St Ralph Sherwin
Catholic Multi Academy Trust



Accessibility Policy and Plan

Version 3
September 2026

One of four Catholic Multi Academy Trusts in the Diocese of Nottingham

Document Provenance

Title of policy:	Accessibility Policy and Plan	
Author and policy owner in the Executive Team:	Trust Inclusion Lead	
Version number:	3	
Date approved:	14 October 2026	
Approved by:	SRS Trust Board	
Date of next review:	September 2029	
Document review and editorial updates:		
Version control	**Date**	**Key revisions included**
1	February 2022	A new Trust-wide Policy and supporting template for use by academies in setting their Accessibility Plan arrangements. New tabulated planner for each academy to populate and ensure that all pupils have equal right of access if this can reasonably be met. This will include reviews of the physical access to and around academies for all pupils with disabilities. The Policy sets out how each academy and the Trust meets legislation and regulations in striving for equality of opportunity for all.
2	September 2025	Update vision and values in accordance with Trust changes
3	September 2026	Updated compliance and monitoring

Saint Ralph Sherwin Catholic Multi Academy Trust Vision

Academies within The Saint Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All academies within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

Ensure the best possible education for every child.
Provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
Continue to build sustainable and caring communities in which the most vulnerable can flourish.
Recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'

Our Core Values

Trust **Togetherness** **Kindness**

Please follow the link below for further information regarding the St Ralph Sherwin Catholic Multi Academy Trust.

https://www.srscmat.co.uk/our-trust/our-mission-vision-and-virtues/

1. Introduction and Purpose

1.1. This policy supports our Trust vision and our core values and will ensure that our commitment to inclusion is at the heart of everything we do.

1.2. This policy and the supporting Accessibility Plan in place in each Academy, will ensure that all St Ralph Sherwin pupils, including pupils with a disability, have equal opportunity to participate fully in the life of the academy, enjoying and succeeding in their education.

2. Objectives

2.1. The objectives of this policy are to:

- Provide access and opportunities for all pupils to succeed in their education without discrimination of any kind
- Promote equal opportunities as an inclusive Trust and ensure full compliance with the Equality Act 2010
- Make reasonable adjustments to the curriculum and physical environment so that disabled pupils are not at a substantial disadvantage to their peers, identifying and reducing barriers to access and participation
- Promote awareness and understanding of disability
- Achieve full participation in the academy communities for both current and prospective pupils and our adult users with a disability.

3. Scope

3.1. This policy applies to pupils, staff, parents, prospective pupils, governors, and directors in working together to eliminate discrimination and ensure that through the application of policy and implementation of robust accessibility plans, the very best opportunities for participation are secured for those with a disability.

4. Legislation and Regulation

4.1. This policy is written in accordance with requirements set out in Schedule 10 of the Equality Act 2010[1] and Section 69 of the Children and Families Act 2014[2]

4.2. The Equality Act 2010 defines an individual as disabled if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to undertake normal day to day activities. Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than 12 months.

4.3. The requirements for preparing an Accessibility Plan are set out in *Schedule 10* of the Equality Act 2010. Academies will develop and use an Accessibility Plan in order to meet three key areas set out in *Schedule 10*. The plan must include purposeful information to:

1 Equality Act 2010 (legislation.gov.uk)

2 Children and Families Act 2014 (legislation.gov.uk)

1) *Increase the extent to which disabled pupils can participate in the school's curriculum*
2) *Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school*
3) *Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.*

4.4. Each Academy Accessibility Plan will provide details about the specific actions in place to meet items 1 to 3 above and ensure that the impact of the plan is reviewed within prescribed timescales, and that the accessibility plan is resourced and managed well by those who are responsible for key actions in the plan.

4.5. This policy should be read in conjunction with other St Ralph Sherwin Trust-wide Policies, including:

- The Special Educational Needs and Disabilities Learning Policy
- The individual Academy Special Educational needs (SEN) Information Report
- The Supporting Students with Medical Needs Policy
- The Health and Safety Policy
- The Equality and Diversity Statement and Policy.

