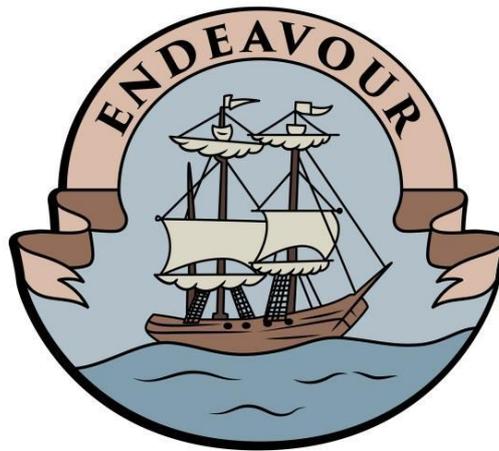


The Endeavour School



Accessibility Action Plan

The Endeavour School Accessibility Action Plan

This policy was reviewed and adopted by the full Governing Body at a meeting on 25 April 2018.

Signed P J Bedwell

Chair of Governors

Date 25 April 2018

Introduction

It is the overall aim of The Endeavour School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act 2010. The Equality Act 2010 defines a person as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity.

Key Responsibilities of The Endeavour School

- Not to discriminate against disabled pupils in its admissions and exclusions policy.
- Not to discriminate against any disabled candidate at interview for a position on the staff of the school.
- To treat all pupils individually, ensuring that no-one is at a disadvantage. Reasonable adjustments will be made if possible. All pupils should access a full school life including access to extra-curricular activities and events.
- To treat all staff individually, ensuring that no one is at a disadvantage.
- To ensure that all pupils receive their entitlement to a broad and balanced curriculum tailored to meet their individual needs.
- To ensure that parents' and pupils' right to confidentiality is respected always.
- To try to accommodate the known disabilities of any visitor to the school
- To publish a Disability Plan based on a self audit and review the plan annually.

Access to the curriculum and related activities

The school will:

- continue to assess its provision of the curriculum on a regular basis and to use this information to better tailor the curriculum to the individual needs of each pupil;
- identify the areas, through an audit, where there is a barrier to achievement. This will be a priority and where necessary adjustments made to the curriculum and to teaching and learning;
- continue to work closely with parents, respecting their knowledge of their child and supporting them at all times.
- support staff in developing their knowledge and training of disability with particular relevance to their area of curriculum and the pupils attending the school;
- seek advice and support from agencies working in and alongside the school;
- review the process of the writing of Class and Individual Education Plans regularly and inform all relevant staff;
- to review the individual subject curriculum and other school policies to ensure that they all take into account the needs of disabled people.

Access to the Physical Environment

The school will:

- audit existing facilities and make reasonable adjustments to make the physical environment more accessible to people with a disability;
- take into account the needs of individuals with a disability when considering changes or new builds within the school;
- consider how different impairments have specific requirements and can be best catered for within the school environment;
- actively seek support and advice from all agencies, including health, involved with an individual pupil therefore making best provision available;
- make sure that all information media is available in alternative formats as required.

Access to Information

The school will:

- audit existing methods of providing information and media used within the school and in information sent out of school;
- develop these to improve accessibility and identify those who require additional or different presentation;
- ensure that individual pupils needs are met through the forward planning of lessons;
- consider the use of all ICT equipment and software in the delivery of the curriculum;
- liaise with support agencies and parents to inform on and support individual pupils;
- hold regular staff meetings to update information regarding individual needs of pupils;

Linked policies

This plan will contribute to the review and revision of related school policies and plans.

- School Development Plan
- SEN Policy
- Equal Opportunities Policy
- Educational Visits Policy
- Behaviour Policy
- Teaching and Learning Policy
- Admissions Policy
- Exclusions Policy

This plan is available from the school office.

A. Access to the Physical Environment

Objective	Action	By whom	Target Date	Progress
A1. To ascertain the suitability of the current environment	Annual audit	SLT Full Governing Body	Ongoing. Every Year	Last Audit of building done June 2012 with ECC representatives prior to planning for proposed remodelling of the school H & S Audit carried out July 2017 by H & S consultant [report with Head teacher]
A2. To make sure all pupils receive the best provision available.	To seek advice from other agencies re individual pupils at Annual Review where needed.	Deputy Head Teacher and Specialist Staff	Yearly prior to Annual Review	
A3. To make sure all new building work considers the needs of the disabled	To take advice when considering changes to the site	Head Teacher and Full Governing Body		Accessibility is fully addressed in Plans

B. Access to Curriculum

Objective	Action	By whom	Target Date	Progress
B1. To make certain that the curriculum is the best for all pupils	To add disability awareness to a staff meeting agenda at end of each term	Head Teacher and Assistant Head: Curriculum	Termly	Evidenced in Meeting Minutes, Pupil IEPs, Teaching and Learning Policy
B2. To identify where there is a barrier to achievement	To meet with specific pupils identified by staff and/or parents on admission or at a later stage. Discuss at staff Meetings	Deputy Head Teacher Assistant Head- Curriculum Outreach Manager Staff	Whenever necessary	Ongoing.
B3. To work in partnership with parents	To continue to hold formal meetings with parents each term and informal ones when needed	The Head Teacher and all teaching staff	Ongoing	Ongoing
B4. To be certain that all staff have a knowledge of disability relevant to the pupils they teach.			Ongoing	Ongoing
B5. To be certain that the school is working closely with all agencies involved with pupils	All staff to advise the deputy of the need for pupils to receive therapy as written into the statement.	Individual staff and then Deputy Head and Curriculum Admin assistant.	Yearly prior to Annual Reviews.	Ongoing

<p>B6. To make certain that the class information and new pupil information acknowledges the pupil's disability</p>	<p>To review the writing of these and remind staff of good practice. To make sure that they are distributed where needed</p>	<p>Deputy Head teacher Assistant Head: Curriculum Outreach Manager</p>	<p>Twice Yearly and whenever necessary</p>	<p>Ongoing</p>
<p>B7. To ensure that all relevant school policies refer to disability</p>	<p>To review all relevant policies</p> <p>To consider accessibility issues when reviewing all school policies.</p>	<p>Assistant Head :Curriculum</p> <p>Senior Leadership Team and Clerk to Governors in consultation with staff.</p>	<p>Ongoing</p>	<p>Ongoing</p>

Objective	Action	By whom	Target Date	Progress
C1. To make certain that all information reaches its target audience	Monitoring by targeting pupils and parents.	School Administrator	Ongoing	Ongoing
C2. To make certain that all families are able to access information	To contact specific families and ascertain their requirements.	School administrator	Ongoing.	Any issues arising have been addressed
C3. To make sure that information is provided in a variety of forms	To print news letter fortnightly	School administrator	Ongoing	ongoing
	To update information onto the website	School Administrator/ Assistant Head : Curriculum	Ongoing	ongoing
	To respond to an individual need as required.	School administrator	Ongoing	Ongoing
C4. To make sure that individual pupils needs are met in the planning of lessons	Issues raised at teaching and learning meetings re planning	Assistant Head: Curriculum Senior Leadership Team with all teachers	Ongoing	Ongoing as set out in school monitoring calendar.
C5. To make certain that all pupils needing additional ICT are identified.	Seek advice from Class teachers/ Specialist teacher reports.	Assistant Head - :Curriculum with Class Teachers	Ongoing	Appropriate ICT access for identified pupils as set out in IEPs, Class Information and pupils files