



Inspiring All to Excellence

The Fierté Multi-Academy Trust

Trust Accessibility Plan 2022 - 2025



Document and Version Control

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Policy Approver	Trust Board

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4	Spring 2019		Issued
5	Spring 2023	CEO	Omission of Trust Welfare and Well-being Officer
6	Spring 2024	CEO	No changes

Section	Changes Made



Fierté Multi Academy Trust
Accessibility Plan 2022 - 2025

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

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Increasing the extent to which disabled pupils can participate in the curriculum	Develop the use of ICT to support pupils with a Disability/Special Educational Need	<ul style="list-style-type: none"> *Audit of software/resources *Additional resources purchased *Teachers/Learners utilising ICT to support curriculum access *Increase awareness of wellbeing resources available to support mental health (HOPE Project and through SMHLs) *Leaders alongside SENDCos ensure planning supports pupils with SEND whether through IT resources, accessibility to resources or through additional training or support for the child or parent. 	Inclusion Leader /SENDCo ICT Leader EXHT/HTs/HoS/SMHLs	Ongoing	<ul style="list-style-type: none"> *Lesson observations *Learning walk feedback *Planning *Parent/Pupil Wellbeing leaflet IT Strategy



<p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	<p>Monitoring adjustments to learning, including support and challenge for learners with SEND.</p>	<p>*Planning identifies appropriate challenge, adjustment, and support for SEND learners *Resources are utilised to support learners *SEND learners make progress *Trust SEND Forum evaluates best practice</p>	<p>Senior Leaders External Support e.g.:</p> <ul style="list-style-type: none"> • Autism • Outreach Team. Educational • Psychologist, Occupational • Therapy • Community Paediatrics. • Trust SEND Forum • Signposting to Gateway Alliance training (SEND for support staff, SENDCos) 	<p>Regular monitoring that is ongoing</p>	<p>*Planning scrutiny *Book reviews *Lesson observations *Learning walks</p>
<p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils, including accessing advice and support.</p>	<p>*All learners are supported to access out-of-school activities fully *Risk assessments are in place *Pre-visits and pre-meetings with staff, families and individual children ensure that all are aware of access prior to planned activities. *Trust residential opportunities include criteria with SEND pupils.</p>	<p>Inclusion Leader Evolve Leader CEO</p>	<p>Ongoing</p>	<p>*Evolve *Risk Assessments *Links to Individual Learning Plans *Residential RAs/communications and residential documentation</p>

	Regularly consult with/obtain the views of those learners identified on our Disability Register	<ul style="list-style-type: none"> *Ensure learner voice is heard regularly *Use outcomes to inform future planning 	<p>Inclusion Leader SENCO Trust Welfare and Well-being Officer</p>	Termly	<ul style="list-style-type: none"> *Inclusion Governor Link Meetings *SLT *Pupil conferencing
	Support teachers to refine differentiation in PE lessons and to ensure inclusive practise.	<ul style="list-style-type: none"> *Disabled learners participate in all PE lessons *Advice from appropriate outside agencies is utilised *Resources are adapted accordingly to enable pupils with SEND to participate in all aspects of the PE Curriculum 	<p>PE Leader Inclusion Leader Outside Providers</p>	Ongoing	<ul style="list-style-type: none"> *Lesson observations *Learning walks *Planning scrutiny *PE Planning
	Providing ongoing training and support for staff, pupils, and parents about Gender equality.	<ul style="list-style-type: none"> *Staff, parents, and pupils will have an increased awareness of Gender equality *The needs of individual learners will be met *Relevant staff to have attended training *The curriculum will further explore Gender equality 	<p>Inclusion Leader Trust Welfare and Well-being Officer Mermaid Charity</p>	Ongoing	<ul style="list-style-type: none"> *Staff training handouts *Learning environment *SMHL Forum

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Improving the physical environment of schools.	<p>The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors.</p> <p>Reviewing furniture in classrooms when needed.</p> <p>Ensure plans for partial re-build will allow access for all learners.</p>	<p>*Learning environments are tidy and clear</p> <p>*Movement through the school is easy for all.</p> <p>*All classrooms to have the same equipment to aid transition</p> <p>* Consideration is given to which classroom is most appropriate for specific pupils during transition</p>	<p>All staff SLT Site Manager</p>	Ongoing	<p>*Environment check</p> <p>*Learning walks</p> <p>*Annual checks on specific equipment or access as part of Health and Safety audits</p>
	<p>Disabled toilets to ensure accessibility for pupils with SEND</p>	<p>*The disabled toilet sign is replaced</p> <p>*Staff to use the term Accessible toilet instead</p>	<p>Site Manager Inclusion Leader</p>	Ongoing	<p>*Signage</p>

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Improving the availability of accessible Information to disabled pupils.	Increase the ease of readability of information provided to parents/others Provide information on all correspondence signposting website which will read the information out.	*All parents/learners are able to access written material *Information is available in different formats *Website signposted on communications	All staff	Ongoing	*Parent questionnaire
	Ensure written material is available in alternative formats when required	*Establish the services that are available through the LA for converting written information into alternative formats *Information is available in different formats via the school office	Inclusion Leader Office Staff EXHTs, HTs, HoS, Site or Premise Managers	Ongoing	*Parent questionnaires *Health and Safety Audits *Outside agency advice

Access Audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wider areas surrounding with parking bays for wheelchairs and standing frames	Maintain and ensure access at all times	Site supervisors Class teachers	Ongoing
Lifts (chair lifts)	Service level agreement in place for maintenance	Ensure pupil equipment does not block corridor	Site supervisors EXHT, HTs and HoS alongside the CFOO	Ongoing

			and Finance CST Team	
Parking bays	Disabled parking bays marked	Review service annually and check daily for clear parking access	Headteacher	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Site supervisors	Ongoing
Forest and Farm areas	Access to the specific areas needed through side gates and wider gates.	Site supervisor will assess suitability for side or front access for disabled equipment	Farm or forest lead Site supervisors	Ongoing
Toilets(disabled)	All hygiene areas have hoists. Toilets have regular checks and disabled access and alarms	Ensure service every 6 months	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	Ensure service every 6 months	Site supervisors Office staff	Ongoing
Internal signage	Large signs in place	Ongoing as required	Site supervisors	Ongoing
Emergency escape routes	Fire and bomb evacuation plan in place	These will be based on previous procedures and action points	Site supervisors	Ongoing

Monitoring arrangements:

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by EXHT, HTs and HoS alongside each individual school within the Trust.

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 (SEN) information report
- Supporting pupils with medical conditions policy