4.6 Public Sector Equality Duty (PSED)

In carrying out its functions, Saint Ralph Sherwin Catholic Multi Academy Trust and its academies will have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a protected characteristic and those who do not.
- Foster good relations between persons who share a protected characteristic and those who do not.

The Trust recognises its duties under Section 149 of the Equality Act 2010 and will ensure that considerations relating to equality, inclusion and accessibility are embedded within strategic planning, policy development, decision-making, recruitment, curriculum design and service delivery

4.7 Digital Accessibility

The Trust and its academies are committed to ensuring that digital information is accessible to all users, including those with disabilities.
Academy websites and digital platforms will be developed and maintained in accordance with applicable accessibility legislation and guidance, including the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 where applicable and recognised accessibility standards.
Where information is published electronically, reasonable adjustments will be made to provide alternative accessible formats upon request. These may include large print, audio, Easy Read, accessible PDF, translated materials, braille and other formats as appropriate to individual need.
Accessibility Statements will be maintained and reviewed regularly where required.

5. Key principles underpinning the Accessibility Policy and Plan

5.1. The Trust has outlined expectations to all academies that planned programmes of study should, as a minimum, align with the content of the National Curriculum. The Trust also believes that curriculum planning should be led by each academy, in order

that it may best meet the bespoke needs of pupils within that setting. There is also an expectation that the curriculum will reflect the school's position in its local community; for example, through coverage of local history and through themes identified in the curriculum as local contextual safeguarding risks. The quality and coverage of each academy curriculum is checked by the Trust's School Improvement Team.

5.2. The School Improvement Team has also outlined other minimum expectations around the design and delivery of each individual academy's curriculum plan, as follows:

- The most important knowledge in each subject is identified for every topic/theme delivered in each subject.
- Subject leaders ensure that the curriculum is sequenced coherently to enable pupils to gain cumulatively sufficient knowledge. This includes sequencing across key stages to support effective transition.
- There is a strong focus on the development of key vocabulary in each topic/theme.
- Teaching staff plan retrieval activities and repetition of key knowledge to ensure that it sticks in pupils' long-term memory
- All groups of pupils, including disadvantaged pupils and those with special educational needs make strong progress through the curriculum. This is measured through the Trust's Assessment Framework.
- Leaders and teaching staff ensure that curriculum mapping is sophisticated, and at the level of the best, by ensuring clear mapping of how components of learning lead to composites. (This also aligns with the Trust's Assessment Framework. Assessment should ensure that missing components of learning are identified and

addressed for all groups of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities

- Reading is prioritised, particularly early reading, to ensure that children become fluent and confident readers at the earliest possible stage of learning
- Extra-curricular learning is considered carefully and is designed to meet the needs of all pupils. Particularly those who are disadvantaged or have special educational needs and/or disabilities
- The curriculum is not narrowed in any way. *(For example, by the shortening or lengthening of key stages.)*

5.3. The Trust's comprehensive CPD package, and School Improvement work, ensure that leaders and teaching staff are equipped to deliver the above requirements consistently well.

5.4. The Trust has based its approach to curriculum development on a broad bank of research, which has also been shared in full with teaching staff and leaders. The Trust also continually and proactively seeks out the best curricular practice nationally to ensure that Trust academies operate to, and understand, the level of the best.

5.5. Aspect 1 - Increase the extent to which disabled pupils can participate in the academy's curriculum.

5.5.1. Based on the Trust expectations for the curriculum, the Accessibility Plans will examine and give consideration to access to the curriculum both on admission to the academy, transition within the academy through year groups and key stages or when a disability is identified or develops.

5.5.2. Where appropriate advice and support will be sought from external agencies and
can be provided in a range of formats to ensure that all pupils access and participate in the curriculum.

5.5.3. Academies will ensure pupils are able to participate fully in extracurricular activities that are offered, including outdoor education, sports and PE, the performing arts, after school and holiday clubs, trips, and visits.

