



*Better Together*  
**LEARNING TRUST**

## **BETTER TOGETHER LEARNING TRUST**

### **ACCESSIBILITY PLAN**

#### **STATUTORY POLICY**

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### **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:** Jan 2026

<b>Chair of Directors:</b> Mr P Kelby	<b>CEO:</b> Mrs S Ijewsky
<b>Chair of Governors:</b> Mr R Westcott	<b>Head of School:</b> Mr J. Budd

**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>
Ensure site safety and compliance with Martyn’s Law	New electric gates with access control from the front office	October 2025	COO	Electric gates installed and working at the front of school.
Clear markings on steps for VI students.	Refresh all yellow markings.	Summer 2026	Estates Manager	All markings clear on steps.
To ensure there is adequate space all year round for physical activities and safe break and lunchtimes.	Lay all weather pitch/MUGA	Summer 2027	CEO	Appropriate spaces available for all students to have exercise

## Internal Areas

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
To improve circulation	Relocate changing rooms	Estates Manager	September 2026	Remove bottle neck effect and reduce undesirable behaviour in the identified corridor.
Physio room to be more accessible	Move physio room from upstairs to old changing rooms	Estates Manager	September 2026	Physio sessions require less scheduled time.
Group key stages and class types.	Relocate classrooms. Create third access classroom: creating one room from rooms 17 and 18.	Estate Manager	September 2026	Reduced transitions and group working.
Calm room to be more accessible and comfortable.	Relocate calm room away from admin corridor	Head of School	September 2026	Staff and pupils to have easy access to calm room away from visiting professionals and meetings. Minimised transition
Improve accessibility of staff facilities, including those with physical needs	Relocate staff room	Head of School	September 2026	Staff to be able to use facilities within the time assigned for breaks.

## Broader Aspects of School Life

Intention	Action	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
To ensure the curriculum is appropriate for all pupils and their SEND needs to prepare them for their next steps.	Develop the environment and approach for class groups needing a more structured approach.	June 2026	Head of School	Environment adapted and strategies from S&LT implemented.
	Review access provision and key learning against the needs of current cohort in access classes.	July 2026	T&L Assistant Head	Clear steps to improve the access approach in the School Development Plan.
Improve the delivery of communication to all pupils, particularly those with Communication & Interaction needs.	Develop standardized dictionary for symbols in InPrint	February 2026	Inclusion Assistant Head	Consistency in use of symbols throughout the school
	Increase users for InPrint software	April 2026		Staff using symbols to support
	Training for use of InPrint software	2026		resources appropriate to pupils needs
	Audit of communication (S&LT)	January 2026		Staff to have a consistent approach to communication
	Approach articulated	February 2026		
	All staff training (S&LT)	March 2026		
To have clear signage throughout school accessible to all pupils	September 2026	Signage with symbols for pupils to understand the environment throughout the school		

## Appendix B – Chelveston Road School

### ACCESSIBILITY ACTION PLAN

School name: Chelveston Road School

DfES No: 940/7007

Date: January 2026

Chair of Directors: Mr P Kelby

CEO: Mrs S Ijewsky

Chair of Governors: Mr P Ijewsky

Head of School: Mr M Adams

#### 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.

#### 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 Equality Act regulations.	September 2027	SLT, Chief Operations Office 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 2027	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.	September 2027	CRS Site Team, JBA, Chief Operations Officer, SLT	Signage in place at time of opening.
	Students will receive orientation training as part of their induction.	September 2027	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 consideration for any sensory impairments.	Bespoke rooms developed to ensure student needs are met.	September 2027	CRS Leadership Team	Student voice at Annual Reviews and other key measures indicates positive engagement with school.

### 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 entrances and exits are easily accessible for pupils with physical, visual and hearing difficulties.	External areas maintained to a high standard	September 2027	Maintenance team, JBA, SDO and SLT	All staff, pupils and the wider community are able to safely access the site and report any concerns directly to the 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. All Free School Meal students will be catered for. This facility is also available to staff.	September 2027.	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.