



*Better Together*  
**LEARNING TRUST**

## **BETTER TOGETHER LEARNING TRUST**

### **ACCESSIBILITY PLAN**

#### **STATUTORY POLICY**

Document Reference:	S1
Date of Approval:	December 2022
Approved by:	Board of Directors
Version No:	V. 1
Last Review Date	December 2022
Next Review Date:	October 2025
Policy Owner:	Deputy Headteacher
Document History:	Version 1: December 2022

**Glossary**

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

## **BETTER TOGETHER LEARNING TRUST AIMS**

The Trust is committed to providing an accessible environment within an inclusive learning environment that enables all learners to work towards their potential.

### **1. Improve access**

It is our intention to remove, as far as possible, those barriers which make it difficult for any individual who has difficulties within the following broad categories of need, if it gets in the way of normal academy life:

- Physical access to the learning environment
- Access to published information/lessons/learning/school
- Access to the curriculum

### **2. Difficulties**

The range of difficulties which may need addressing are various and are likely to change according to the cohort of pupils and their identified difficulties, but they could be broadly grouped as:

- Sensory impairment, speech, hearing, or eyesight
- Physical difficulties, co-ordination, manual dexterity, ability to lift or move everyday objects
- Medical needs, continence, managing medication
- Cognitive and learning needs, memory, or ability to learn, concentrate or understand
- Communication difficulties including Autistic Spectrum Disorder
- Social and emotional needs
- Perceived risk or physical danger

### **3. Strategy**

This leads us to develop the accessibility plan, which is a strategy for:

- Increasing the extent to which disabled pupils can participate in the academy's curriculum
- Improving the physical environment of the academy to increase the extent disabled pupils can take advantage of education and associated services offered by the academy.
- Improving the delivery of information that is already provided in writing to able bodied pupils. This should be done within a reasonable period of time and in formats that take into account the preferred means of communication by the pupils and their parents/carers.

### **4. Actions**

- Continually review the environment of each school or academy, the way we plan, prepare, and teach the curriculum and try to make sure the information we provide for pupils is understandable.
- Provide an atmosphere where all pupils feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities that may have limited access for pupils with a disability and see if it is possible to provide learning experiences that promote similar development of knowledge and understanding.
- Investigate access within our planning cycle so that it is an explicit part of our academy plans.

## Values and Ethos

Better Together Learning Trust will prepare students for the challenges and opportunities of their future lives through a world class, life skills curriculum, transformational learning experiences and the promotion of **'Every child, Every chance, Every day'**.

Our actions are underpinned by the belief that:

- Everyone should feel included in their local communities and wider society
- Staff and students are capable of constantly learning and developing
- Family members and carers play a vital role in the education of students
- Our academies and schools need to be part of and responsive to their local communities Mission Given these beliefs, all our staff and volunteers will strive to ensure that.
- Every student feels included in the life of their academy or school
- Every student leaves their school or academy prepared for the next stage in their lives
- Each student feels engaged and is able to contribute to the communities in which they live
- Each student's potential is recognised, and their potential is turned into reality
- Family members and carers are engaged in the students' learning and development
- Investment is made in high quality professional development for staff
- Student and staff achievements are recognised and celebrated

• We will work to be the best partners we can be to other academies, schools and educational organisations  
Vision Our vision is that Better Together Learning Trust and its academies and schools, will be acknowledged as a leading partner and contributor to high quality inclusive education provision in their local communities for 4 to 25 year olds.

**Appendix A – Friars Academy**

**ACCESSIBILITY ACTION PLAN**

**Academy Name:** Friars Academy

**DfES No:** 940/7029

**Date:** November 2022

**Chair of Directors:** Mr J Turnbull  
**Chair of Governors:** Mr M Fargher

**Executive Headteacher:** Mrs S Ijewsky

**External Areas**

<b>Intention</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Performance measure which will be used to evaluate whether the intention has been achieved:</b>
That external buildings entrances and exits are easily accessible for staff and students with physical, visual and hearing difficulties	The thresholds are all clear and even and clearly marked	December 2022	Friars Leadership and site management Team	All staff, students and the wider community are able to safely access the site and report any concerns directly to the school. Students and Staff will be able to access all areas of the site safely.
To increase the number of disabled parking spaces in the main carpark	Reallocation of parking spaces to consider disabled spaces guidelines	February 2023	Friars Leadership and site management Team	Increased accessible parking in the main carpark for staff and visitors.
To ensure safe fire exit to outside area from Friary for all	Introduction of handrails and ramp near the stairs	February 2023	Friars Leadership and site management Team	All staff and students will be able to exit the Friary safely encase of an emergency / fire drill. Students with limited mobility will be able to exit safely without having to walk too far.

