



# Accessibility plan

## 2024-2027

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| <b>Approved by:</b> | LAC (Pending) | <b>Date:</b> November 2024 |
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| <b>Last reviewed on:</b> | November 2021 |
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| <b>Next review due by:</b> | September 2027 |
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This policy sets out our approach to accessibility for **St Chad's Academy Trust**.

Section 3 sets out the accessibility action plan for **St. Peter's Bratton C of E Academy**.

## Academy Vision and Values

**Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'Life in all its fullness.'**

**Excellence Nurture Respect Integrity Compassion Hope**

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school 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

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## St Chad's Trust Vision and values

As we follow Christ in the footsteps of St Chad, we seek to be servant leaders who have a desire to see all those, within our Trust family, truly flourish both spiritually and academically.



The plan will be made available online on the trust website and individual school websites, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 1 of the schools in the trust, this procedure sets out the process for raising these concerns.

Further information about St. Chad's trust can be found here.

[St Chads Academies Trust | A VISION FOR EDUCATION BASED ON WISDOM, HOPE, COMMUNITY AND DIGNITY](#)

[st-chads-complaints-policy.pdf](#)

Please also see the academy's parent guidance for making complaints here.

[PowerPoint Presentation](#)

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, trustees and Local Academy Committee (LAC) members.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM  | CURRENT GOOD PRACTICE   | OBJECTIVES   | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE   | DATE TO COMPLETE ACTIONS BY    | SUCCESS CRITERIA   |
|--|---|--|--|--|--------------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability.</p> | <p><b>Class teachers</b><br/>           To liaise with the SENDCO on an individual basis<br/>           To identify pupils requiring SEND support<br/>           To lead and plan high quality, adapted lessons<br/>           To continually assess and review pupils' learning and progress<br/>           To identify pupils requiring intervention<br/>           To prepare and share APDRs for all pupils identified as SEND<br/>           To review and update the APDRs of the pupils with SEND in their class regularly in collaboration with the SENDCO and parents</p> <p><b>Support staff</b><br/>           To provide learning and emotional support<br/>           To liaise with the Class Teacher and the SENDCO<br/>           To differentiate planning and prepare resources alongside the class teacher<br/>           To evaluate the learning that has taken place within the group<br/>           To plan and prepare daily activities for the intervention strategies<br/>           To be aware of the APDRs for all pupils with whom they work<br/>           To develop their own knowledge and skills<br/>           To develop and inform the skills of their colleagues sharing their own specialisms</p> <p><b>Members of the Local Academy Committee</b><br/>           Ensure that provision is made for pupils who have SEND<br/>           Ensure that the SEND budget is appropriately managed<br/>           Ensure that teachers are aware of the importance of identifying, and providing for, those pupils with SEND<br/>           Consult the LA, St. Chad's Trust, and the LAC of other schools, when necessary or desirable</p> | <p><b>Short term</b><br/>           Staff working with pupils with SEND to have a sound knowledge and understanding of the needs in the classroom.<br/>           Teachers to regularly plan learning that meets the needs of all learners in their class.</p> <p><b>Medium term</b><br/>           All staff supporting pupils with SEND will have a sound knowledge and understanding of the needs of the children.<br/>           In school and external CPD will be planned and updated according to staff requirements.<br/>           All pupils with SEND needs will be identified and appropriate support planned as part of the academy's cycles of provision.</p> <p><b>Long term</b><br/>           All pupils with SEND will make good or better progress in their learning.<br/>           All pupils with SEND will receive the full curriculum offer, adapted where required.</p> | <p>All pupils with SEND receive regular quality first teaching via an adapted curriculum.<br/>           Consideration of all pupils need to be taken when planning and preparing the curriculum.<br/>           SLT to continually monitor and oversee the development of the academy's curriculum and the progress of pupils with SEND.<br/>           All policies linked to SEND to be reviewed and updated regularly.</p> | <p>All members of SLT.<br/>           Class teachers.<br/>           LAC</p> | <p>Immediate and on-going.</p> | <p>Staff know and understand the needs of pupils with SEND.<br/>           Provision (including appropriate interventions), are in place for pupils with SEND. These are reviewed and adapted regularly to best suit the changing needs of the academy.<br/>           Support staff are trained and knowledgeable about the children they are supporting.<br/>           All pupils with SEND receive weekly quality first teaching, including adaptive practice so they consistently access the curriculum offer.<br/>           Pupils with SEND make accelerated progress in core subjects.<br/>           The LAC have an overview and can articulate the diverse needs of the academy and regularly visit the academy to be kept up to date of its changing needs and adaptive practice.</p> |

