

Date of approval – Trust Board	May 2026
Name of School	Mulberry Park Educate Together
Date of approval – Local Governing Board	22.06.2026
Review date:	Every 3 years June 2029

1. Statement of intent

- 1.1 This plan outlines how Mulberry Park Educate Together aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).
- 1.2 A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- 1.3 This plan aims 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.
- 1.4 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- 1.5 The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

1.6 The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

2. Legal framework

2.1 This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

3. Roles and responsibilities

3.1 The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

3.2 The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.3 The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

3.4 Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. The Accessibility Audit

4.1 The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

4.2 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

- 4.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 4.4 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Classroom environments are not consistently fully inclusive and incorporating all elements of the ETAT core offer for environment and resources. Some classrooms are missing some key resources or features.	Audit of classrooms Audit of resources	Executive Headteacher, Head of School, SENCO, Teachers	Autumn 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2027
	Staff members have varying skillsets, knowledge and expertise in how to support pupils with SEND to access learning through adaptive teaching strategies.	INSET provided to staff members Training for teachers on adaptive teaching	Executive Headteacher, Head of School, SENCO, Teachers	Spring 2026	Staff members have the skills to support pupils with SEND. This will be evident in planning and learning in pupils' books.	Autumn 2028
Medium term	The graduated approach is not yet consistently embedded, and matching targets to the needs of pupils, across the school within the teaching team. This process will fluctuate due to changes in staff, but school will ensure clear expectations and specific goals for continuous improvement are always set.	SMART targets training for teachers 3 x termly staff meetings to revisit the graduated approach as part of APDR cycle SENCO to attend and model at SEN support meetings for new staff or staff	SENCO, Teachers	Autumn 2026	Cycles of A,P,D,R will become clearer and tighter with needs and targets set which align with the pupil's profile. Audit monitoring will demonstrate improvements for each teacher in at least 3 key areas.	Summer 2029

		who need further support SENCO to audit SEN support plans 3 x a year as part of monitoring				
Long term	Pupils with SEND cannot access lessons.	Training for all staff on accessibility features/apps and resources that can support children to access learning. Provide devices and other adjustments for pupils with SEND	Executive Headteacher, Head of School, SENCO, Teachers	Autumn 2027	All pupils with SEND can access lessons.	Spring 2028

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Some elements of the physical environment have changed over time as the school has grown and developed and some staff have changed roles. Some elements may not be accessible for all pupils.	Audit of physical environment to identify any next steps.	Executive Headteacher, Head of School, SENCO, Governors, Teachers	Autumn 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2027

		SENCO to share this with all staff so they are aware.				
	Touch button on main entrance door is not working.	Arrange repair of touch button	Executive Headteacher, Estates and Facilities Manager	Autumn 2026	Access to school building is increased.	Spring 2027
Medium term	Changing facilities are now established for disabled pupils who need intimate care support. Space needs reviewing/updating and staff need intimate care training.	Updated intimate care plans Updated intimate care training for staff working directly with pupils who need it	SENCO	Autumn 2026	Pupils have appropriate, suitable and accessible changing facilities and intimate care support.	Summer 2028
Long term	New resource base building work has started and is due to open in Sep 2027. Physical environment is not yet known if/how accessible beyond the architecture plans.	Construction work undertaken Audit of physical environment when building work is complete	Estates and Facilities Manager /building contractors Head of School, SENCO	Summer 2027	School buildings are fully accessible	Autumn 2027

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	School information i.e., letters and emails are not known if accessible to all school community.	Audit of information and delivery procedures Parent/carer/community voice/survey	Head of School, SENCO, school admin team	Spring 2027	School is aware of accessibility gaps to its information delivery procedures	Summer 2028
	Pupils who need to communicate in different ways have varied experiences in how they can do this with peers/adults.	Introduce a Makaton sign of the week in assemblies and share weekly with parents/carers Staff training on Total Communication Approach Continued consistent use of widgit symbols and words	Head of School SENCO Teachers	Autumn 2026	All staff to have the skills to use a Total Communication approach (words accompanied by pictures, symbols, visuals, signing, use of assistive technology) as needed for pupils who have Speech and Language needs.	Summer 2027
Medium term	Teachers do not consistently use British Dyslexia Association (BDA) style guide on lesson slides and/or handouts. Lesson materials are not accessible to children with specific literacy difficulties / dyslexia.	BDA style guide training for all staff Master slides with correct formatting and backgrounds shared for all staff to use when planning	Head of School, SENCO, Teachers	Summer 2027	Lesson slides and materials are fully accessible to children with specific literacy difficulties / dyslexia	Summer 2028

Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2028	Website is fully accessible	Autumn 2029
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