



**MacIntyre**  
Providing support...your way



**MacIntyre School**

## **Accessibility Policy and Plan**

**Approval by Local Advisory Board: November 2021**

**Date of next review: Summer Term 2024**

## **Introduction**

This Accessibility Policy and Plan reflects the values of MacIntyre School in relation to accessibility and creating a framework within which all staff can operate.

This policy and plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Advisory Board is responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan will be reported on annually in respect of progress and outcomes.

## **Aim**

The aim of MacIntyre's Accessibility Policy and Plan is to increase the extent to which disabled children and young people can participate in the curriculum; this covers teaching and learning and the wider curriculum 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.

## **Vision**

As a special school for children and young people with severe learning difficulties and complex needs, we are continually striving to ensure that we not only meet the needs of young people with disabilities but also provide the best possible education for the students here in an appropriately stimulating total communication environment. Improving standards in accessibility is therefore of paramount importance to us and threads through all aspects of our practice and reflection. This is reflected in our whole school training plan.

## **Key objectives**

- To reduce and eliminate barriers to access for students and prospective students.
- To provide the students access to the curriculum and to enable full involvement with the school community

## **Principles**

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 disability as when a person has a physical or mental impairment which has a 'substantial' and 'long term' adverse effect on that person's ability to carry out 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, epilepsy, diabetes and cancer.

The school recognises its duty under the SEND Act (as amended by the Equality Act)

- Not to discriminate against disabled students in their admissions or the provision of education and associated services;
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student may face in comparison with a non-disabled student.

### **Reasonable Adjustments**

We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

- When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- Where an auxiliary aid is not provided under the SEN system (ie via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards and special software.
- We are a special school for students with complex Social, Learning and Behavioural difficulties, as such their difficulties define what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- Where the auxiliary aid has a benefit to the rest of the young person's life outside of school, it would be reasonable for our school to make seek funding for such provision.

We consider that effective and practicable adjustments for disabled pupils will involve

little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we would wherever possible seek to undertake such adaptations.

It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be reasonable.

## **Relevant policies and documents**

This policy should be read in conjunction with MacIntyre's:

- Equal Opportunities policy
- Person Centred Approaches policy

And MacIntyre School's:

- Curriculum policy
- Health and Safety policy and procedures
- First Aid policy
- Risk assessments

## **Roles and Responsibilities**

All staff are responsible to adhering to the principles outlined in this policy and ensuring compliance with the associated legislation.

Senior Leadership Team – to write the policy and then review it on a 3-yearly basis to ensure that it remains compliant with any changes in legislation. To implement the action plan and review progress annually.

Local Advisory Board (LAB) – to approve the policy and oversee its implementation. To review the progress of the action plan.

The School recognises and values the parents' knowledge of their child's disability and the affect this has on the student's ability to carry out normal activities. It further respects both the students' and parents' right to confidentiality.

## **Achieving Objectives.**

Education & Activities. The school will continue to seek advice from external professionals and services to ensure equality of access and that students develop and achieve beyond expectation.

Physical Environment. The school, while purpose built for students with complex needs, continues to be developed with these in mind (lighting, acoustics, colour

scheme, increased accessibility to facilities and improved fixtures and fittings when replaced). Where a student has specific needs these are addressed during the admission process and all reasonable adjustments are made at this time.

Provision of Information. The school will provide information in a suitable format for all students, staff and others as they are required. Outside assistance will be sought as necessary to facilitate this.