Mulberry
Academy Shoreditch

Accessibility Audit Plan

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Review Date:	Autumn Term 2027
Status:	Approved
Policy Version:	6

Version	Reviewed	Changes since last version
1		Existing
2	November 2022	No updates, part of annual review
3	November 2023	No updates, part of annual review
4	November 2024	No updates, part of annual review
5	November 2025	No updates, part of annual review
6	November 2026	Access audit updated to reflect the new hygiene room

Accessibility Plan 2026-2027

At Mulberry Academy Shoreditch we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Mulberry Academy Shoreditch is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

(1) Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had three key duties towards disabled pupils under Part 4 of the DDA:

(i) Not to treat disabled pupils less favourably for a reason related to their disability.
(ii) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
(iii) To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key area

The three areas are:

(i) Increasing the extent to which disabled pupils are able to participate in the school curriculum.
(ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
(iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

The Mulberry Academy Shoreditch Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

(2) Definition of Disability

2.1 A person has a disability under the Disability Discrimination Act 1995 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 carry out normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

(3) Review

The Accessibility Plan will be monitored through the Governor for SEND. It may not be feasible to undertake all of the work during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Appendix 1
Part of Accessibility Plan

Access Audit for Mulberry Academy Shoreditch

KEY:
1 Yes
2 Almost
3 Partially
4 No
5 Not applicable

		1	2	3	4	5	Comments
Section 1: Disability Awareness/Training							
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X					Periodic awareness training provided depending on start dates some staff will not have received training, all staff undertake Smartlog training
2	Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required?	X					Training
Section 2: How does your Academy deliver the curriculum?							
3	Do all staff seek to remove all barriers to learning and participation?	X					Regular meetings and updates required
4	Is teaching appropriately differentiated to meet individual needs so that young people make good progress?	X					
5	Are all students encouraged to take part in music, drama and physical exercise?	X					
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – for example, some forms of exercise in physical education?		X				Additional training may be needed for the PE team to ensure that wheelchair users can be fully and effectively included in lessons
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	X					
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X					
9	Do you provide access to appropriate technology for those with disabilities?	X					
10	Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or disability?	X					
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X				Large print provided for students where required, clear signage with minimal language
12	Do you have facilities such as ICT to produce written information in different format?	X					Laptops provided
13	Do you ensure that information is available and meetings are accessible to staff, students and Parents in a way that	X					Interpreters used every time when language is a barrier

		1	2	3	4	5	Comments
	is user friendly for all people with disabilities and those who are not fluent in English?						Bulletin and letters use simplified language supported by visuals
14	Is furniture and equipment selected, adjusted		X				
15	Do you ensure that all Academy staff are familiar with technology and practices developed to assist people with disabilities?		X				
Section 4: Is your Academy designed to be accessible and meet the needs of all students?							
(4a) General							
16	Are pathways and routes logical and well signed (both internal and external)?	X					
17	Is appropriate furniture and equipment provided to meet the needs of individual students?		X				
18	Do furniture layouts allow easy movement for students with disabilities?		X				
19	Are quiet/calming rooms available to students who use this facility?	X					
(4b) Getting into the building							
20	Are car park spaces reserved for disabled people near the main entrance?	X					
21	Are there any barriers to easy movement around the site and to the main entrance?			X			The main door at the front of the school is not automatic, which makes it less accessible for wheelchairs users who want to be independent
22	Are steps needed for access to the main entrance?	X					No steps to main entrance
23	Do all those steps have a contrasting colour edging?	X					Yellow or black edging on all stairs
24	If there are steps, is a ramp provided to access the main entrance?	X					
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?	X					
26	Is it possible for a wheelchair user to get through the principle door unaided?	X					The main door to reception – yes The door from reception to the school – No
27	If no, is an alternative wheelchair accessible entrance provided?					X	
(4c) Internal facilities							
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?	X					
29	Do all internal doors allow a wheelchair user to get through unaided?				X		Difficult due to weight of fire doors, assistance provided as required
30	Do all the corridors have a clear unobstructed width of 1.2m		X				
31	Does the building have a wheelchair accessible toilet?	X					Hygiene room is now fully equipped
32	Does the building have accessible changing rooms/shower facilities?	X					

		1	2	3	4	5	Comments
(4d) Vertical Movement							
33	How many storeys in the building? Please insert letter A= single storey throughout B=single storey with some split level parts C=single storey with some 2-3 storey parts D= Mainly 2 or 3 storey	D					
34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?	X					
35	Is there a continuous handrail on each internal stair flight and landing?	X					
36	Does the building have a lift that can be used by wheelchair users	x					
37	Do you have any other sort of mechanical means provided to move between floors? If Yes, please state				X		
38	Is it possible for a wheelchair user to use all the fire exists from areas to which they have access?	X					
(4e) Sensory Impairment							
39	Are non-visual guides used to assist people to use the buildings?				X		Visitors receive a guided tour, children receive support as required
40	Could any of the décor be confusing or disorientating for students with disabilities?	X					Signage is clear and uses simplified accessible language
41	Is a hearing induction loop available (either fixed or portable) in the Academy?					X	
42	Does the building have a ‘Soundfield’ sound reinforcement system?				X		
43	If there is a ‘Soundfield’ system, in what area				X		
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?				X		