



**ST. BART'S**  
MULTI-ACADEMY TRUST

# Accessibility Plan

April 2025

# St. Bart's Multi-Academy Trust

## Accessibility Plan

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<b>Approved by Trust Board:</b>		<b>Lisa Sarikaya</b> Chief Executive Officer
<b>Review Date:</b>	<b>September 2026</b>	

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



## Contents

St. Bart's Mission .....	4
St. Bart's Vision and Values .....	4
St. Bart's Sustainability .....	4
Accessibility Plan .....	5
Statement of intent .....	5
1. Accessibility Plan .....	6
2. Planning Duty 1: Curriculum .....	7
3. Planning Duty 2: Physical Environment.....	9
4. Planning Duty 3: Information .....	10

## 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 – 2025-2026

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
Embed adaptive teaching strategies across all subjects to remove barriers to learning	SLT	Release Time	Summer 26	Learning walks show consistent use of scaffolding, modelling, and flexible grouping; pupil progress gaps reduce
Ensure that use images that are representative of all cultures, abilities and genders	SLT	None	Summer 26	Website, dojo and images in classrooms represent wider society



### 3. Planning Duty 2: Physical Environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p><i>Upstairs classrooms not accessible for child entering Year 4 in 2025-2025</i></p> <p><i>Swap classrooms from upstairs to downstairs</i></p>	<p><i>Priory SLT</i></p>	<p><i>Non</i></p>	<p><i>Summer 2025</i></p>	<p><i>Children with reduced mobility to access classrooms independently/with minimal support</i></p>
<p><i>Resources and accessible arrangements required for children in the Hive</i></p>	<p><i>Priory SLT</i></p>	<p><i>Hive Budget</i></p>	<p><i>Autumn 2025</i></p>	<p><i>Children have access to appropriate cutlery, toileting equipment and are able to complete self-care tasks independently/with minimal support</i></p>

#### 4. Planning Duty 3: Information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Written information is not accessible to pupils with visual impairments - Provide written information in alternative formats</p> <p>Visuals are used support the independence of all children and adults.</p>	<p>Relevant Teachers and Leaders</p>	<p>£250</p>	<p>Summer 2026</p>	<p>Pupils with individual visual impairment needs are sensitively assisted and needs are met.</p> <p>Children have visuals to support their learning and organisation</p>



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