



# Accessibility plan 2019-2022

**Last reviewed on:** September 2019

**Next review due by:** September 2022

---

## 1. Aims

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

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

At Endeavour Academy, we want every child to be successful. We are committed to ensuring that all our pupils develop to the maximum of their potential academically, socially and emotionally. Our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences accessible and appropriate to the needs and abilities of all our children. Endeavour Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness tolerance and inclusion.

## 2. Legislation and guidance

This document meets the requirements of current legislation and guidance as specified in schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The plan will be made available online on the school website, and paper copies are available upon request.

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

### **3. 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 and Academy Improvement Committee (AIC).

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Behaviour and Discipline policy
- Medical Needs policy
- Special educational needs (SEN) information report
- Emergency Evacuation Procedure

## 5. Action plan (“019-2022)

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Success criteria	Date Completed
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Endeavour Academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Extra-curricular clubs and enrichment activities are offered to all pupils</p>	<p><b>Curriculum resources include examples of people with disabilities.</b></p> <p><b>Cycle of provision through individual support plans promotes accessibility for all</b></p>	<p>Audit of resources across the curriculum and purchasing of new as required</p> <p>Incorporation of positive role models into curriculum</p> <p>QFT and selected resources ensure that lessons are planned to meet the needs of all pupils in the class</p> <p>Staff training in the production, implementation and review of individual support plans</p> <p>CPD for staff in supporting pupils with SEND</p>	<p>KS managers</p> <p>SLT Curriculum Leads</p> <p>SENDCo/Teachers</p> <p>SENDCo</p> <p>Audited and co-ordinated by SENDco</p>	<p>Children can talk positively about people with differences to themselves.</p> <p>Children can demonstrate inclusive relationships amongst peers and other children</p> <p>Staff can evidence the steps they take to prevent disabled pupils from being treated less favourably than other pupils</p> <p>Support plans exist for all pupils who have medical and physical conditions which potentially could impact on their learning</p>	

<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to school field</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Book shelves at wheelchair-accessible height</li> </ul>	<p><b>Continue to seek and implement advice of specialist services to ensure the building meets the current and emerging needs of our children</b></p> <p><b>Ensure disabled facilities, corridors and communal and working areas are orderly and kept obstruction free</b></p>	<p>Purchase of collapsible chair to enable evacuation of pupils from upper floor</p> <p>Sourcing and positioning of recommended medical equipment</p> <p>Adaptation to steps and stairs (e.g. visibility strips) as recommended</p> <p>Inclusion of chair in PEEP plan for individuals</p> <p>Keep all areas clear from obstruction</p>	<p>ABM/Trust Estates Manager</p> <p>ABM/SENDCo/Site Manager</p> <p>ABM/SENDCo/Site Manager</p> <p>Fire Safety Officer</p> <p>All staff</p>	<p>Mobility around school is free from obstruction</p> <p>PEEPs to be written for all student who need them</p> <p>Pupils can move around school without risk of obstruction.</p>	
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Bilingual assistants</li> <li>• Pictorial or symbolic representations e.g. visual timetables</li> </ul>	<p><b>Continue to seek and implement advice of specialist services to improve delivery of information to pupils</b></p> <p><b>e.g. Use of ICT, large print resources, Braille</b></p>	<p>School to make itself aware of services available for converting written information into alternative formats</p>	<p>SENDCo</p>	<p>Written material available in appropriate alternative formats</p>	