



THE ST. BART'S ACADEMY

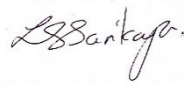
— TRUST —

Accessibility Policy

March 2024

St. Bart's Multi-Academy Trust

Accessibility Policy

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St. Bart's Mission

Our moral purpose is to provide the best education and curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values

Releasing Potential together through



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 Policy

Statement of intent

St Bart's Multi-Academy Trust (SBMAT) takes a wholly inclusive approach toward the provision of its learning experiences for children across its academies.

The Trust is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled children, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that each Academy within the Trust is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as their peers. The specific measures each Academy has taken to ensure the Academy is accessible are outlined within the site-specific **Accessibility Plan**.

The ways in which each Academy fosters inclusion and equality for pupils who share other protected characteristics are outlined in the **SBMAT Equality Policy and each Academy Equalities Information and Objectives Statement** and the ways in which the Trust and its Academies ensures its practices and environments are accessible and inclusive for staff are outlined in the **Staff Equality, Equity, Diversity and Inclusion Policy**.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.

- The *school* cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out 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 and Academies 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and responsibilities

The **Local Governing Committee** is responsible for:

- Ensuring that all accessibility planning, including the Academy’s site-specific **Accessibility Plan**, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the **Accessibility Plan** before they are implemented.
- Monitoring this policy and the **Accessibility Plan**.

The **Principal** is responsible for:

- Creating an Accessibility Plan with the intention of improving the Academy’s accessibility, in conjunction with the Local Governing Committee and in line with the Academy’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the Academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the Local Governing Committee, Trust, Local Authority and external agencies to effectively create and implement the **Academy’s Accessibility Plan**.

Each Academy will endeavour, within the resources available to:

- Develop a curriculum that meets individual children’s needs, increasing the extent to which disabled pupils can participate;
- Improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to access learning opportunities and activities;
- Allocate adequate resources to maximise the implementation of their individual accessibility plan to ensure that reasonable adjustments are in place so that disabled pupils, staff, parents and visitors are not placed at a substantial disadvantage within the Academy community.

The **SENCO** is responsible for:

- Working closely with the Principal and Local Governing Committee to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the Academy, and advising the Principal in relation to those needs as appropriate.

Staff members are responsible for:

- Acting in accordance with this policy and the **Accessibility Plan** at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in FLICK training on equality and diversity issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the **SBMAT Supporting Pupils with Medical Needs Policy**.

4. Academy Accessibility Plans

Each Academy's **Accessibility Plan** demonstrates how access will be improved for pupils, staff, parents and visitors to the Academy within a given timeframe.

The **Accessibility Plan** will be structured to complement and support the Trust **Equality Policy**, the Academy **Equality Information and Objectives**, as well as the **Special Educational Needs and Disabilities (SEND) Policy**.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the Academy's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The **Accessibility Plan** will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other Academy planning documents and will be reported upon annually to the Local Governing Committee in respect of progress and outcomes.

Both this policy and the **Accessibility Plan** will be published on each Academy's website.

5. Equal opportunities

The Academy strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The **Accessibility Plan** will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will

adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The Academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all Academy activities.

6. Admissions

The Academy will act in accordance with its **Admissions Policy**. The same entry criteria will be applied to all pupils and potential pupils.

The Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the Academy. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the Academy community.

Information will, where possible, be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with Education, Health and Care Plans (EHCP), and pupils with SEND, will be invited to a transition meeting prior to the pupil starting the Academy in order to discuss the pupil's specific needs.

7. Curriculum

The Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the Academy curriculum due to their disability. The Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Class teachers and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject area, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

The Academy ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. support staff – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The Academy is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the Academy premises. There are no parts of the Academy to which pupils or staff with disabilities have limited or no access to.

The Academy will ensure that accessibility audits are conducted for those within the Academy community to ensure that specific needs are taken into account; however, in general, the Academy will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the Academy will ensure its physical environment is accessible in full to all members of the community, irrespective of any protected characteristics, are detailed within the Academy **Accessibility Plan**.

9. Monitoring and review

This policy will be reviewed on a regular or when new legislation or guidance concerning equality and disability is published.



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