needs are not being met.</p>	<ul style="list-style-type: none"> ◆ SENCO ◆ SLT 	<p>Termly WellComm Assessment for children monitored for SLCN</p>	<p>Training used in planning and practice. Teachers are aware of the level of language development of the children in their class, they have clear targets for them in this area and support them to develop their language through consistent, high-quality daily interactions. Vocabulary Maps for topics used consistently. Implementing advice from speech and language therapist. Wherever possible, SALT sessions are accommodated in school. Successful access to school trips and clubs – support for children is reflected in measurable progress from their starting point; Teachers to use widget to adapt</p>



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Targets	Strategies	Responsibilities	Time-scale	Success criteria/ Evaluation
	Recognise that while a child's educational attainment may be good, they may still need support for a range of issues associated with SLCN, such as difficulties with social interaction. Ensure teachers have training that helps them to develop their observation and assessment skills. Provide opportunities for pupils to make their voice heard.			lessons to support pupils communication skills.
To take account of the variety of learning styles when teaching.	Giving alternatives to enable <u>all</u> pupils to participate successfully in lessons. Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. Clear success criteria. Differentiation and extension tasks specific to children's needs. Forest School workshops. Regular outdoor lessons.	<ul style="list-style-type: none"> ◆ Whole school approach ◆ SLT 	Termly In set Training, Twilight Training Sessions, Access to The National College CPD Courses	<p>Lesson observations show evidence of a variety of learning styles and multi-sensory activities.</p> <p>Variety of learning styles and multi-sensory activities evident in planning.</p> <p>The needs of all disabled pupils, parents and staff are represented within the school.</p> <p>Annual training on "Child Protection and Safeguarding"</p> <p>Training on "mental health and resilience" during academic year 2019-20.</p> <p>The National College CPD Courses offered to all members of staff.</p> <p>Autumn 2021 – RSHE Training from ISI Consultancy</p>
To use appropriate Computing	Staff Inset on appropriate	<ul style="list-style-type: none"> ◆ Computing Coordinator ◆ SLT 	Termly Medium	Staff confident in using appropriate Computing packages, programmes



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resources throughout the curriculum.	Computing resources. Ensure software is installed where needed. Regular use of resources provided by the school e.g. Math Whizz, Purple Mash, Sing up, Reading Eggs, Five-a-Day etc.	♦ Class teachers	Term Planning	that suit the needs of all the pupils. Pupils' accessibility to the curriculum aided by the computing resources provided e.g, use of iPads, laptops etc.
All educational visits to be accessible to all.	Guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Deployment of staff Organise events on school site as well, using the most accessible space.	♦ SLT ♦ SENCo ♦ Health and Safety Coordinator	As required termly	All pupils in school able to access all educational visits and take part in a range of activities. Risk assessment pro forma used successfully to reduce identified risks.
To monitor performance of different groups of pupils – SEND, MA, EAL, boys, girls, summer born pupils.	Levelling Scrutiny of assessment system Regular Liaison with parents Parent-teacher meetings – talk about expected progress of children. SENCO/MA, G&T Coordinator and class teacher meetings to assess the progress of pupils 1:1 SEN support session with the SENCo Class teachers and SENCO to devise EAL Support Plans if these are needed for specific children. Review EAL policy regularly. Levelling Scrutiny of assessment system	♦ Class teachers ♦ Senior Teacher ♦ SENCo ♦ Challenge Coordinator	Termly EEPs reviewed every term. IEPs reviewed every 6-8 weeks.	Tracking Analysis; Test results. Children achieve their IEP targets or make progress towards achieving these. Evidence to show the steps followed in supporting the children and the progress made. Children achieve their EAL Support Plan targets or make progress towards achieving these. 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
	Regular liaison with parents Peer support e.g. Reading Buddies Classroom sitting and group organisation targeted so that different groups of pupils achieve increased level of school success.			
To deliver findings to the Directors.	Finance and Premises Meetings Curriculum Meetings Termly report with tracking analysis	<ul style="list-style-type: none"> ◆ Headteacher ◆ SLT ◆ Proprietor 	Termly/ Annually	Proprietor fully informed about SEND provision and progress. 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.	<ul style="list-style-type: none"> ◆ Headteacher ◆ Directors ◆ SLT 	Termly	Needs to be met where possible e.g. calming space for enriching activities and to decrease sensory overload . Improvement of the visual and acoustic environment e.g. displays.
To ensure that the visual environment is appropriate for all children.	Be mindful of the colours used and how much colour is used in the learning environment. Interactive and interesting displays across the school and inviting role-play areas. Resources organised clearly and accessible to all children.	<ul style="list-style-type: none"> ◆ 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. Liaise with external agencies. Identify training needs. Establish individual protocols where needed. Make sure children are aware of risks	<ul style="list-style-type: none"> ◆ Headteacher ◆ Medical Carer ◆ SLT ◆ Outside agencies 	With immediate effect to be constantly reviewed.	All staff are aware of children's medical needs. Medical boxes clearly displayed in the classrooms. Children's medical records are updated and individual protocols are established where needed.



