

Trust Accessibility Plan

Document and Version Control

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This policy sets out the approach to accessibility for the Fierte Trust and all academies within the organisation.

1. Aims

Schools and academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

This accessibility plan sets out how the Trust will **progressively improve access over time** across these three key areas in line with statutory requirements.

The Trust will evaluate the impact of this plan through improved participation, attendance, attainment, wellbeing and independence of pupils with disabilities, alongside stakeholder feedback and quality assurance processes.

Our Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure each academy is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

The Trust's values are closely aligned with its commitment to inclusion and equality, ensuring that every child is supported to achieve and thrive. Rooted in the Fierté values, inclusion is not seen as an add-on but as central to the Trust's ethos:

We Care emphasises a deep commitment to meeting the diverse needs of all learners, particularly those with SEND or who are vulnerable, so they can lead fulfilled lives.

We leave no one behind reinforces an unwavering focus on tackling disadvantage and closing attainment gaps, recognising that equality means providing the right support for each child to succeed.

We celebrate individuality highlights the importance of recognising and valuing each child's unique strengths and needs, placing them at the centre of a personalised and inclusive approach.

We are brave reflects the Trust's determination to confront challenges in equality and inclusion with innovation, reflection, and a solutions-focused mindset.

Together, these values create a culture where inclusion drives high-quality teaching, strong partnerships, and equitable opportunities, ensuring every child feels a sense of belonging and has the chance to succeed.

The Trust recognises that an inclusive physical environment can make a meaningful difference to academic progress and attainment by supporting engagement and positive behaviour, and that well-designed environments can support wellbeing, emotional regulation and positive social experiences for pupils and staff. Design features such as natural light, planting, natural material finishes, and views of nature are associated with reduced stress and improved mood and may support concentration and cognitive performance. Inclusive design can support participation, autonomy, and confidence by reducing unnecessary environmental barriers.

The Trust also recognises that environments designed to reduce barriers for pupils with SEND can also benefit the wider population, and that this may include clear classroom layouts, predictable circulation routes, well-managed acoustics, reduced visual clutter and access to calm breakout areas.

The Accessibility Plan will be made available online on the Trust website and individual school websites, and paper copies are available upon request in individual academy offices.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of the academies in the trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our Trust Inclusion Lead, staff, and Trustees.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Decisions regarding reasonable adjustments are made through the graduated approach, informed by assessment, pupil voice, professional advice and partnership with families.

This plan also takes into account the Department for Education's non-statutory guidance 'Inclusive education estates: Supporting inclusive environments in mainstream settings' (June 2026), which provides practical guidance to help education settings adapt buildings and spaces to support greater inclusion and positive learning experiences for all pupils, including children and young people with SEND.

The plan draws on 10 core elements of inclusive design that can support children and young people, especially those with SEND, to achieve and thrive:

1. Accessibility and movement
2. Navigation and wayfinding
3. Quiet spaces and sensory comfort
4. Acoustics
5. Lighting and visual comfort
6. Ventilation
7. Thermal comfort
8. Access to nature
9. Sanitary provision
10. Furniture, fittings and equipment