5.5.4. Working in partnership with local authority services academies will seek support and advice from a range of specialist SEN advisers and health professionals to further enhance curriculum provision, equality and high-quality teaching and learning.

5.6. Aspect 2 – Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

5.6.1. In developing the Accessibility Plan academy's will consider the needs of current and prospective pupils and other users in improving and refining the academy premises.

5.6.2. This will include consideration given to planning for future improvements and any new buildings or refurbishment of current sites.

5.6.3. Academies will ensure there is an annual access audit that takes account of environmental aspects including:

- Approaches to the academy site
- Entrances and exits
- Accessible facilities
- Lighting
- Internal routes around the academy
- Colour schemes
- Fixtures and fittings.

5.7. Aspect 3 – Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

5.7.1. The SEN Code of Practice clearly states schools must **"**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".

5.7.2. In considering how best to ensure the Accessibility Plan has clear targets for Aspect 3 academies will consider for example the following in relation to information for disabled pupils:

- Emergency and evacuation systems set up to inform all pupils including pupils with SEN and disability such as alarms with both visual and auditory components;
- Nonvisual guides to assist pupils, regular users and visitors;
- Décor and signage so that the site is not confusing or disorientating for disabled students with a visual impairment autism or epilepsy;
- Steps to reduce background noise for hearing impaired pupils including room acoustics and equipment noise;
- Routes around the academy site, pathways of travel and parking arrangements with logical well signed and safe routes for disabled pupils;
- Information presented in different ways giving due consideration to simple language photo large print signs and symbols.

6. Responsibilities

6.1. Staff within Saint Ralph Sherwin Catholic Multi Academy Trust have a responsibility to uphold this policy and take time to read and understand this policy

6.1.1 Trust Board Responsibilities

The Trust Board retains overall accountability for compliance with statutory duties relating to disability, equality and accessibility across all academies within the Trust.

Trustees will receive periodic reports regarding accessibility, SEND provision, equality objectives and progress against academy accessibility plans to support effective governance and strategic oversight.

6.2. Headteachers, senior leaders and the SENDCO must ensure that the academy has an Accessibility Plan to meet statutory requirements using the template in Annex A of this policy. Headteachers and senior leaders will provide annual reports to governors

regarding progress against the Accessibility Plan and any emerging accessibility priorities.

6.3. The SENDCO in each academy will work with senior leaders to develop and refine the Accessibility Plan and ensure that it is monitored for compliance and expected impact.

The SENDCO will ensure it is published on the academy website and that it is shared with governors.

6.4. The Trust Leader for SEND and the School Improvement Team are responsible for ensuring compliance with this policy and enabling Headteachers and their academy teams to enable all pupils including pupils with a disability, to participate fully in the life of the academy, enjoying and succeeding in their education.

7. Monitoring, Compliance and Review

7.1. The Curriculum and Standards Committee will monitor the implementation and impact of this policy and associated Accessibility Plans through:

- Annual review of academy accessibility plans.
- Monitoring progress against identified targets.
- Evaluation of the effectiveness of reasonable adjustments.
- Consideration of stakeholder feedback.
- Review of accessibility-related complaints and outcomes.
- Review of accessibility implications arising from estate developments and refurbishment projects.

Findings will inform future planning and policy development.

7.2. The Curriculum and Standards Committee will review and sign off this policy every three years unless there are regulatory and legislative changes within the three-year window which require the policy to be updated.

7.3. This policy will be published on the Trust website.

7.4. Each Academy will publish the policy and their respective Academy Accessibility Plan on their own academy website.

7.5. Each academy will formally review and update its Accessibility Plan at least annually, recording progress against actions and identifying new priorities where required.

Annex A: Accessibility Plan Template for St Ralph Sherwin Catholic Academies Accessibility Plan

Name of Academy:

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility

Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility

St Ralph Sherwin
Catholic Multi Academy Trust
