

MULBERRY STEPNEY GREEN

MATHS, COMPUTING & SCIENCE COLLEGE

ACCESSIBILITY PLAN

Version Control

Version	Reviewed	Changes since last version
1	November 2024	Updated section 4, details of access arrangements Updated section 5, how aids & equipment will be catered for
2	November 2025	No changes

Ratified on: November 2025

Ratified by: Full Governing Body

Date of next review: November 2026

Mulberry Stepney Green Maths, Computing and Science College Accessibility Plan 2024-27

1. Background

The DDA was amended by SEN and Disability Act 2001, to include Education. **It specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.**

The School must also plan, over time, to increase access to all areas of School life for students with disabilities. **An Accessibility Plan** for:

- Increasing the extent to which disabled students can participate in the curriculum –including after-hours clubs, leisure and sporting activities and trips.
- Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information about disabled students which is provided to students who are not disabled - taking into account views of students and parents
- Information about the Accessibility Plan must be published in the annual report to parents.

The aim of The Accessibility Plan is to increase Inclusion and although there is overlap with the School's Special Educational Needs Policy, it goes beyond this.

There are two parts to the disability provisions in the new legislation.

1. The 'discrimination' part requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken and Schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice.
2. The second part, the planning, looks to improve access over time. The aim is to achieve steady planned progress, not to rebuild, re-equip or re-organise the School within three years.

Once the Plan has been published the School has a duty to implement it and allocate adequate resources to it.

This plan should be read in conjunction with:

- The School Improvement Plan
- The SEND Offer
- The Equalities Policy
- The Safeguarding Policy

2. Definitions of Disability

The definition of disability under the Act is:

'A physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities'.

'Substantial' is defined as 'more than trivial'. Therefore, the definition covers a large group of students and includes hidden disabilities including:

- dyslexia and other language and learning difficulties
- some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD.
- Some, but not all, of the pupils will also have special educational needs.

The aims of the Act and its Code of Practice are to encourage inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to reduce these, or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time. These are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. Arrangements put in place to improve disabled access Wheelchair users: The School is housed in four buildings across one site.

1. The Tower Block comprises seven floors, each separated by two staircases (29 stairs from Ground Floor to 1st Floor. 20 stairs between all other floors)
2. The N Block comprises of 3 floors, floors 1 and 2 accessed by one flight of stairs (24 stairs between each floor)
3. The A Block comprises 3 floors, floors 1 & 2 accessed by one flight of stairs (25 stairs between each floor)
4. The Sports Centre, comprises 3 floors, separated by two staircases (24 stairs between ground floor and 1st floor; 35 from 1st to 3rd floor).

All ground floors of the four buildings can be accessed via an in-built ramp.

Regular lift access (two lifts, to floors 1-6) is possible in the Tower Block, the N Block (one lift to all floors), the A Block (one lift to all floors), the Sports Centre (one lift to all floors) to support mobility.

Where mobility issues arise that require the use of a wheelchair or other support (such as crutches), the School will make reasonable adjustments to enable pupils to access the curriculum. This may include a lift pass, a short term placement in the Learning Support Centre and teacher provision of resources where a pupil cannot attend lessons. This will be organised by the Pastoral Team with help from the SENDCo and Learning Support Faculty.

Hearing Impaired Students:

Hearing impaired students will be visited regularly by an external specialist teacher who monitors students, assesses their needs and provides advice. The SENDCo will then be responsible for sharing with all staff members and monitoring its implementation and effect on the students' progress, wellbeing and enjoyment of school.

Speech and Language Difficulties:

The school employs a Speech Therapist one day a week who provides advice and strategies to staff.

Specific and other Learning Difficulties:

For these students a large range of strategies are employed to ensure their access to learning, the curriculum, extra-curricular activities, educational visits and all other opportunities available at the academy.

This specific support will be identified on the IEPs and Education and Health Care Plans.

In class support is a regular feature of this, as is quality first teaching from class teachers. All staff have regular training in adaptive teaching strategies.

4. Examinations

The SENDCo and Learning Support Faculty assess the needs of students for access arrangements.

Arrangements could include:

- Extra time
- Reader
- Scribe
- Word Processor
- Modified papers

Currently an external assessor conducts the assessments each year. ~~The SENDCo is a qualified assessor.~~

Following the assessment, the SENDCo and Exams officer apply to the exam boards for arrangements for public exams. The LSC manager provides training to staff and organises an exam timetable for these students. Evidence of eligibility is kept in the Learning Support Centre.

Support is also provided to students during their mock and end of year examinations.

5. Aids and equipment

The School is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEN framework through *either* of the following routes:

- an Educational Health Care Plan
- medical care plan

Wheelchairs and crutches are issued by the Health Authority

6. Review

This policy will be reviewed every three years.