This policy complies with our funding agreement and articles of association

3. Action Plan

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

The information set out in the column of 'current good practice' are examples from across our settings, which guide current approaches and support each setting within the organisation to meet their own specific context.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Each academy offers strong Quality First Teaching (QFT) where appropriate aspects of the curriculum are modified for all pupils and an aligned pedagogical approach is embedded. This work is aligned with the Trust SEND Handbook and Inclusion Strategy, ensuring consistent expectations and practice across all academies. - The Fierté Wave 1 Provision Toolkit sets out expected practices across classrooms to support inclusive quality teaching for all pupils.	Short term A focus on QFT is implemented, reviewed and adopted in all academies. (This will include training and access to Trust wide resources.) Academy SENDCOs identify key resources to ensure learning is inclusive. Medium Term SENDCo and Trust Inclusion Lead (TIL) maintain oversight of targets. Edukey is reviewed regularly.	Prioritisation within academy AIPs/ AID documents that support pedagogical approaches that drive excellence in QFT and therefore adaptations for every learner according to their needs. SENDCo Forum and SEND Handbook identifies ways of supporting all learners with appropriate resources to ensure they access a full curriculum.	Leaders (Including some subject leaders) Academy SENDCOs and Trust Inclusion Leader Class Teachers and SENDCos Class teachers and subject leaders	Ongoing Ongoing Autumn 2026 Spring 2027 Summer 2027 Ongoing	Pedagogical approaches to ensure QfT enables inclusivity is a strength in all academies. Outcomes improve for all as a result. Reduction in attainment gap between pupils with SEND and non-SEND peers Increased proportion of pupils with SEND accessing the full curriculum offer Positive staff confidence in adaptive teaching (measured through CPD evaluation)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• The EEF 5-a-day principles (Explicit Instruction, Scaffolding, Flexible Grouping, Cognitive and Metacognitive Strategies, Using Technology) are embedded within this approach. (adaptations, pre-teaching, scaffolding, modelling, targeted questioning etc) • Resources are tailored to the needs of pupils who require support to access the curriculum e.g. Helping Hand boxes, modellers or adjusted templates. • Assistive technology (AT) is available to support participation, independence and communication • Curriculum resources include examples of people with disabilities and inclusivity.	Long term Curriculum assessment (One Note) includes aspects where learning will require adjusting. Opportunities to monitor inclusivity are undertaken across an academic year. (Collaborative Picture Building, Strategic Peer Reviews, TAMS)	Targets are effectively set and reviewed in each academy- alongside parents. All academies use One Note and SEN assessment tracking tools to track curriculum progress including more able / less able with rationale for additional support or gaps and next steps.	Class teachers Subject Leaders Leaders SENDCos Trust Inclusion Lead	End of each unit and at the end of the academic year prior to transition	Resources purchased are suitable and reflect the needs of all learners including the most vulnerable. Curriculum One Notes effectively support teachers to address gaps, ensures all learners increase knowledge and that all units across the whole curriculum frames QfT for every learner.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Adaptive teaching is applied based on pupil needs, with teachers identifying barriers and prior knowledge and adapting teaching in responsive ways • Subject-specific adaptations are available through the NASEN handbook and Trust Workforce Teams resources • Assessment approaches are adapted where required, including use of access arrangements, alternative recording methods and assistive technology. • Curriculum progress is tracked for all pupils, including those with a disability e.g. SEN Below Teacher Assessments, One Note Assessments, Cherry Garden or Keep Up Trackers.		Each Academy to identify and complete yearly overview of inclusion training through INSET, staff meetings and incremental coaching Increase teaching staff use of NASEN and Whole School SEND training and CPD resources.			Monitoring of vulnerable learners is ongoing, robust and enables strengths and vulnerabilities to be sustained or acted upon with pace. Alternative assessment frameworks provide accurate picture of progress for children with complex needs

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Individual learning plans are created for pupils to identify barriers and well as strengths. Targets, within the plans, are set effectively and are appropriate for pupils with additional needs • Individual academy curriculums are reviewed regularly to make sure that it continues to meet the needs of all pupils alongside the Trust Inclusion Lead (TIL). • Professional development for all staff focuses on understanding SEND needs across the four broad areas: Cognition and Learning, Communication and Interaction, SEMH, and Physical and Sensory and adaptations to address barriers.		Teachers use SEND Teacher Assessments on Arbor termly for all children with SEND Identify children working significantly below and ensure appropriate assessment frameworks are used			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Outdoor Learning and Trips: Risk assessments consider individual needs and identify necessary adaptations • Enhanced transition arrangements support pupils with SEND moving between year groups, key stages, and settings – including additional visits and transition documents • Access to professional guidance and support		Audit current assistive technology provision across all academies - Provide training for staff on using AT to support pupils A Trust-wide assistive technology framework will be developed to ensure consistent identification, use and evaluation of tools to support independence and access			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			Termly quality assurance triangulation completed with SENDCOs and Trust Inclusion Leader Subject leaders lead on adaptive teaching toolkits and ongoing CPD			
Improve and maintain access to the physical environment	The environment of each/the school is adapted to meet the needs of pupils and families/ carers as required. This includes: • Seating • Ramps • Lifts • Corridor width • Disabled parking bays	To ensure that leaders, teaching staff and support staff have a deep insight and understanding in the needs of vulnerable learners.	• All classrooms to have the same equipment to aid transition • Consideration is given to which classroom is most appropriate	Academy Leaders Site Managers Teaching staff SENDCOs	Ongoing- daily Ongoing- daily	Environment checks are undertaken daily (TAMS, Classroom checks by staff and site manager walk rounds) • Learning environments

