



THE ST. BART'S ACADEMY

— TRUST —

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Accessibility Plan

March 2023

The St. Bart's Academy Trust
Accessibility Plan

Date	Section Amended	Signature
01/03/2023	TSB Policy Adopted – v4	S. Jones



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Statement of intent

This plan outlines how **St. Michael's Community Academy** 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).

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.

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.

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.

The governing committee 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.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
 - Pupils' parents.
 - The principal and other relevant members of staff.
 - Governors.
 - External partners.

1. Accessibility Plan – 2022/2023

Our Accessibility Plan sets out how our Academy will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the curriculum on an equal basis with their peers;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by audits and analyses of data within the Academy and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan together with the SBMAT Accessibility Policy will be placed upon our website.

This plan will be reviewed on an annual basis by the Local Governing Committee and Principal. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

2. Planning Duty 1: Curriculum

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Pupil Attainment</p> <ul style="list-style-type: none"> Analysis of data is undertaken to ensure progress of all groups is being made. 	Phase Leaders, Senco, Principal, Assistant Principals	PPA time as needed	Termly (Four uploads per year)	All groups make expected levels of progress Attainment gap is narrowed between identified groups
<p>Differentiated Curriculum</p> <ul style="list-style-type: none"> All teachers provide differentiated planning to meet the needs of all pupils in the classroom 	All class teachers	PPA time as needed	Ongoing - Weekly	Differentiation evident in planning Increased pupil participation
<p>Classroom organisation</p> <ul style="list-style-type: none"> All lessons to start on time Pupils have access to pre-prepared resources to support their learning and increase access to the curriculum 	All class teachers	Funding for resources available through main school budget. Orders placed via SENDCO.	Ongoing - Weekly	Learning runs smoothly at all times with a minimum of delay or disruption caused by lack of resources or poor classroom organisation.
<p>Meeting the needs of pupils with identified special educational needs and/or disabilities</p> <ul style="list-style-type: none"> An Annual School Focused Plan will be produced and reviewed during each academic year. Access to Learning Mentor for identified pupils requiring support beyond the classroom. Appropriate differentiation Regular staff training 	All class teachers Senco Inclusion team	N/A	School Focused Plans On-going tracking of data	School Focus Plans in place and subject to regular monitoring Differentiation evident All staff support inclusion of children - teachers and support staff will be aware of strategies to improve children's access to the curriculum and remove barriers to success

<p>Pupils with English as a second language</p> <ul style="list-style-type: none"> • Differentiated support as appropriate. • All staff to receive CPD and support as needed to support transition of children with EAL into school. 	<p>All class teachers Senco</p>	<p>Planning time for EAL lead Apps/resources purchased via main school budget as needed.</p>	<p>On-going according to identified pupil needs</p>	<p>EAL group make expected levels of progress Raised confidence in supporting needs of EAL children across all staff</p>
<p>Resources</p> <ul style="list-style-type: none"> • Provision of appropriate resources to support pupils with access to the curriculum, for example, use of visual timetables, now and next strips and other scaffolding materials • Use of audio / hearing equipment where appropriate. 	<p>Class teachers Senco</p>	<p>Funding for resources available through main school budget. Orders placed via SENDCO.</p>	<p>On-going according to identified pupil needs</p>	<p>Use of scaffolding resources evident throughout school</p>
<p>Curriculum Access</p> <ul style="list-style-type: none"> • All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils and resources are provided as required. • Support is provided for visits outside the classroom, administration of medicines/medical procedures. • All subject leaders to include inclusion statement on all subject policies and/or reference the Inclusion Policy to identify how their curriculum area meets the needs of all pupils. 	<p>Class teachers Subject leaders SENCO</p>	<p>Funding for resources available through main school budget. Orders placed via SENDCO.</p>	<p>On-going according to identified pupil needs Subject Leaders to ensure policies include an inclusion statement.</p>	<p>All children have access to the curriculum and learning outside the classroom All curriculum policies reference Inclusion policy/include inclusion statement</p>

3. Planning Duty 2: Physical Environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Building Design / Layout</p> <ul style="list-style-type: none"> • Access to school is provided through main entrance, Foundation stage classrooms, key stage 1 main door and upper key stage 2 block. • Access issues to external classroom doors to playground and key stage 1 outdoor area to be incorporated in future building development, for example, ramp access. • Access to staffroom/PPA room by staff with mobility / disability is limited (upstairs) to be considered in future building development. • Disabled toilet must be accessible at all times. • Consider adding handrail to a cubicle in each of children's toilets and staff toilets 	<p>SLT Site Manager Senco</p>	<p>Minor adjustments occurring in-year to be met through school site budget.</p>	<p>Daily basis as required</p>	<p>The school is aware of access needs of all pupils, staff, governors, parents/carers and visitors</p> <p>All stakeholders feel confident their needs are met</p> <p>Buildings are usable by all</p>
<p>Fire Evacuation Procedures</p> <ul style="list-style-type: none"> • Develop a system to ensure all staff are aware of their responsibilities • Individual plans to be put in place for all pupils / staff with difficulties PEEP produced for individual children and reviewed annually. • Fire officer/Senco to nominate individual members of staff to marshal children with identified needs-see PEEP. • Egress routes visual check 	<p>SLT Site Manager SENCO</p>	<p>Training costs as needed</p>	<p>On-going and as required / appropriate</p> <p>Weekly by site manager</p>	<p>All staff, pupils, visitors able to have safe independent egress</p>
<p>Hearing Equipment</p> <ul style="list-style-type: none"> • Ensure hearing equipment in KS1/EYFS classrooms is utilised to support any hearing impaired children. • Consider extending the equipment to all classrooms 	<p>Site Manager Senco</p>		<p>On-going</p>	<p>All children have access to equipment</p>

4. Planning Duty 3: Information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Information for parents/carers</p> <ul style="list-style-type: none"> • Provide information and letters in clear print and “simple” English • School office / Inclusion team will support and help parents to access information and complete school forms • Website and all documents accessible via the school website can be accessed by visually impaired 	<p>School office ICT Support</p>	<p>Photocopying costs as needed</p>	<p>Ongoing</p>	<p>All parents receive information in a form they can access</p>
<p>Provision for EAL pupils / families</p> <ul style="list-style-type: none"> • Languages other than English to be visible in school. • Access to translators to be arranged as needed. • Information to be translated if request received 	<p>Class Teachers School office</p>	<p>Translator fees and photocopying costs as needed.</p>	<p>Ongoing</p>	<p>All parents / pupils feel supported, valued and included</p> <p>All parents receive information in a form they can access</p>





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