## Internal Areas

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
Trained staff to support delivery of physio and OT to identified students	NHS teams to support newly appointed staff	On going	NRo	Wider additional needs met, student well-being enhanced
Improve knowledge, skills and teaching and learning approaches for pupils with more severe and complex needs	Provide appropriate training for targeted staff to successfully meet the needs of pupils with more complex needs	On going	Senior Leadership Team	Key staff with increased expertise in teaching pupils with more complex needs
	Provide Restorative Approaches training for new staff members and for a team of specialist practitioners	November 2022	RSt	Improved capacity to support students and families.
	Provide a range of on demand online training suitable for all staff within the Academy	October 2022	RSt and senior team	Enhanced training for all staff members - increased awareness to deepen understanding and provision
	Provision and technology in place for VI students to enlarge text / read text etc	August 2022	Senior team	Improved capacity for all student to have access to all areas of the curriculum
	Makaton training in place	January 2023	RSt	Enhanced training for all staff members - increased awareness to deepen understanding and provision

In the event of a fire, there are alternative areas of safety for students to be when evacuating the building.	Personal Emergency Evacuation Plans completed for all relevant staff and students.	November 2022	SDo Friars Leadership Team Class Teachers	PEEPs in place and shared with all staff.
Signage / differing methods of communication making orientation around the school building accessible.	Purchase of widget to allow a standard symbol method of communication around the site	November 2022	Friars Leadership / site Team Class teachers	Signage in place in all key areas of the site.
	All signage is of an appropriate size / way of communicating to support staff and students needs.	December 2022	Friars Leadership Team	Signage in place in all key areas of the site.
Improved lighting around the site	Introduction of LED lighting around the school.	December 2022	SDo	Cost effective bright lighting in key areas of the site
Improved usage and access and seating in the library	New seating and decoration, to include new shelving that is accessible for all students	September 2022	DGa / SDo	
School is providing an environment which feels safe for all students with consideration for any sensory impairments.	Bespoke rooms developed and revamped to ensure student needs are met.	August 2022	Friars Leadership Team Class Staff	Student voice at Annual Reviews and other key measures indicates positive engagement with school.

## Broader Aspects of School Life

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
Increased length and variety of lunch / after schools clubs	To allow students to take part in activities that are above and beyond	September 2022	Senior Leadership / Staff team	Increased number of students accessing after school provision



## Appendix B – Chelveston Road School

### About Chelveston Road School

Chelveston Road School is a brand new school for young people aged between 11 and 19 with Special Educational Needs and Disabilities. Our school will open in September 2021 to a cohort of Year 7 students and then each year after this we will admit another year group of Year 7 students until we are full in September 2025. In September 2022 we will open our Post 16 provision with spaces for up to six students in Year 12 with a further six joining the following September. When full our school will be a community of 145 students and 70 staff.

### Chelveston Road School's Accessibility Action Plan

#### Improving access to the physical environment

Objective: To ensure that the school's physical environment is accessible to all students and fully meets their needs.

#### External Areas

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
That external entrances and exits are easily accessible for pupils with physical, visual and hearing difficulties.	External areas maintained to a high standard	August 2023	Maintenance team, SLT and SDO	All staff, pupils and the wider community are able to safely access the site and report any concerns directly to the school.

#### Internal Areas

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
-----------	--------	-----------	----------------	---

That students are given equal opportunities to access specialist equipment and are able to move between rooms with no detriment.	The new building is in line with all disability regulations.	September 2022	SLT and all staff	All staff trained in evacuation procedures. All staff trained in students' EHCP and individual needs.
In the event of a fire, there are alternative means of students evacuating from the building.	Personal Emergency Evacuation Plans completed for all relevant staff and students.	September 2022	BTLT COO CRS Leadership Team All staff	PEEPs in place and shared with all staff.
Signage makes orientation around the school building accessible.	All signage is of an appropriate size to support staff and students needs.		CRS Leadership Team	Signage in place at time of opening.
	Students will receive orientation training as part of their induction.	September 2022	Class Teachers and TAs	Students have detailed knowledge of building layout.

<b>Intention</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Performance measure which will be used to evaluate whether the intention has been achieved:</b>
School are providing an environment which feels safe for all students with	Bespoke rooms developed to ensure student needs are met.	September 2022	CRS Leadership Team	Student voice at Annual Reviews and other key measures indicates positive

consideration for any sensory impairments.				engagement with school.
--	--	--	--	-------------------------

### Broader Aspects of School Life

<b>Intention</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Performance measure which will be used to evaluate whether the intention has been achieved:</b>
Provision of a hot meal at lunchtime for all students	The on-site catering facilities will provide a hot meal for any student whose family have requested their child to have a hot school meal. This facility is also available to staff.	September 2022 onwards	CRS Catering staff and Leadership Team	Positive uptake of students having a hot meal at lunchtime.

### Monitoring and Review

This policy will be regularly reviewed by the Leadership Teams and SEND Governor from each school to ensure that all aspects of school life are inclusive for all staff and students.