*With friendship, trust and kindness, we fly!*

Diocese of Norwich
St Benet's
Multi Academy Trust

# Accessibility Policy

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| **Policy Type:** | **Trust Policy** |
| **Date Issued by MAT:** | **01/07/2026** |
| **Approved By:** | **Executive Team** |
| **Approval Date:** | **19/06/2026** |
| **Review Date:** | **June 2029** |
| **Person Responsible:** | **Head of Estates** |

**Our Christian Ethos and Values**
Our academies are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

All policies within St Benet's Multi Academy Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

**Overall accountabilities and roles**
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee and the Headteacher. The Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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**1. Legal framework**

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

1.3 This policy seeks to further the aims of our Trust Vision by continuing to improve access to education for disabled children and young people in three key areas:

- increasing the extent to which disabled children and young people can participate in the full curriculum offered by the Academy;

- continuing to improve the physical environment to increase the extent to which disabled children and young people can participate in all aspects of education and associated opportunities provided by the Academy;

- focusing on how we deliver information to pupils/students, parents/carers and visitors with disabilities, to improve accessibility for all.

**2. Definition (Equality Act 2010)**

2.1 *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"*

2.2 Someone has an 'impairment' if any of their physical or mental abilities are reduced in some way.

2.3 A 'substantial adverse effect' means more than just a minor impact on the child or young person's life or how they can do certain things.

2.4 'Long-term' means either:
- it will affect them or is likely to affect them for at least 12 months
- it's likely to last for the rest of their life.

2.5 The SEND Code of Practice 2015 summarises the Equality Act duty and says schools must:
- not directly or indirectly discriminate against, harass or victimise disabled children and young people
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

**3. Reasonable Adjustments**

3.1 We will take reasonable steps to ensure inclusion so that pupils/students with disabilities are not disadvantaged in comparison to those without disabilities. This may mean changing the way we work, providing additional resources and removing physical or other barriers where practicable.

This may include:
- providing additional support
- providing adapted equipment
- implementing assistive technology
- making environmental adaptations

3.2 The extent to which adjustments are considered to be reasonable will be dependent upon a range of contextual factors including:
- The resources the Academy has and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil/student
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and Safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils/students and prospective pupils/students

**4. Roles and Responsibilities**

4.1 Staff members will act in accordance with the Academy's Accessibility Policy and Accessibility Plan at all times.

4.2 The Headteacher/Principal will create an Accessibility Plan with the intention of improving the Academy's accessibility.

4.3 The Accessibility Plan will be monitored annually by the Headteacher, or their representative, in line with Appendix 2.

4.4 All staff members are responsible for ensuring that their actions do not discriminate against any pupil/student, parent/carer or colleague.

4.5 The Headteacher/Principal will ensure that staff members are aware of individual pupils'/students' disabilities or medical conditions where necessary.

4.6 As part of a new pupil's/student's induction at the Academy, families will be asked to identify whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.

4.7 The Headteacher/Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.

4.8 The Headteacher/Principal and Senior Leadership Team (SLT) will work closely with the Trust, the Local Authority Accessibility Strategy and external agencies to effectively create and implement the academy's Accessibility Plan.

4.9. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work closely with the Headteacher/Principal to ensure that pupils/students with special educational needs and disabilities (SEND) are appropriately supported.

4.10 Staff members will partake in training on inclusion and equality, with reference to the Equality Act 2010.

4.11 Designated staff members will be trained to effectively support pupils/students with medical conditions as necessary (e.g. understanding how to administer insulin).

**5. Accessibility Plan**

5.1 The Accessibility Plan will complement and support the Academy's Equality and Diversity Policy as well as the Special Educational Needs and Disabilities Policy.

5.2 The Inclusion & Provision Self-Evaluation Framework (IPSEF), Norfolk Accessibility Self-Evaluation Framework (NASEF) and/or Trust Health & Safety audits will be used to inform priority areas for Accessibility Planning.

5.3 The Academy's Accessibility Plan will demonstrate how access will be improved for pupils/students with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.

5.4 The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.

5.5 If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

5.6 Both the Accessibility Policy and Accessibility Plan will be published on the Academy's website.

5.7 The Academy will collaborate with the Trust and Local Authority in order to effectively develop and implement an appropriate Accessibility Plan.

