



THE ST. BART'S
ACADEMY
— TRUST —

**Belgrave St. Bartholomew's
Academy**

**Accessibility
Plan**

March 2025

St. Bart's Multi-Academy Trust

Accessibility Plan

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
10/03/2025	See Planning Duty 1: Curriculum See Planning Duty 2: Physical Environment	G. Barlow K. Crawley



Contents

St. Bart's Mission.....	4
St. Bart's Vision and Values	4
St. Bart's Sustainability	4
Statement of intent	5
1. Accessibility Plan	6
2. Planning Duty 1: Curriculum	7
3. Planning Duty 2: Physical Environment	8
4. Planning Duty 3: Information	9

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 Plan

Statement of intent

This plan outlines how **Belgrave St. Bartholomew's 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 – 2025-26

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.

[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your Academy's actions.]

2. Planning Duty 1: Curriculum

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
To involve as many children as possible in extracurricular clubs inc. PP/SEN	Ricky Bridge	Release Time/External agency (£1000)	Termly Review	Increased numbers of pupils engaging in clubs that they enjoy and flourish when taking part. Participation at Trust SEN events to support SEN personal development.
Ensure every child can attend educational visits/cultural capital opportunities.	SLT	Release staff to support ratios	On going	All children attend visits and trips and have wider experiences to enhance the whole child and also the curriculum taught.
To develop the outdoor education offer for all children.	Jen Stephenson/Janet Kelsall	Staffing of allotment/resources (£10,000) Timetabling	Autumn Term	All children access outdoor learning of allotment and forest schools.
Continue to build and develop a broad and balanced curriculum	SLT/Curriculum lead	TLR release time/CPD/Innovation exploration	Summer Term Review	Curriculum leaders are subject experts and children know more and can do more.
Develop the innovative use of technology to enhance learning and remove barriers.	SLT/Digital Lead	TLR release time/CPD	Termly Review	Digital lead is an AI expert and has embedded practice across school. SLT measure impact of AI/Tech use across school
To involve as many children as possible in extracurricular clubs inc. PP/SEN	Ricky Bridge	Release Time/External agency (£1000)	Termly Review	Increased numbers of pupils engaging in clubs that they enjoy and flourish when taking part. Participation at Trust SEN events to support SEN personal development.

3. Planning Duty 2: Physical Environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
CCTV install to ensure monitoring of health and safety/behaviour	Principal/Facilities manager	£10,000	Autumn Term	Fully functioning CCTV with service plan to protect children and staff.
KS2 toilet improvements	SLT	£50,000	Summer	To promote hygiene and health and safety with installation of new facilities.
Work with external agencies and support (OT/SALT/SEND/NHS/School Nurse/Opticians/Disability team) to ensure all children can access resources and the curriculum.	Kathy Crawley	£10,000	On going- Annually	All children have access to resources regardless of background/disability and need.
The community offer is enhanced, and spaces are provided for parents/wider community in time of need.	Beth Hulme	Lead release time Resources for food bank	Summer Term	Families have a safe space and the school is a haven in the community.
SENCo provides physical support materials and continually assesses the physical environment to meet pupils needs (adaptations to chairs/tables/sensory equipment)	Kathy Crawley	SENCOP release time to audit needs as part of role. Cost of new equipment.	On going based on need.	All children have physical equipment to meet their needs in the physical environment resulting in no barriers to learning.

4. Planning Duty 3: Information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Children with visual impairments are unable to access information in lesson.	SENCO	£250 pp	On going	Pupils have access to resources on the iPad and can use accessibility features to read key information.
Parent access to key information if EAL/Non-English speaking	SLT/Office	£500	On going	All parents have the option to request key information in Urdu in order to have access to key messages from newsletters/letters home/Class Dojo
Children with Dyslexia accessing reading materials	Digital Lead/SENCO	£250 pp	On going	Pupils have in depth knowledge of accessibility features on iPads and change the screen colour/transparency to meet their needs.



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