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Cloakrooms • Furniture- classroom or in additional learning areas such as the IT suite or school dining hall • Resources: Knives and forks, soft areas, Regulation Stations and Busy boxes • During assemblies • Personal Emergency Evacuation Plans (PEEPs) are in place where required and are reviewed regularly • Access to professional guidance and support	Adaptations are considered prior to learning being undertaken e.g. During PE or lunches or on school trips. Regular monitoring of premises and school buildings ensures that learners needs and any adaptability is planned for and undertaken accordingly.	for specific pupils during transition • Lifts and ramps are checked regularly, and clear signposting supports learners with additional needs • Academy leaders and SENDCOs complete accessibility audits using "Day in the Life" approach • Audits completed of spaces	- Trust Inclusion Lead (TIL) Children and parents	Termly planning checked e.g PE or outdoor learning to ensure that environments are inclusive. Accessibility assessments completed by Spring 2027	are tidy and clear • Movement through the school is easy for all. Learning walks by leaders termly to identify the inclusivity/ accessibility of arrangements Annual checks on specific equipment or access as part of Health and Safety audits TAMs (Total Asset Management Systems)

		Conduct whole-setting accessibility assessments across all academies including the use of the "Day in the Life" approach. To include consideration of: access routes, daily routines and transitions, sensory environment equipment and technology, emergency arrangements, personal care facilities, independence support, acoustics improvements, lighting enhancements, quiet spaces and access to nature	including sensory assessments using the Staffordshire Sensory Toolkit • Create calm, low-stimulus spaces including dedicated rooms, zoned areas, and small informal spaces (dens, nooks, pods) • Keep corridors clear by removing unnecessary furniture and ensure Involve children and parents with SEND through visual tools, walkthroughs and			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Implement priority adaptations identified through accessibility assessments.	anonymous feedback - Engage parents/carers through questionnaires at key transition points			
Improve the delivery of information	All of our academies use(s) a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats	To ensure that all stakeholders receive up to date information regarding accessibility for learners.	Where staff meet with parents and children who are vulnerable, they ensure through termly meetings that they are accessing the appropriate communication regarding accessibility and within the appropriate frequency.	Leaders SENDCos Class teachers Parents Children	Ongoing-Termly meetings Review of current communication systems – by Summer 27 Widgit training: Autumn 2026	That all parents have a clear insight into where/who/how they can receive information and that they feel fully informed of their child receiving access to a full, balanced and knowledge rich curriculum regardless of their needs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Newsletters or email Widgit software is available to all teaching staff to create visual supports Communication with Pupils: - Visual timetables and Now and Next boards to support transitions - Advice sought from professionals to support children with communication needs - Makaton signs and symbols used	To ensure that a full range of communication channels are used that support the individual child and their families. (An individual approach) All digital platforms and communication will meet accessibility standards, including compatibility with assistive technologies such as screen readers	Visual Communication Systems: All teaching staff complete Widgit training and have access to Widgit login to support use of visual communication - Relevant staff have access to Makaton training and resources			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	- Widgit software is available to all teaching staff to create visual supports - Information is presented in multiple formats - Key vocabulary is pre-taught and reinforced through visual supports - Instructions are given in clear, simple language with visual supports - Social stories support pupils to understand new or challenging situations - Individual learning plans and One Page Profiles identify communication needs of children - Use of communication boards to support communication for children with communication needs - Access to specialist support and training		- Training and resources shared to enable the use of communication core boards and AAC systems to support communication with children with complex SEN needs. - Access to specialist support and training			