5.8 During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.

**6. Equal Opportunities**

6.1 The Academy strives to ensure that all existing and potential pupils/students are given the same opportunities.

6.2 The Academy is committed to developing a culture of inclusion, support and awareness.

6.3 Staff members will be aware of any pupils/students who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil/student is effectively supported.

6.4 The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils/students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, providing all pupils/students with equal opportunities.

6.5 Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils/students to reach their full potential and achieve success.

6.6 The Academy will ensure that all extracurricular activities are accessible to all pupils/students. The academy will make all reasonable adjustments to allow pupils/students with SEND to participate in all academy activities on offer, including extra-curricular activities such as visits/trips.

**7. Admissions**

7.1 The Academy will act in accordance with the Admissions Policy.

7.2 The Academy will apply the same entry criteria to all pupils/students and potential pupil/students.

7.3 Where appropriate, prospective parents/carers of pupils/students, with EHCPs and SEND, will be invited to a transition meeting prior to the pupil/student starting the Academy in order to discuss the pupil/student's specific needs.

**8. Curriculum**

8.1 The Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils/students regardless of their education, physical, sensory, social, spiritual and emotional needs.

8.2 No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

8.3 Through high-quality, adaptive teaching, the Academy aims to provide a curriculum which enables all pupils/students to feel secure and to make progress.

8.4 There are established procedures for the identification and support of pupils/students with SEND in place at the Academy.

8.5 Detailed information on pupils/students with SEND will be shared with relevant staff in order to aid planning and teaching, e.g. SEND Support Plans.

8.6 Where they have one, the class teacher and/or head of department/leader for each subject, with guidance from the SENDCo, will adapt a pupil/student's Assess, Plan, Do, Review (APDR) plan, to help overcome and remove barriers to achievement.

8.7 Where target setting is not appropriate for a pupil/student (e.g. due to physical disability) a Reasonable Adjustments Plan (RAP) may be used to identify the provision and adjustments needed. This may be in addition to or instead of an APDR plan.

8.8 Practical lessons such as PE, Music, DT and Art, will be adapted appropriately, to allow pupils/students with physical disabilities to participate in lessons.

8.9 Where specific areas of the curriculum present particular challenges for a pupil/student, these will be dealt with on an individual basis.

8.10 The class or subject teacher, in discussion with the pupil/student and their parents/carers, will ensure that all adjustments necessary, in line with common sense and practical application, will be made for any particular disability or impairment.

**9. Physical Environment**

9.1 The Academy is committed to ensuring that all pupils/students, staff members, parents/carers and visitors have equal access to all areas and facilities within the academy premises.

9.2 The academy has toilet facilities suitable for people with disabilities.

9.3 There are provisions for nappy changing and intimate care.

9.4 Where entrances to the academy are not flat, a ramp is supplied for access.

9.5 The Headteacher/Principal will seek appropriate guidance and support from the Trust, where specific environmental adaptations or changes are needed to support pupils' accessibility needs.

**10. Information**

10.1 The Academy will provide all essential information to pupils/students and parents/carers in accessible formats to ensure equitable understanding and engagement for all families. This may include, but is not limited to:

- Dual-coded materials
- Reduced jargon or provision of jargon busters
- Simplified layouts
- Range of communication methods e.g. text, email, in-person
- Enabled accessibility features

10.2 Staff will respond to individual communication needs by consulting with parents/carers and ensuring that information such as Progress Reports, Newsletters and event details are shared in ways that accommodate parent/carer language, literacy and sensory requirements (e.g. by providing hard-copies of documents upon request, emailing documents so accessibility features can be applied, providing dual-language resources, etc.).

10.3 The Academy will foster a culture of respectful communication by working in partnership with families to ensure that information is shared in a timely, appropriate and accessible manner.

10.4 Parent/carer and pupil/student voice will be gathered through a variety of methods and used to inform Accessibility Planning.

**11. Policy Monitoring and Review**

11.1 This policy will be reviewed on a three-year basis or when new legislation/guidance concerning equality and disability is published.

