



ACCESSIBILITY PLAN 2018-2021

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled students to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

Mission statement

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The 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. 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.

We have included a range of stakeholders in the development of this accessibility plan, including Local Authority, students, parents, staff and trustees of the North East Learning Trust and covers the period from: September 2018 to September 2019.

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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

At Endeavour Academy we do not discriminate against a student in the way we provide education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

At Endeavour Academy, we are committed to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is provided for disabled students, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for students with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that students with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to students, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents.

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
- Supporting students with medical conditions policy

Aims

- Increase access to the curriculum for students with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to students

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible students. Data is constantly reviewed with parents/carers of students on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All students are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is good as most areas have wheelchair access; disabled students have the use of lifts and disabled toilets are available.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the student, parents/carers and the relevant teams supporting the student.

Information

As the majority of information is directed home via students and e-mails, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Student and parent voice is important in order to provide a platform for all involved in the care of the student to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled students, parents and staff.

Access Audit

Endeavour Academy is based on the top floor within East Durham College, Willerby Grove Campus. East Durham College comprises of a three storey main building with wide corridors and several access points from outside. Other buildings such as the fitness suite is used by Endeavour Academy students and comprises of a single story which can be accessed via ramps and steps. Each floor of the East Durham College main building has disabled toilets and lifts providing access to all floors. Evac chairs are located in staircases and there are fire refuges in each main stair core. All of the disabled toilets are fitted with a handrail and a pull emergency cord. Endeavour Academy is on one floor, with all classrooms and teaching areas accessible with large doorways able to accommodate wheelchair access. Lower level workstations and specialist chairs are available for any students who require them. Throughout the building there is full building signage, classroom signage, disabled toilet signage and emergency exit signage.

At Endeavour Academy there is on-site car parking for staff and visitor which includes dedicated disabled parking bays. Tactile paving is found outside of the front of the main building and within the grounds there are painted indicators on the edge of each step leading to the out building. All entrances to the building are either flat or ramped and all have wide doors fitted. The main entrance to Endeavour Academy features a secure lobby and has been fitted with an intercom to reception to request entry to the Academy, this being fully accessible to wheelchair users. The main college building and reception area benefits from a hearing loop system. Endeavour Academy school library shelves are all at wheelchair-accessible height. All resources are accessible and where relevant we provide large print resources and pictorial or symbolic representations.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Action plan

Aim 1: To increase the extent to which SEND students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To plan and support transition	Liaise with previous educational establishments. To identify students who may need additional or different provision.	When transition occurs	SENCO Pastoral Team Deputy Head of School Head of School	Support plan produced and/or review of EHCP
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2018	Head of School in role as SENCO	All SEND and accessibility policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure parent and student voice is documented in collaboration between school and families.	Ongoing	Head of School Deputy Head of School Head of school in role of SENCO All staff	Clear collaborative working approach Communication through attendance to meetings
	To establish close liaison with outside agencies for students with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	Head of School in role of SENCO All staff Outside agencies	Clear collaborative working approach Detailed support plans/EHCP document

	To ensure full access to the curriculum for all children.	<p>Seek advice from specialist advisory teachers; CPD for staff when admitting any student with additional needs:</p> <p>A differentiated curriculum with vocational and practical learning alternatives offered.</p> <p>Trained Learning Support Assistants.</p> <p>Use of ICT equipment</p> <p>Access to additional practical aids</p> <p>Access to alternative assessment arrangements</p> <p>Access to school counselling if required</p> <p>Explicit teaching of generalising skills from one context to another</p>	Ongoing	<p>Teachers</p> <p>Head of School in Role of SENCO</p> <p>Outside agencies</p>	<p>Lesson observation</p> <p>Context sheets</p> <p>Review information</p> <p>CPD directory</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Review meetings</p>
MEDIUM TERM	To finely review attainment of all SEN students.	Scrutiny of assessment system Regular liaison with parents and students	Termly	<p>Teachers</p> <p>Head of School in role of SENCO</p>	<p>Progress made towards targets</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Review meetings</p> <p>Lesson observation</p> <p>Context sheets</p>
	To promote the involvement of SEND students in classroom discussions/activities when teaching	<p>Give alternatives to enable SEND students to participate successfully in lessons</p> <p>Creating positive images of disability within the school</p>	Ongoing	Whole school approach	Through student parent and staff voice, ensure that the needs of all are represented within school.
LONG TERM	To deliver findings to the Governing Body (Trustees)	Present to Trustees	As required Termly report to SEND Trustee	Head of School in role of SENCO SEN Trustee	Trustees fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	Head of School	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> • Create access plans for individual students as required • Evaluation forms 	With immediate effect to be constantly reviewed	All staff Head of School in Role of SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all students are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head of School in Role of SENCO School Nurse	To ensure that the medical needs of all students are met fully within the capability of the school.
	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach	Monitor and review

Aim 3: To improve the delivery of information to SEND students and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure access to information by parents, staff and visitors	<p>Communicate with parents in a format that is appropriate for them</p> <p>Regular communication with parents.</p>	Support plans reviewed 3 times a year	LSA Mentor Head of School in Role of SENCO Parents	Monitor and review if format is appropriate
	To enable improved access to written information for students	<p>Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library</p> <p>Auditing signage around the school to ensure that is accessible</p>	Ongoing	Teacher Head of School in Role of SENCO	Monitor and review if appropriate
MEDIUM	To review children's records ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans reviewed termly Updates provided when required	Teachers Head of School in Role of SENCO Outside agencies LSA	Each teacher/staff member aware of the needs of students