



# MacIntyre Academies Endeavour Academy

## Accessibility Policy and Plan

Version	Purpose/ Change	Responsibility	Date
V4	Adopted Discovery Academy template Changed terminology to “learner” throughout Pg. 2 – clarified diagnostic criteria Pg. 5 – removed reference to training other professionals Removed appendix 1	Principal	Sept 2025

**Person Responsible:** Principal  
**Type of Policy** Statutory  
**Date of staff consultation:** July 2014  
**Date adopted by the Trust Board:** July 2014  
**Date of implementation:** Sept 2014  
**Date reviewed:** Sept 2025  
**Date of next review:** May 2028

## Disability Statement

### Introduction

Endeavour Academy is committed to a fair and equal treatment of all individuals regardless of disability.

### 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 learners can participate in the **curriculum**; this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist learners in accessing the curriculum within a reasonable timeframe.
- Improving the **physical environment** of schools to enable disabled learners to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of **accessible information** to disabled learners, 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.

### Relevant policies and documents

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

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

As a special school for learners 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 learners, 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 for other professionals and parents/carers in their own setting and at Endeavour Academy. 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.

Following the Equality Act 2010, a basic framework has been established in law as a means of protection against indirect and direct discrimination, harassment and victimisation, access to services, premises, education, associations and transport - on any of the nine protected characteristics. These characteristics are defined in the act as Race, Disability, Sex, Religion or belief, Sexual orientation, Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity.

Endeavour Academy will keep the access needs of the academy under review and plan for improvements for our students within the following strands:

1. The curriculum
2. The physical environment
3. The delivery of information

The Trustees, Local Advisory Board and staff of the Endeavour Academy are totally committed to equal opportunity as defined above for all learners, staff and parents/carers. We believe that the diversity of our academy community is a great asset.

The academy building will comply with all regulations and is physically accessible to all. Furniture, fixtures & fittings in the academy are appropriate to the needs of the learners, and altered if necessary. Future developments on the academy site will be constructed and developed with accessibility in mind.

Endeavour Academy will offer a broad and balanced curriculum, to ensure that the physical environment is accessible and that written information is available to all parents/carers. All of our learners have a diagnosis of Autistic Spectrum Condition and either a Moderate to Severe Learning Disability, Global Developmental Delay or similar severe impairments to their cognition, communication and interaction and hence the delivery and sharing of information will take account of these needs.

The academy is accommodated in a building that meets the building regulations of 2010 with regards to access and use of the building. Wherever possible suitable adaptations will be made to meet the needs of disabled staff and students.

The academy is wholly accessible in terms of its curriculum, premises and communication. The curriculum is designed so that it may be delivered to provide flexible and equal access to all learners, whatever the level of their disability.

## Aims

The aims of this statement are to ensure that:

1. Applications for admission from all potential learners are considered in line with the published admission arrangements;
2. Applications for employment are considered and assessed on the basis of an applicant's aptitudes, abilities and qualifications and following Safer Recruitment guidance;
3. Disabled staff and learners have access to the appropriate support and adaptations, to enable them to be fully included in the life of the academy;
4. The views of individual students or staff are taken into account at all times when their requirements are being assessed;
5. All learners are fully integrated into the academy and individual needs are assessed and supported following a person-centred approach;
6. Staff have appropriate information, support and training in order to meet the needs of all individual learners;
7. The academy takes steps to enable staff, who become disabled during their time at the academy, to continue in their chosen career as far as is practicable;
8. Disabled members of the public can fully participate in public events held within the academy;
9. The academy premises are accessible and safe for disabled people;
10. No student or staff member is treated less favourably as a result of their disability.

## Implementation

1. The Principal is responsible for ensuring that staff and parents/carers are made aware of this policy and that the Disability Code of Practice set out below is followed.
2. The Principal and the Local Advisory Board (LAB) will have overall responsibility for ensuring that this policy statement is implemented.

## Environment

1. Any future building projects/development will be considered at the planning stage for accessibility and usability by people with disabilities.
2. Evacuation procedures and escape routes for learners and staff with disabilities will be carefully planned and published.
3. Should any prospective learner or member of staff be in need of specific premises adaptation, the Principal will inform the LAB members so that a review of feasibility and costs can be made and presented to the Trust Board.

## Learners

1. Applications will be considered in line with the published admission arrangements for all learners referred to Endeavour.
2. The academy will aim to provide all learners with the appropriate support to enable them to be fully integrated. Endeavour will ensure that all learners are treated equally and will make reasonable adjustments to ensure the full participation and integration of all learners, whatever the level of their disability.
3. The needs of all learners will be taken into account in the design, structure and flexibility of teaching methods and delivery. Provision will be made to ensure that each curriculum area is organised in such a way that to ensure full participation.
4. Individual needs will be considered and addressed by all curriculum areas, and a Positive Behaviour Support Plan (PBSP) will be drawn up on an annual basis and reviewed regularly.
6. Arrangements will be made to enable all learners to perform to the best of their ability, by meeting their individual needs.

## Staff

Wherever practicable, the academy will:

1. Ensure that members of staff who become disabled, so far as is practicable, should continue to remain employed by the academy, at the discretion of the Principal and the LAB, dependent on their ability to carry out the duties of their post. Help from related professional organisations will be sought when considering not only the possible effects of the disability, but also other consequential disadvantages, such as loss of status or financial loss.
2. Make any reasonable adjustments, to enable the employee to continue in post. However, options might include:
  - Continuing in the same post
  - A gradual return to work
  - Some appropriate adjustments of hours
  - Redeployment – where practicable
  - Premature retirement on grounds of incapacity
  - Termination of employment.
3. In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).
4. The academy will make reasonable changes to work practices and, where possible, the workplace, to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.
5. The academy will ensure that an ongoing programme of training is offered to staff to increase their awareness of learners and their disabilities and inform them of appropriate action to be taken when delivering the curriculum.

## Conclusion

The academy promotes equal opportunities in all its activities, irrespective of race, disability, sex, religion or belief, sexual orientation, age, gender reassignment, marriage and civil partnership, pregnancy and maternity. As a Specialist Academy, Endeavour Academy strives to ensure that all individual learners achieve their potential.

## Monitoring, Evaluation and Review

The LAB will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## Roles and responsibility

MacIntyre Academies Trust Board – approve and adopt the Policy.

## Changes at previous reviews:

Version	Purpose/ Change	Responsibility	Date
V2	Appendix 1 - Action Plan reviewed and previously completed actions removed.  Policy review date and frequency aligned	Principal	June 2020
V3	New version	Principal	June 2023