			Edukey system used to share Individual Learning Plans, provision, and reviews with parents - Parents provided with access to Edukey or receive paper copies/emails of plans - Parents have access to Inclusion newsletters and meetings - Information provided in multiple formats based on parent preference - Translation services available for families where English is an additional			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			language or other needs - Gather feedback from children, young people and families on communication methods - Review and update communication systems based on feedback - Share best practice across academies through SENDCO Forum			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	• Home visits for parents' evenings • Additional meetings to ascertain any required adjustments • Intervention groups to support learners: nurture groups • Trust Pupil Survey • Newsletters	To ensure that parents' carers and children are heard and given the opportunity to express their needs. Each academy will identify a named Young Carers Lead and signpost to external support agencies to ensure coordinated support.	Each academy undertakes their own specific communication channels. Work alongside the Trust Inclusion Lead (TIL) continues and includes additional offers for young carers and their families.	SENDCos Leaders in each academy Trust Inclusion Lead (TIL)	Termly	All parents and young carers receive regular, meaningful discussions to ensure that the support and communication they receive matches their needs.

4. Workforce Development

The Trust is committed to ensuring that all staff are equipped to support accessibility through:

- A structured annual SEND and accessibility training programme
 - Induction training for all new staff
- Ongoing CPD linked to the SEND Code of Practice and Trust Inclusion Strategy
- Evaluation of training impact through quality assurance and staff feedback

5. Transition and Preparation for Adulthood

The Trust ensures that transition planning:

- Includes consideration of accessibility needs at all key transition points
 - Supports increasing independence and participation
- Prepares pupils for adulthood through development of life skills and autonomy

6. Monitoring arrangements

This accessibility plan will be formally reviewed every 3 years by the Trust Board. However, it will be treated as a living document with regular monitoring and updates as needed. It will be reviewed by the Trust Board.

Progress will be monitored termly by Trust leaders and SENDCOs through QA processes

Impact will be evaluated through pupil outcomes, attendance, engagement and feedback

Termly Monitoring

- **Led by:** Trust Inclusion Lead with academy SENDCOs
- **Focus:** Progress against action plan objectives, emerging needs and identified barriers
- **Methods:** SENDCO Forums, quality assurance visits and data analysis
- **Reporting:** Summary updates provided to the Trust Leadership Team

Annual Review

- **Led by:** Trust Inclusion Lead reporting to the Trust Board
- **Focus:** Overall progress, impact and future priorities
- **Includes:**
 - Progress against all objectives
 - Quantitative data (attainment, attendance, participation, staff confidence)
 - Qualitative feedback (pupils, parents, staff)
 - Case studies demonstrating impact
 - Updated priorities and budget allocation

Impact Evaluation

Impact will be evaluated through:

- **Pupil outcomes:** attainment, progress, attendance, participation, exclusions and pupil voice
- **Stakeholder feedback:** parent/carer surveys, pupil voice, staff confidence and governance monitoring
- **Quality assurance:** learning walks, environment audits (“day in the life”), review of ILPs/provision and peer review processes

Continuous Improvement

Findings from monitoring will inform:

- Updates to the action plan
- Staff training priorities
- Budget allocation
- Strategic planning and sharing of best practice across the Trust

7. Links with other policies

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
- SEND policy
- Supporting pupils with medical conditions policy

8. Glossary of Terms

AAC – Augmentative and Alternative Communication: methods of communication that supplement or replace speech

AIP/AID – Academy Improvement Plan/Academy Improvement Document

AT – Assistive Technology: devices or software that help pupils with disabilities access learning

CPD – Continuing Professional Development

EHCP – Education, Health and Care Plan: a legal document describing a child's special educational needs and the support they require

EEF – Education Endowment Foundation

NASEN – National Association for Special Educational Needs

PEEP – Personal Emergency Evacuation Plan: a plan for safely evacuating individuals who cannot independently evacuate

QA – Quality Assurance

QFT – Quality First Teaching: high-quality inclusive teaching that meets the needs of all learners

SEND – Special Educational Needs and/or Disabilities

SENDCo – Special Educational Needs and Disabilities Coordinator

TAMS – Total Asset Management Systems

TIL – Trust Inclusion Lead