

• Caring
• Individuality
• Bravery
• No one left behind



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Trust Accessibility Plan



Document and Version Control

Document Title	Trust Accessibility Plan - 2022 - 2025
Effective Date	Autumn 2025
Policy Owner	CEO
Policy Approver	Trust Board

Version	Date	Amended by	Comments
IV	Spring 2019		Issued.
V	Spring 2023	CEO	Omission of Trust Welfare and Well-being Officer
VI	Spring 2024	CEO	No changes.
VII	Summer 2025	CEO	No amendments made.

Section	Changes Made

Aspect/Action		Success Criteria	Lead Person/s	Time-scale	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	Lesson drop-ins Learning walk Planning Parent/Pupil voice Wellbeing leaflet IT Strategy Surveys
Increasing the extent to which disabled pupils can participate in the curriculum	Monitoring adjustments to learning, including support and challenge for learners with SEND.	<ul style="list-style-type: none"> • 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 • Trust Inclusion Lead oversees strategic support of children with SEND and their provision 	Senior Leaders External Support e.g.: Autism Outreach Team. Educational Psychologist, Occupational Therapy Community Paediatrics. Trust SEND Forum TIL(SMCG)	Regular monitoring that is ongoing	Planning scrutiny Book reviews Lesson observations Learning walks Weekly support from TIL



<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>	<ul style="list-style-type: none"> • All learners are supported to access out-of-school activities fully • Risk assessments are implemented • 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>Trust Inclusion Leader Evolve Leader SENDCos Headteachers</p>	<p>Ongoing</p>	<p>Evolve Risk Assessments Links to Individual Learning Plans Residential RAs/communications and residential documentation</p>
	<p>Regularly consult with/obtain the views of those learners identified on our Disability Register</p>	<ul style="list-style-type: none"> • Ensure learner voice is heard regularly • Use outcomes to inform future planning 	<p>Trust Inclusion Leader SENCO</p>	<p>Termly</p>	<p>Inclusion Governor Link Meetings SLT and TIL Pupil conferencing</p>
	<p>Support teachers to refine differentiation in PE lessons and to ensure inclusive practise.</p>	<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 SENDCos Trust Inclusion Leader External Providers</p>	<p>Ongoing</p>	<p>PE Planning External CPD or staff training</p>
	<p>Providing ongoing training and support for staff, pupils, and parents about Gender equality.</p>	<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 	<p>SENDCos Headteachers and leaders Executive leaders</p>	<p>Ongoing</p>	<p>Staff training Learning environments Policy sharing CPD</p>

		<ul style="list-style-type: none">• Relevant staff to have attended training• The curriculum will be accessible for all children• Clear Equality statement and policies			
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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>	<ul style="list-style-type: none"> • Learning environments are tidy and clear • Movement through the school is easy for all. • All classrooms to have the same equipment to aid transition • Consideration is given to which classroom is most appropriate for specific pupils during transition 	<p>All staff SLT Site Managers Headteachers</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>TAMs (Total Asset Management Systems)</p>
	<p>Disabled toilets to ensure accessibility for pupils with SEND</p>	<ul style="list-style-type: none"> • Accessibility for facilities are clearly signposted and accessible. • Where additional resources or equipment are required, these are secured in readiness for children with SEND or disability and routinely monitored for safety. 	<p>Site Manager Inclusion Leader Headteacher</p>	Ongoing	<p>Feedback from staff, SENDCos and children with disability or SEND.</p> <p>Site checks</p>

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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	Ongoing
Parking bays	Disabled parking bays marked	Review service annually and check daily for clear parking access	Headteacher	Ongoing
Entrances	Automatic front doors, enclosed lobby	Where 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