

ACCESSIBILITY PLAN

2014 - 2019

1. INTRODUCTION

The Endeavour Trust Accessibility Plan has been developed and drawn up based upon information supplied by the DFE. The document will be used to advise other school planning documents and policies.

2. The accessibility plan is structured to complement and support the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

3. Endeavour Trust is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to take positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

4. The Endeavour Trust Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

4.1 Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits.

Teaching staff will endeavour to:

- adapt teaching to respond to the strengths and needs of all students;
- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including disabled students and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- plan for and teach children with learning needs through a range of proven interventions and use a range of inclusive teaching strategies;
- ensure the effective supported transition of vulnerable children and young people;
- evaluate the outcomes of our current additional provision and the value for money it provides;
- make informed decisions about how best to target available funding in the future;
- recognise and unlock the potential of pupils and develop a strong culture for success.

4.2 Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.

We are aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for students with Autistic Spectrum (AS) or Behavioural or Emotional Difficulties. From September 2012 there has also been a new requirement to provide auxiliary aids for disabled students subject to the Reasonable Adjustment duty.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include students with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions; opportunities to present information visually;
- providing organisational strategies to complete activities;
- having visual structure to help with organisation, increase clarity and provide instruction.

Physical/Medical

We will ensure that:

- handrails are provided that do not end before the top or bottom step;
- a suitable space is available for therapy or medical needs;
- school staff are available to liaise with visiting professionals;
- staff attend manual handling training, where manual handling is a component of the support being provided;
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms;
- students with mobility difficulties are taught in accessible teaching rooms;
- venues for educational trips and visits are accessible for students with mobility difficulties.

Visual

We will ensure that:

- edges of step and ramps are painted;
- general and room signs are easy to read and at the correct height;
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gymnasium/sports hall;
- lighting on stairwells is adequate;
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers and have one way travel systems in narrow corridors;

- we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

4.3 Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the academy and academy events; the information will be made available in various preferred formats within a reasonable timeframe.

We recognise that we have a statutory duty to provide Accessible Information to our parents/carers and students, and we will strive to meet the most effective levels of communication with all members of our academy community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus;
- provide accessible information for disabled students, and their parents/carers, including disabled parents/carers; · where necessary, provide sign language interpretation for parents, or information in alternative formats;
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

4.4 It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe.

We will:

- consider how the environment may cause sensory overload and take steps to minimise this for students experiencing difficulty;
- provide relevant and appropriate advice, training and assessment.

5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6. The Accessibility Plan for physical accessibility relates to the accessibility audit of the academy that will be carried out during the academic year 2014-2015.

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7. Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored by the Academy Operations Group.

10. Evaluation and Review

The Accessibility Plan is a plan for, over a prescribed period:

- (a) increasing the extent to which disabled students can participate in the academy curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the academy;
- (c) improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

Further plans may be prescribed and the plan will be reviewed annually.

Key National Documents

- Disability Discrimination Act 1995 (DDA)
<http://www.opsi.gov.uk/acts/acts1995/1995050htm>
- SEN and Disability Act 2001 (SENDA) <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>
- SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability – A consultation (March 2011)
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>
- Children and Families Bill 2013 <http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>
- Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)
- Removing Barriers to Achievement
<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>
- Implementing the Disability Discrimination Act in Schools and Early Years Settings
<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>
- Reasonable adjustments for Disabled Pupils <http://www.equalityhumanrights.com/advice-and-guidance/education-providersschools-guidance/key-concepts/reasonable-adjustments/>
- Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability
http://www.equalityhumanrights.com/sites/default/files/documents/EqualityAct/odi_equality_act_guidance_may.pdf
- Equality Act 2010 (Schedule 10) <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012