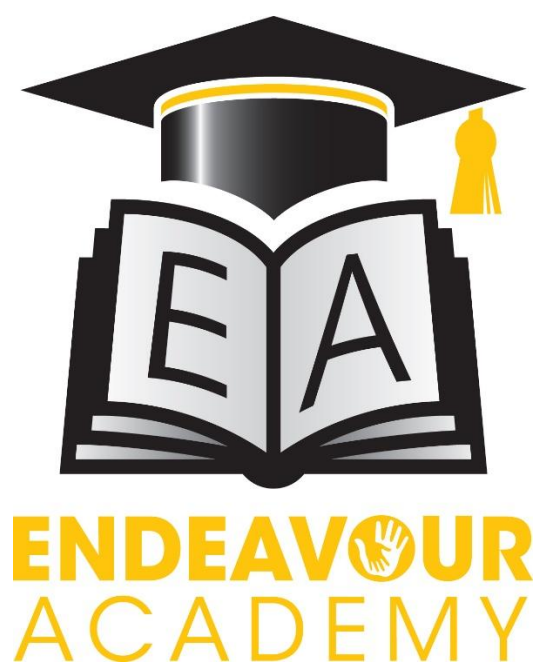




Accessibility plan 2024-2027

Approved by:	Carol Rhodes	Date: Autumn 2024
Last reviewed on:	Autumn 2025	
Next review due by:	Autumn 2027	

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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 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

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.

Endeavour Academy is part of The Enquire Learning Trust. The Enquire Learning Trust's Equality Policy and Objectives, states that: "The duty is an anticipatory and continuing one that The Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our academies will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act." It also states: "We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this."

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

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

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

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

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

3. Action plan

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

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	• Endeavour Academy offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. standing desks, screens, IT equipment, headphones etc. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils • Enrichment activities including after school activities are accessible for all pupils.	• To improve pupils' understanding of disability so they value individuality • To improve and support the staff's understanding of ways to increase access to the curriculum for children with disabilities	• Curriculum resources include examples of people with disabilities	All teachers and subject leaders	July 2027	Pupils with disabilities feel seen and supported.
			• Integrate disability awareness and inclusive values into the curriculum and classroom culture e.g. via PSHE lessons, assemblies, celebrating difference.	Class teachers, and subject leaders where appropriate.	July 2027	Respectful peer interactions through improved awareness, empathy and understanding.
			• Development of curriculum adaptation document to target adaptations in lessons for disabilities.	CR/SK	Spring 2025	Tailored adaptations in place across the curriculum to ensure full access to the curriculum.
			• CPD on the above actions	CR/SK	Spring 2025	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lift to upper floor • Corridor widths • Door widths • Disabled parking bays • Disabled toilets and changing facilities • Classroom shelves at wheelchair-accessible height • Accessible playground and ramp field • Administering medicine	Ensure that the school building remains accessible to all.	• Continued scheduled maintenance of lift. • Daily, weekly and other time managed checks to ensure accessibility for all. • Accessibility check during planning phase for any planned changes.	ABM/Site Manager/Principal ABM/Site Manager/Principal Principal/ABM (supported by Trust Facilities Management Team).	Ongoing September 2025	The school site and entrances are accessible by all with independence. The school resources base ensures access to the physical environment for its learners and staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Visual aids (symbols, diagrams, pictures, practical resources). • Multisensory teaching approaches (Visual, aural) and regular check-ins. • Technology e.g. accessible learning platforms and apps, tools for reminders and step by step instructions etc.	Explore other forms of accessible communication e.g. Makaton	Train identified staff in the use of Makaton signing and provide resources to support this. Provide individual i-pads for all pupils in KS2 Train staff in the use of i-pad Apps to support information delivery.	CR/EH CR CR (source training with support of Trust IT team.)	Summer 2026 From Autumn 2025 Sept 2025	Pupils with communication difficulties experience improved understanding, increased participation, and stronger connections with staff and peers.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by Carol Rhodes (Principal) and Elizabeth Hill (SENDCo).

5. Links with other policies

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

- 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