ST. BART'S
MULTI-ACADEMY TRUST

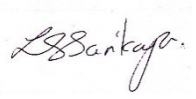
Saint Nathaniel's Academy

Accessibility Plan

April 2025

St. Bart's Multi-Academy Trust

Accessibility Plan

Produced Date:	**April 2025**	
Approved by Trust Board:		**Lisa Sarikaya** Chief Executive Officer
Review Date:	**September 2026**	

Date	Section Amended	Signature
01/03/2023	TSB Policy Adopted – v4	S. Jones
06/02/2024	Wording and content reviewed- no identified amendments.	Mrs S. Cope
10/04/2025	Wording and content reviewed- no identified amendments.	Mrs L. Henshall

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St. Bart's Mission

Our mission is to **ADVANCE EDUCATION** and to provide the best curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values



We have a ***Passion*** for releasing potential in all our children and staff through the ***Encouragement*** and development of ***Ambition***, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in ***Collaboration***, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through ***PEACE***.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the ***PEACE*** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

"I have come that they may have life, and have it to the full."

St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

Accessibility Plan

Statement of intent

This plan outlines how the 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 Academy 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.

The Trust and its Academies 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 - *2023-2027*

Our Accessibility Plan sets out how this 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
Monitor curriculum to ensure resources are chosen to celebrate cultural diversity.	*SLT*	*Time*	*Ongoing*	*All subjects have intercultural elements where appropriate.*
To continue to involve as many children as possible in extra - curricular activities.	*SLT*		*Ongoing*	*Greater numbers of children attending after school clubs.*
To ensure all children have the opportunity to take part in educational visits.	*Class Teachers*		*Ongoing*	*Clear overall view of where each year group will visit and how opportunities are mapped out to ensure equality of opportunity with clear links to a range of curriculum areas.*
All staff are equipped with skills needed to support pupils with a range of disability and learning difficulties. Staff are provided with up-to-date information and research during these meetings and training sessions.	*SLT*	*Training costs and time*	*Ongoing*	*Staff will be fully informed with strategies for effective teaching of pupils with specific needs within their classes.*
Review all school policies and schemes of work to ensure inclusion of disability issues and specific needs.	*SLT*	*Release Time*	*Ongoing*	*All areas of school policy to reflect DDA and are specific to the school and the needs of the pupils.*

3. Planning Duty 2: Physical Environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Liaison with Inclusion Service (Occupational Therapy, Physiotherapists, SALT, Dyslexia Training, School Counsellor, MHST, CAMHS) to ensure children have equipment, aids and any skills / tools they can use specific to their needs.	*Head of School / SENCo*	*Cost of equipment, training and release time.*	*Ongoing*	*Children will have appropriate equipment relevant to their needs and skills.*
To improve the physical environment of the school to enable all children, families and wider community to access the school and its facilities.	*Principal and Site Manager*	*Cost of maintenance and adaptations*	Ongoing	*School is viewed as a welcome, encouraging establishment where we offer support and promote multi agency working.*
To give consideration to the physical environment in any school development plans – including installation of visual aids equipment and hearing equipment.	*SLT and Site Manager*	*Cost of equipment, installation and maintenance.*	*Ongoing*	*Access to a broad and balanced curriculum for all children.*

4. Planning Duty 3: Information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Written information is not accessible to pupils and parents with visual impairments - Provide written information in alternative formats	*Class Teachers and SLT*		*Ongoing*	*Pupils and parents with individual visual impairment needs are sensitively assisted and their needs are met.*
Class Dojo to be used by children, staff and parents regularly as point of information for all involved in the child's education.	*All Staff*		*Ongoing*	*Parents informed daily about children's progress / areas of concern / areas for development. Continue to improve parental contact.*
Termly parents evenings with all parents attending. *Refine record system put in place, so that teachers can keep an accurate log of which parents do and do not attend (particularly persistently the latter).* Telephone consultations offered where appropriate where parents are unable to attend a face to face meeting.	*Class Teachers*		*Ongoing*	*All parents attend parents evening and are aware of strengths and areas for development.*
Information available on school website including all school newsletters, school policies and useful website links. *(paper copies of school policies are available on request).* *Class Dojo, school website and Facebook page used to keep parents informed and up to date with information.* *Information is accessible to all.*	*All Staff*	*Release time*	*Ongoing*	*Information more readily available by accessing school website.* *Parents receive all necessary information about up and coming events at school through a range of means; newsletters, letters, information posted on Class Dojo, websites, texting, emails and social media.* *Parents and wider community able to access information more readily.*



ST. BART'S

MULTI-ACADEMY TRUST

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