



MacIntyre Academies

Endeavour Academy

Accessibility Policy and Plan

Version	Purpose/ Change	Responsibility	Date
V2	Policy review date and frequency amended to MAT aligned policy schedule. Action Plan reviewed and completed actions removed	Principal	June 2020

Person Responsible:

July 2014

Date of staff consultation:

Date adopted by the Trust Board:

Date of implementation:

Date reviewed:

Date of next review:

Principal /Head of Care

July 2014

September 2014

August 2019, July 2020

July 2023

Accessibility Policy Definition

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Purpose

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled children and young people can participate in the **curriculum**; this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist children and young people in accessing the curriculum within a reasonable timeframe.

Relevant policies and documents

Endeavour Academy SEND policy
Endeavour Academy First Aid policy
Endeavour Academy Health and Safety policy
Endeavour Academy Curriculum

Improving the **physical environment** of schools to enable disabled children and young people to take better advantage of education, benefits, facilities and services provided. Improving the availability of **accessible information** to disabled children and young people, and of written information to staff, parents/carers and visitors with disabilities; examples might include handouts, timetables, and information about the school and school events.

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 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.

As a special school for children and young people with Autism and moderate or severe learning difficulties, we are continually working to ensure that we not only meet the needs of people with disabilities, but provide the best possible education for our children and young people, in an appropriately stimulating, total communication environment. We strive to raise the profile of people with disabilities in the local community through developing strong links with community organisations, as well as offering support and training for other professionals in their own setting and at MacIntyre Academies, Oxford.

Improving standards in accessibility is therefore of paramount importance to us and threads through all aspects of our practice and reflection. Whole school training will recognise the need to continue raising awareness of

staff and governors on equality issues with reference to the Equality Act 2010.

Roles and responsibility

Principal – review the Policy on a 3 yearly basis and the Action Plan (Appendix 1) on an annual basis.

Local Advisory Board - approve the Policy on a 3 yearly basis and the Action Plan on an annual basis

MacIntyre Academies Trust Board – ratify the Policy on a 3 yearly basis.

Appendix 1

Action Plans relating to the key aspects of accessibility. These plans will be reviewed on an annual basis.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. As a Special School we are continually work to provide the best education possible for our children and young people. Improving standards in accessibility is of paramount importance. The action plan gives the overview of our next steps. **This action plan runs alongside our school development plan which provides much more detail.**

Curriculum

Area for development	Actions to be taken	Person responsible	Date to complete actions by	Further action required/comments
Engagement of pupils in the review process	<ul style="list-style-type: none"> Further engagement of pupils during the review process, external and internal meetings – where appropriate. Clear strategic plan to be drawn 	Assistant Principal	By March 2021	Completed
External accreditation	<ul style="list-style-type: none"> A strategic plan will be in place regarding levels and progression within EA units 	Deputy and Assistant Principal	December 2020	Completed

Physical Environment

Area for development	Actions to be taken	Person responsible	Date to complete actions by	Further action required/comments
Internal Areas	<ul style="list-style-type: none"> The main lights to be replaced with ASC friendly lighting 	Business manager	November 2020	Trial is currently scheduled for July 2020
Garden areas	<ul style="list-style-type: none"> Ongoing improvement to the garden area – Forest school and Outdoor classroom Sensory garden Accessibility to the garden area via playgrounds 	Principal/ Business manager/ Side manager	December 2020	
Sound proof	<ul style="list-style-type: none"> To continue to work with the LA to increase sound proofing capacity around the school. 	Facility manager/ business manager	June'20	Ongoing – OCC

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Availability of information

Area for development	Actions to be taken	Person responsible	Date to complete actions by	Further action required/comments
Information on the website	<ul style="list-style-type: none">• To ensure website compliancy with regular reviews.• Increase opportunities for communication using the school website – surveys, staff area to include policies	Principal	Ongoing	