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|-----|--|------------|--|--------------------|-----------------------------|------------------|
|     | <p>Ensure that all pupils with SEND are fully included in the activities at St. Peters, as far as is practical.<br/>           Report to parents on the implementation of the Academy's policy for pupils with SEND<br/>           Have regard to the Code of Practice</p> |            | <p>Member of LAC for SEND to make regular visits to the academy and liaise with the SENDCo to ensure they have an up-to-date overview of the changing needs of the pupils with SEND.</p> |                    |                             |                  |

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| <p>Improve and maintain access to the physical environment.</p> | <p>The environment of St. Peter’s Bratton C of E Academy is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Furniture at wheelchair-accessible height</li> </ul> | <p><b>Short term</b></p> <p>To ensure the academy environment is safe to access and any concerns and/or repairs are identified and addressed in a timely manner.</p> <p>To ensure safety equipment is in full working order and any repairs/actions identified in a timely manner.</p> <p>To ensure the EYFS environment is safe for pupils to access.</p> <p><b>Medium term</b></p> <p>To ensure regular review and maintenance of academy site is carried out and repairs identified and/or prioritised and responded to accordingly.</p> <p><b>Long term</b></p> <p>To ensure a rolling programme of maintenance and repairs to the academy site continues every year.</p> <p>To ensure adjustments are made to the academy site to best meet the changing needs of the children on roll.</p> | <p>Weekly fire alarm checks.</p> <p>Fire risk assessments that include key pupils according to need or disability.</p> <p>Daily EYFS risk assessment of learning environment.</p> <p>Weekly site inspections.</p> <p>Monthly Legionella checks.</p> <p>Annual health and safety audit.</p> <p>Regular review of physical needs of all pupils at the academy to ensure adjustments are made to support the learning and pupil access to the curriculum offer.</p> | <p>Principal<br/>Site manager<br/>SENDCo<br/>LAC for H and S.<br/>Office Manager.<br/>Health and safety advisor from St Chad’s trust.</p> | <p>Regular reviews.</p>     | <p>The academy site is safe for all pupils and staff to access.</p> <p>Repairs and maintenance are identified, logged and followed up regularly.</p> <p>Adjustments are reviewed and updated to meet the physical needs of the children attending the academy.</p> <p>Repairs and maintenance are prioritised so children and staff can consistently access the academy site.</p> <p>Senior leaders are aware of the physical needs of the staff and children at the academy and ensure adjustments are made and maintained where appropriate.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <p>St. Peter's Bratton C of E Academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul> | <p><b>Short term</b><br/>To ensure the academy's information can be accessed by all.</p> <p><b>Medium term</b><br/>Regular review of information equipment.</p> <p><b>Long term</b><br/>Review the academy's sources of information and how we can improve these, so they are accessible for all.</p> | <p>Regular review of parent/carer communications.<br/>Regular updates to parents via different formats- newsletter, email...etc</p> <p>SLT to ensure academy expectations are upheld across the school.</p> <p>Site manager to carry out regular checks and repairs of any signage around the academy.</p> | <p>SLT<br/>Site manager<br/>LAC for H and S.<br/>Office Manager.<br/>Health and safety advisor from St Chad's trust.</p> | <p>Immediate and on-going.</p> | <p>Academy site signage will be in consistently good order and on view.</p> <p>Repairs and amendments to academy signage are made in a timely manner.</p> <p>Senior leaders are aware of the physical needs of the required signage and visual resources and ensure adjustments are made and maintained where appropriate.</p> |



#### 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Senior Leadership.

It will be approved by Local Academy Committee.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

Please find links to our policies here.

[Policies | St Peter's Bratton, Church of England Academy](#)

[SEND | St Peter's Bratton, Church of England Academy](#)

Or make an enquiry direct to the academy through the following contact details.

Email: [stpetesbratton@taw.org.uk](mailto:stpetesbratton@taw.org.uk)

Tel: 01952 387980

Address: St Peter's Bratton Church of England Academy, Squirrel Meadow, Shawbirch, Telford, TF5 0NT.