11.2 The Headteacher/Principal will review the Accessibility Plan (Appendix 1) in collaboration with the SENDCo.

**Appendix 1 – Accessibility Plan Template**

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SWALLOWTAIL FEDERATION

# Accessibility Plan 2026-2029

Person Responsible: Natalie Butcher (Executive Headteacher)
Review Date: 12/10/2027

Diocese of Norwich
St Benet's
Multi Academy Trust

## 1. The purpose of this plan

This plan sets out how we, as an Academy, will increase access to education for disabled children and young people in three key areas:

1. Increasing the extent to which disabled children and young people can participate in the Academy curriculum;
2. Improving the environment of the Academy to increase the extent to which disabled children and young people can take advantage of education and associated opportunities provided by the Academy;
3. Focusing on how we deliver information to pupils/students, parents/carers and visitors, to improve accessibility for all.

Three additional areas which link to these key areas are also considered: Relationships, Training & CPD and Transitions.

## 2. How information has been gathered

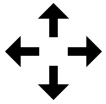
To support in the development of this plan, information has been gathered from a variety of sources to support in the identification of areas of strength and areas for further improvement. This may include, but is not limited to:

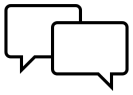
- Inclusion & Provision Self-Evaluation Framework (IPSEF)
- Norfolk Accessibility Self-Evaluation Framework (NASEF)
- Health & Safety Audits
- Parent/Carer Voice
- Pupils/Student Voice
- Staff feedback
- Visitor feedback
- Curriculum Reviews
- Environmental Audits
- External Specialist Guidance / Advice

## 3. Monitoring & review

Progress within this plan will be reviewed annually and the overall Accessibility Plan will be revised every 3 years within a wider context of continuous academy improvement. It should be read in conjunction with our Accessibility Policy, available here: Swallowtail Federation - Swallowtail

| What we already have in place to make our Academy accessible | | |
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| **Focus Area** | **What are we doing well?** | **How do we know?** |
| **Relationships**  | - Strong, close-knit school community where staff know all pupils and families individually.<br>-Open-door policy for parents/carers to discuss individual accessibility or SEND needs promptly. | -Pupil, staff, family and visitor voice |
| **Communication**  | -Multi-channel communication used (email, text, phone calls, paper copies, verbal check-ins at gate)<br>-Knowing our families well and using the most effective communication channel to meet their needs where appropriate<br>-Key documents made available in large print, simplified formats if required | -Informal parent feedback<br>-Regular informal check-ins between staff/SLT |
| **Training & CPD**  | -Staff complete annual training on SEND awareness, inclusion, and managing medical conditions (e.g., Asthma, EpiPen, Diabetes)<br>-TAs and teachers trained in adaptive teaching strategies | -Training log<br>-SENDCO and SLT regular monitoring drop-ins with adaptive teaching and scaffolding a key focus |
| **Environment**  | -Level access across main school grounds, single-storey classrooms, and ramped entrances to mobiles at Catfield and Hickling.<br>-Accessible toilet facilities and designated intimate care/changing areas available on site.<br>-Communication/autism friendly environment-low arousal displays and access to calm spaces | -Annual health and safety/safeguarding audits<br>-Norfolk Accessibility Self-Evaluation Framework (NASEF) / IPSEF audit.<br>-Visitor professional voice |
| **Curriculum**  | -Adaptive curriculum ensuring full participation in all subjects, including outdoor learning, PE, and educational visits.<br>-Individual APDR (Assess, Plan, Do, Review) and/or Reasonable Adjustments Plans (RAP) created for pupils requiring targeted support. | -Regular monitoring (drop-ins, book looks, pupil voice) with focus in vulnerable pupil groups<br>-SENDCO quality assures all APDR plans and supports staff in implementing |

