Mulberry Canon Barnett Primary

Accessibility Plan

Approval Body:	Mulberry Wood Wharf and Mulberry Canon Barnett Primary LGB
Approval Date:	November 2025
Implementation Date:	November 2025
Review Date:	November 2026

Mulberry Canon Barnett Primary Accessibility Plan

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. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

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 policy. We work closely with outside agencies such as the Tower Hamlets SEND department, school nursing; the Educational Psychologist (EP), Connect Ed and Phoenix Outreach.

Our trust 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The UN convention on the Rights of the child

All Mulberry Canon Barnett Primary policies are underpinned by the rights of the child. This policy covers:

Article 2: (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 5: (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

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

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

AIM: To Increase access to the curriculum for children with a disability

Current good practise	Objective	Person responsibility	Date to complete actions by
Our school offers an ambitious curriculum for all pupils; scaffolded for all pupils to be able to fully access	Work is tailored for the needs of the individual child	Class teachers Subject leads	Ongoing
Children work in mixed ability learning partners with clear success criteria. We do not stream for any subjects (other than phonics in EYFS and KS1)	Children are not restricted by limitations that others may put on them. Children progress at their own pace for a given objective	Class Teachers and subject leads	Ongoing

so that children have the opportunity to access and progress their learning at their level for that lesson.			
We use scaffold activities and use resources tailored to the needs of pupils who require support to access the curriculum. We take advice from other services to ensure that resources are prepared and presented in the most accessible way. Access arrangements in place for assessment and national tests Resources may include wobble cushions, reading pens, sloping board for writing, fiddle toys, adapted pens, PECS book and other resources that may be purchased and allocated to students based on need Progress is tracked for all children, including those with a disability	Pupils with disabilities have the same access to lessons as those without disabilities	Class Teachers SENCo Subject leads	Ongoing
Targets set are appropriate for children with additional needs Termly targets are set at pupil progress meetings with SLT (SENCo). Shorter term individual targets are set by class teachers and children to work towards and discuss in lessons	Progress of individuals is tracked Progress of pupils with SEN needs are tracked as a group	Class teachers Subject leads SEN lead Headteacher	Termly (for long term targets) monthly (short term targets)
The curriculum is reviewed to ensure it meets the needs of all children Adaptions are made for the individual needs of pupils including pastoral support, timetable adaptations, targeted support interventions, speech and language therapy.	The curriculum is fit for purpose	Curriculum lead	

Ensure children with complex needs are able to access a personalised curriculum and IEPs – linked to EHCP targets.	Children and teachers have specialist support from outreach teams. Children with complex ceeds access the sensory room or specialist Provision for specific therapy programmes	SENCo Outreach Teachers Class teachers	Ongoing
Mulberry Canon Barnett Primary offers an ambitious curriculum for all pupils; scaffolded for all pupils to be able to fully access Training for staff when working with children with specific needs including medical needs Tailored resources available to the needs of the child	All children can access the curriculum Staff are skilled and confident to work with and adapt to the needs of all children Use of advisory teams for advice and training for staff Outreach support from Phoenix and Stephen Hawkings	SENo	Ongoing
SENCo to monitor inclusive classroom practice and ensure provision/scaffolding for children with EHC Plans –including bespoke SEND curriculum pathway for children who are not able to access the main curriculum in class.	Teachers are equipped with skills and knowledge to plan for children with SEND in class. Children who are accessing the SEND curriculum provision make good progress. Knowledge, skills and subject specific vocabulary can be retrieved by the children.	SENoC	Termly monitoring programme
Staff are welcoming and happy to invite parents and visitors into school	Person to person communication or phone call Update parents with events and information to local support networks	All staff	Ongoing
The school environment has been adapted as far as possible to the needs of pupils with disabilities. This includes: Disabled toilet and facilities.	No pupils with a disability are disadvantaged by the physical school environment	SENCo Premises manager headteacher	Ongoing

The school has a lift so that the upper floors can be accessed.			
Ensure SEN needs handover to staff in a meeting as well as relevant information and reports Consider layout of classroom to support children with behaviour/physical or learning needs Classteacher attends annual review with SENCo and other professionals SENCo to meet and discuss with parents any need	Specific children have equipment and settling arrangements as they need. Ensure a smooth transition occurs when joining the school or to new classes in September	Class teachers and SENCo	Ongoing: Particular focus at end of summer term/beginning September
Staff use Widgit symbols to support children's understanding of their timetable, choices in the day and new vocabulary	Visuals supporting the understanding and communication for children	All staff	Ongoing
Effective communication and engagement with parents	Annual reviews for children with EHCP Open door policy for conversations with SENCo/class teachers	SENCo	Ongoing

NEXT STEPS

Signage in school	All Classrooms and communal spaces labelled with appropriate widget symbols to inform pupils, staff and visitors of the use of the room Design and positioning to inform those with visual impairments and wheelchair users	SENCo	Ongoing
Ensure all children are represented in the curriculum	Audit curriculum to ensure that we have included examples of people with disabilities. Books in library	Curriculum Lead and SENCo	2025/26 curriculum review

Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed in the spring term when the school transfers to the news site.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:
Health and Safety Policy
Special Educational Needs (SEN) information report
Supporting pupils with Medical Conditions Policy