



Fierté Multi Academy Trust

Accessibility Plan 2023 – 2026

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	*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)	Inclusion Leader ICT Leader Senior Mental Health Leader	Summer 2023	*Lesson observations *Learning walk feedback *Planning *Parent/Pupil Wellbeing leaflet

	<p>Monitoring differentiation, including support and challenge for learners with SEN.</p>	<p>*Planning identifies appropriate challenge and support for SEN learners</p> <p>*Resources are utilised to support learners</p> <p>*SEN/Disabled learners make progress</p>	<p>SLT</p> <p>External Support E.g. Autism Outreach Team. Educational Psychologist, Occupational Therapy, Community Paediatrics.</p>	<p>Regular monitoring that is ongoing</p>	<p>*Planning scrutiny</p> <p>*Book reviews</p> <p>*Lesson observations</p> <p>*Learning walks</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</p> <p>*Risk assessments are in place</p>	<p>Inclusion Leader</p> <p>Evolve Leader</p> <p>Extra Curriculum Club Leader</p>	<p>Ongoing</p>	<p>*Evolve</p> <p>*Risk Assessments</p> <p>*Extra curriculum club documentation</p>
	<p>Regularly consult with/obtain the views of those learners identified on our Disability Register</p>	<p>*Ensure learner voice is heard</p> <p>*Use outcomes to inform future planning</p>	<p>Inclusion Leader</p> <p>Senior Mental Health and Well-Being Lead</p>	<p>Termly</p>	<p>*Inclusion Governor Link Meetings</p> <p>*SLT agenda/minutes</p>

	<p>Support teachers to refine differentiation in PE lessons and to ensure inclusive practise.</p>	<p>*Disabled learners participate in all PE lessons</p> <p>*Advice from appropriate outside agencies is utilised</p>	<p>PE Leader</p> <p>Inclusion Leader</p> <p>Outside Providers</p>	<p>Ongoing</p>	<p>*Lesson observations</p> <p>*Learning walks</p> <p>*Planning scrutiny</p>
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	<p>Providing ongoing training and support for staff, pupils and parents about Gender equality.</p>	<p>*Staff, parents and pupils will have an increased awareness of Gender equality</p> <p>*The needs of individual learners will be met</p> <p>*Relevant staff to have attended training</p> <p>*The curriculum will further explore Gender equality</p>	<p>Inclusion Leader</p> <p>Mental Health and Well-Being Lead</p> <p>Mermaid Charity</p>	<p>Ongoing</p>	<p>*Staff training handouts</p> <p>*Learning environment</p> <p>*1:1 sessions with MHWL</p>
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Improving the physical environment of schools	The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors. Reviewing furniture in classrooms when needed. Ensure plans for partial re-build will allow access for	<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 	<p>All staff</p> <p>SLT</p> <p>Site Manager</p>	Ongoing	<ul style="list-style-type: none"> *Environment check *Learning walks *New building plans

	<p>all learners.</p> <p>SCHOOL SPECIFIC</p>	appropriate for specific pupils during transition			
	<p>Disabled toilet to be re-established as an Accessible toilet following advice for the SENIS (Alison Johnson)</p>	<ul style="list-style-type: none"> *The disabled toilet sign is replaced *Staff to use the term Accessible toilet instead 	<p>Site Manager</p> <p>Inclusion Leader</p>	Summer 2019	*Signage

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Improving the availability of accessible information to disabled pupils	Increase the ease of readability of information provided to parents/others	*All parents/learners are able to access written material	All staff	Ongoing	*Parent questionnaire
	Provide information on all correspondence signposting website which will read the information out.	*Information is available in different formats *Website signposted on communications			
	Ensure written material is available in alternative	*Establish the services that are available through	Inclusion Leader	Ongoing	*Parent questionnaire *Outside agency

	formats when required	the LA for converting written information into alternative formats *Information is available in different formats via the school office	Office Staff		advice
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Access Audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
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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 Class teachers	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	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	Ongoing

Internal signage	Large signs in place	None 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 the Headteacher alongside each individual school within the Trust.

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
- Supporting pupils with medical conditions policy