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| **Transitions**  | -Enhanced transition plans for pupils joining EYFS or moving to secondary school (including extra visits/meetings)<br>-Smooth internal class-to-class transitions supported by shared staff knowledge across key stages | -Transition meetings with parents and receiving SENDCos.<br>-Feedback from School and Communities Team following secondary transition sessions<br>-Feedback from parents |

| Accessibility Action Plan – Challenges to accessibility that we want to address | | | | | |
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| **Focus Area** | **What do we want to improve?** | **How will we do this?** | **What difference do we want it to make?** | **Who is responsible for achieving it?** | **When will it be achieved by?** |
| **Relationships**  | Enhance pupil and parent voice specifically regarding accessibility barriers and SEN provision | -Add targeted accessibility questions as part of APDR review and annual pupil/parent voice surveys | Parents and pupils feel heard, and hidden barriers to inclusion are identified early, vulnerable children/families easier to reach | Headteacher/SENDCo | Spring 2027 and ongoing |
| **Communication**  | -Written communication to be screened for reading ease and adapted before sharing<br>-Digital formats compatible with screen readers upon request. | -SENDCo to support admin and teaching staff in screening written information before sharing<br>-Check most up to date digital accessibility guidance | Increased access to all forms of communication | Headteacher/SENDCo<br>Teachers and office staff | Spring 2027 |
| **Training & CPD**  | Further upskill teachers and support staff on specific learning needs | -Further TAAP training (Trust)<br>-Identify and deliver priority training in line with first wave of Dfe SEND and Inclusion training materials (with support of Trust SEND lead Nadine Avenal) | Staff feel confident delivering high-quality adaptive teaching for diverse needs in mixed-age classes. | Trust/Headteacher/SENDCo<br>Teaching and support staff | Summer 2027 |
| **Environment**  | Further develop a communication-friendly and sensory-supportive environment for autistic pupils and children with speech, language, and communication needs | Ensure standardized visual timetables, emotion/communication support, and picture communication symbols using widget across all classrooms and common areas. | -Improves predictability, reduces anxiety, and enhances emotional self-regulation for neurodivergent pupils<br>-Supports independent communication and navigation throughout the school day. | Headteacher/SENDCo<br>Class teachers | Summer 2027 |

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| **Curriculum**  | Further consider high quality adaptive teaching and scaffolding broken down into specific subjects e.g. maths/foundation subjects. | -SENDCO and subject leaders to deliver twilight CPD | Staff feel confident delivering high-quality adaptive teaching for diverse needs in mixed-age classes. | Headteacher/SENDCO Teaching staff/Support staff | Summer 2027 |
| **Transitions**  | Collaborative work with professionals (school and communities team, young carers support) and receiving schools to ensure smoother transition | -Liaise with professionals to provide parent/carer sessions with familiar staff from both settings | Reduced anxiety for vulnerable pupils and smoother academic/social adjustment during moves | SENDCo, receiving SENDCos, other professionals | Ongoing each July |

**Appendix 2 - Accessibility Policy and Plan Monitoring Checklist**

*Once complete, form should be uploaded to Policies and Procedures area of iAM Compliant*

| Requirement | In place Y/N | Action (if required) |
|---|---|---|
| **Accessibility Plan** | | |
| Accessibility Plan created by Headteacher/Principal | Y | |
| Accessibility Plan structured to complement and support the Academy's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy. | Y | |
| Accessibility policy and completed Accessibility Plan published on school website(s) | Y | |
| **Processes and procedures** | | |
| Up to date record in place of pupil / student disabilities or medical conditions in the school. Staff made aware of pupil/student disabilities or medical conditions as required in order to aid support e.g. 'pupil passports' | Y | |
| Record of staff training to support pupils/students with medical conditions as needed e.g. understanding how to administer insulin | Y | |
| Evidence of transition meetings held for parents/carers of prospective pupils/students with EHCPs and SEND to discuss the pupil/student's specific needs | Y | |
| SEN Information Report contains information on accessibility plan | Y | |
| There are established procedures for the identification and support of pupils/students with SEND in place at the school. | Y | |
| **Environment** | | |
| Academy's toilet facilities are suitable for people with disabilities including being fitted with an emergency pull cord and handrail | Y | |
| Provision for nappy changing and intimate care on site at the academy | Y | |
| There are no parts of the academy to which pupils/students with disabilities have limited or no access to. | Y | |
| Where entrances to the academy are not flat, a ramp is supplied for access. | Y | |
| The corridor flooring and lighting are designed to support those who are visually impaired. | Y | |
| **Monitoring completed by:** B.Mooore | **Date of monitoring:** | 26/10/26 |