



**THE ST. BART'S
ACADEMY**
— TRUST —

**Stoke Minster CE Primary
Academy**

**Accessibility
Plan**

2024 - 2027

St. Bart's Multi-Academy Trust

Accessibility Plan

Date	Section Amended	Signature
01/09/2024	TSB Policy Adopted	C.Ratcliffe
09/10/2025	Addition of St Bart's Mission See Planning Duty 1: Curriculum See Planning Duty 2: Physical Environment See Planning Duty 3: Information	C.Ratcliffe
02/09/2026	Statement of Intent See Accessibility Plan P6 See Planning Duty 1: Curriculum See Planning Duty 2: Physical Environment See Planning Duty 3: Information	C.Ratcliffe



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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 Plan

Statement of intent

This plan outlines how Stoke Minster CE Primary 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).

The responsible body for the purposes of Schedule 10 of the Equality Act 2010 is St Bart's Multi-Academy Trust. The Trust and Stoke Minster CE Primary Academy will work together to implement, monitor and review this Accessibility Plan.

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010. The Plan should be read alongside the Academy's Equality Policy, SEND Policy and SEND Information Report.

Under the Equality Act 2010, a person is considered disabled if 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 Academy will make reasonable adjustments for disabled pupils to avoid substantial disadvantage. The duty to make reasonable adjustments is anticipatory, and the Academy will therefore consider in advance what adjustments disabled pupils may require, while also responding to individual pupils' needs as they arise.

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 Academy will allocate appropriate resources to implement the actions identified within this plan, taking account of the reasonable adjustments required for individual disabled pupils and the resources reasonably available.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Disabled pupils and pupils with accessibility needs
- Parents/carers
- Principal and relevant staff
- Local Governing Committee
- External agencies/partners, where appropriate

1. Accessibility Plan

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 Accessibility Plan will be reviewed annually by the Local Governing Committee and Principal and will be formally reviewed and revised at least every three years, in accordance with Schedule 10 of the Equality Act 2010 and the Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

The Principal and SENCO will monitor the implementation of this plan throughout the year, with progress reported to the Local Governing Committee at least annually. The Trust will maintain oversight of the Academy's compliance with its accessibility duties.

2. Planning Duty 1: Curriculum

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
To involve as many disabled children as possible in extracurricular clubs.	Jennifer Craig / Charlotte Baines	Release Time/External agency (£1000)	Termly Review	Increased participation of disabled pupils in extracurricular clubs and activities that they enjoy. Participation at Trust SEN events to support SEN personal development.
Ensure all disabled pupils can attend educational visits/cultural capital opportunities.	SLT	Release staff to support ratios	Ongoing	Disabled pupils are supported to participate in educational visits and trips through appropriate planning and reasonable adjustments.
To develop the OPAL programme to support better learning, play and socialisation during break and lunchtimes.	SLT/Lucy Forster	2 Year training programme / resources (£10,000)	Ongoing	Disabled pupils are able to access resources in the outdoor area. Reduction in behaviour incidents at playtimes.
Ensure curriculum planning identifies and removes barriers to participation for disabled pupils, including through differentiated resources, adaptive teaching and appropriate reasonable adjustments.	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	SLT measure impact of AI/Technology use across school
Work with external agencies to support curriculum access and learning.	Charlotte Ratcliffe / Family Support Workers	External agencies (£3000)	Termly Review	Disabled pupils receive the necessary support in order for them to access the curriculum and making progress.

2. Planning Duty 1: Curriculum

Pupil progress meetings to track progress and set targets.	SLT/Class Teachers	Release Time	Termly Review	Disabled pupils are able to participate in the curriculum and make progress from their individual starting points.
Resources tailored to ensure all disabled pupils can access the curriculum. (Range of manipulatives/writing slopes, pencils grips etc.)	Class Teachers	Resources in school/specific SEN resources (£1000)	Termly Review	Disabled pupils have access to a range of resources in lessons to access the curriculum. Individual children have adaptations/resources recommended by external agencies.

3. Planning Duty 2: Physical Environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Work with external agencies and support (OT/SALT/SEND/NHS/School Nurse/Opticians/Disability team) to ensure all disabled children can access resources and the curriculum.	Charlotte Ratcliffe	£5,000	Ongoing- Annually	Disabled pupils have access to appropriate resources and reasonable adjustments to reduce barriers to learning and participation.
The outdoor environment is assessed and, where reasonably practicable, adapted to reduce barriers to access for disabled pupils.	Site Manager	Time to audit needs as part of role. Cost of resources/new equipment.	Ongoing based on need.	Disabled pupils are able to access the outdoor area through appropriate adaptations and reasonable adjustments.
Physical support materials and the physical environment are continually assessed to meet pupils' needs (adaptations to chairs/tables/sensory equipment)	Charlotte Ratcliffe	Time to audit needs as part of role. Cost of new equipment.	Ongoing based on need.	Disabled pupils have access to appropriate physical equipment and reasonable adjustments to reduce barriers to learning and participation.

4. Planning Duty 3: Information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Ensure that information provided to pupils is available in an appropriate accessible format where required. This may include large print, adapted or simplified information, visual information and symbols, audio information, accessible digital formats and assistive technology.	SENCO / Class Teachers / Digital Lead	Existing SEND resources and accessibility budget; additional resources allocated according to individual need.	Ongoing	Pupils with disabilities are able to access key information in lessons and across the school day through appropriate adjustments and accessible formats.
Support pupils with visual impairments to access information and learning materials through appropriate adaptations and accessibility features, including the use of iPads and assistive technology where appropriate.	SENCO / Class Teachers / Digital Lead	Existing SEND resources and accessibility budget; additional resources allocated according to individual need.	Ongoing	Pupils with visual impairments can access key information and learning materials using appropriate accessibility features and resources.
Provide information to parents/carers in accessible and appropriate formats where required, including the use of translation or other communication support for parents/carers who require it.	SLT / Office	£500	Ongoing	Parents/carers are able to access key information and communications. Class Dojo translation and visual symbols are used where appropriate to support understanding.

4. Planning Duty 3: Information

Support pupils who experience difficulties accessing reading materials, including pupils with dyslexia, through appropriate adaptations, accessible digital formats and accessibility features on iPads and other technology where appropriate.	Digital Lead / SENCO / Class Teachers	Existing SEND resources and accessibility budget; additional resources allocated according to individual need.	Ongoing	Pupils can access reading materials and use appropriate accessibility features to support their individual needs.
Ensure that communication methods are adapted where necessary to meet individual pupils' accessibility needs, including consideration of visual, hearing, communication, language and processing needs.	SENCO / Class Teachers	Existing SEN resources / specialist advice where required	Ongoing	Pupils are able to access and understand important information and instructions through communication methods appropriate to their individual needs.



THE ST. BART'S ACADEMY

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