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	e.g. children with allergies sit with their peers for lunch but they have allergy mats to make everyone aware of their allergies and a different colour plate. Allergy lists displayed in rooms where food is given to children.			Allergy list displayed in each classroom and room where food is 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. 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/trips	Create access plans for individual children as part of the IEP process where needed. Parent-teacher meetings – Include questions about access needs and ensure they are met in all events. Deployment of staff	◆ Whole school	Termly	Needs are met where possible. 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. Refuge area by the lift – member of staff nominated to carry	◆ SENCo ◆ Class teachers ◆ Health & Safety Coordinator	With immediate effect to be constantly reviewed.	All disabled pupils and staff working alongside are safe in the event of a fire. Flashing lights installed throughout corridors.



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Targets	Strategies	Responsibilities	Time-scale	Success criteria/Evaluation
	the disabled pupil/person down. Establish individual protocols when needed. 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	Termly	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 ◆ Whole school approach	Annually	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
<p>To improve access to information for pupils, parents and visitors.</p>	<p>Raising awareness of font size and page layouts will support pupils, parents and visitors with visual impairment. Audit signage around the school to ensure that it is accessible to all. Make a list of teachers and parents who are able to translate school information to those pupils and parents who need it. Registration forms include questions about communication needs. Review font size, colour and contrast of information published on the school website. 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.</p>	<p>◆ Headteacher ◆ SLT</p>	<p>Termly</p>	<p>Information readily available to all. All parents receive information in a format or language that they can access. School is aware of local services, including those provided by the Camden Inclusion Team, for providing information in alternative formats when required. List of teachers and parents who are able to translate school information.</p>



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Targets	Strategies	Responsibilities	Time-scale	Success criteria/Evaluation
Improve the delivery of written information available, in an appropriate format for disabled pupils.	Provide clear, larger print for persons with a visual impairment. Review choice of textbooks. At the end of Nursery the school recommends an eye test. Follow the Guidance on Accessible Communication Formats (alternative formats). Involve disabled pupils and parents in developing and reviewing strategies for producing information in accessible formats. Approach disability organisations for advice.	<ul style="list-style-type: none"> ◆ SENCo ◆ Headteacher ◆ Class teachers 	Termly/as required	Effective communication. Ongoing appropriate use of resources. SEN budget for accessible formats. The delivery of information, to disabled pupils, which is already accessible to pupils who are not disabled. The delivery will be done within a reasonable time frame and in ways which are determined after taking account of pupils' disabilities and any preferences expressed by them or their parents.
To review and improve internal record keeping where necessary.	Review record keeping system. Record /analyse schedule of needs.	<ul style="list-style-type: none"> ◆ Headteacher ◆ Office staff 	Ongoing	Effective communication of information about individual children's needs and prospective pupils/families.