



MacIntyre
Providing support...your way

MacIntyre School Accessibility Policy and Plan

This MacIntyre policy is formally reviewed by the Policy Owner and Lead Reviewer are subject to 3 yearly reviews, or sooner when there is a change to relevant legislation or the organisation

- For the date of, or evidence of, the most recent review, please see '*MacIntyre policy and associated guidance list*'.
- Link: [Policies and Resources | MacIntyre \(macintyrecharity.org\)](https://macintyrecharity.org/policies-and-resources)

Document Control

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Policy Owner	Director of Children and Young People
Lead Reviewers	Head of Education and Commercial and Business Lead
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Previous Versions

Title:	Issue Number	Scope	Effective Date
Accessibility Policy and Plan	01	MacIntyre School	November 2021

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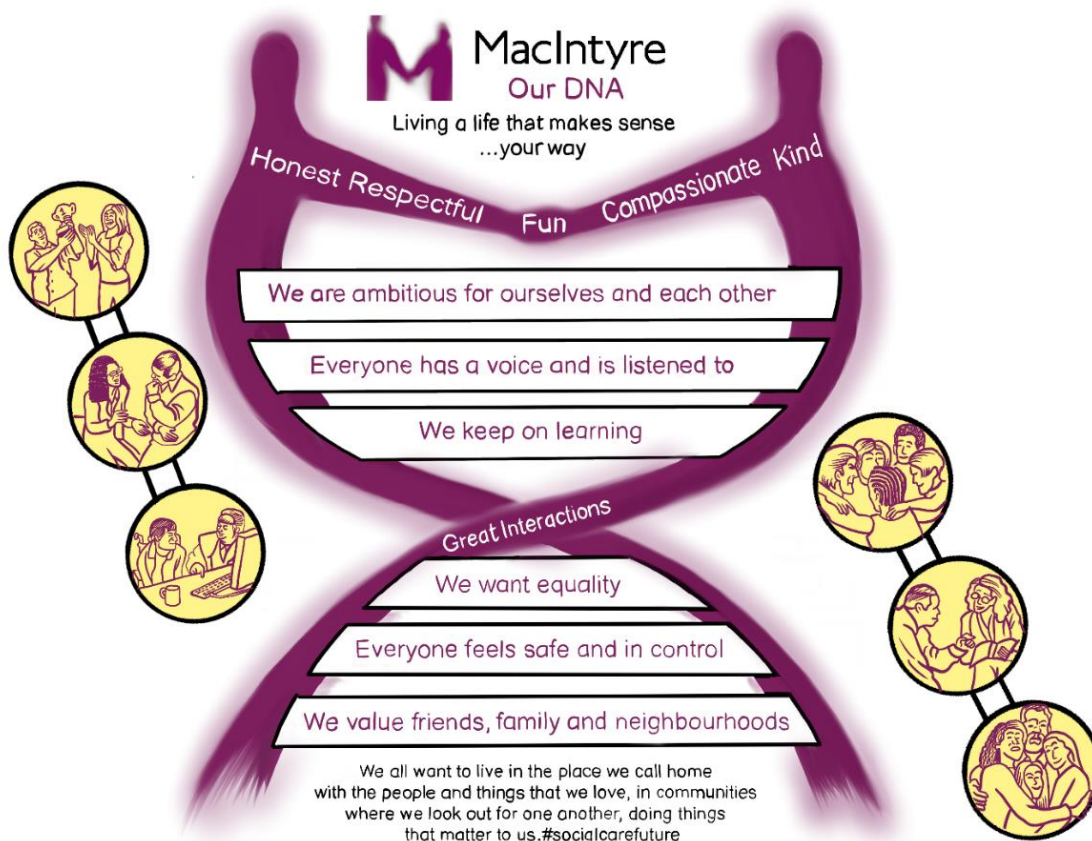
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Underpinning Principles

MacIntyre's DNA shows the importance we put on ensuring each person is at the centre of their support. People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.

This is evident in our distinctive philosophy and way of working that underpins all our activities. It is the very essence of what we do, and that is why we refer to it as our DNA.



1. Purpose

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 children and young people who have a disability 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.

2. Scope

This policy applies to all staff working within MacIntyre School and relates to accessibility for children and young people with disabilities, ensuring compliance with the Equality Act 2010 and SEND Code of Practice.

3. Definitions

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.

4. Policy Statement

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 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.

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- **‘Long-term’** means lasting for a year or more (SEND Code of Practice).
- **‘Substantial’** means more than minor or trivial.
- The definition includes:
 - Sensory impairments (e.g., affecting sight or hearing)
 - Long-term health conditions (e.g., asthma, epilepsy, diabetes, cancer)

5. Roles and Responsibilities

Role	Responsibility
Trustees	• Approve major changes to the Accessibility Policy and Plan • Ensure compliance with statutory duties under the Equality Act 2010 • Review annual accessibility reports
Local Advisory Board (LAB)	• Review and monitor the Accessibility Plan • Provide oversight and constructive challenge • Approve major changes and receive annual progress reports
Chief Executive Officer (CEO)	• Provide strategic leadership • Ensure resources are allocated for accessibility improvements • Oversee compliance across the organisation
Director of Children and Young People	• Monitor operational implementation of accessibility measures • Approve significant revisions • Support managers in resolving accessibility issues • Ensure updates comply with legislation
Educational Leadership Team (ELT)	• Oversee operational delivery of accessibility measures • Support staff in implementing reasonable adjustments • Manage complex accessibility cases
Head of Education	• Lead embedding of accessibility within the curriculum and school operations • Ensure staff receive appropriate training on accessibility • Report progress and issues to Directors and the LAB
Business Support Team	• Implement accessibility measures within their teams • Monitor compliance with accessibility requirements • Ensure reasonable adjustments are made for students and staff • Integrate accessibility considerations into emergency and safety procedures • Monitor compliance during drills
Class Teachers	• Support delivery of accessible learning programmes • Liaise with colleagues to ensure adjustments are in place • Maintain records of accessibility actions and interventions
All Staff and Volunteers	• Uphold MacIntyre’s DNA • Follow accessibility procedures • Apply inclusive practices in teaching, care, and support • Report barriers or concerns promptly
Parents / Carers	• Share information about their child’s accessibility needs • Work collaboratively with the school to agree reasonable adjustments

Role	Responsibility
	Participate in consultations and reviews
External Specialists / Consultants	Provide expert advice on accessibility improvements

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.

6. Procedures

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 (i.e. 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 seek funding for such provision.

Training and Awareness: The school commits to ongoing staff training on accessibility and inclusion. Training effectiveness will be monitored through feedback and performance reviews.

Consultation and Engagement: The school will consult with students, parents, and carers on accessibility needs and engage external specialists and advocacy groups to inform improvements.

Accessibility Plan Details: The Accessibility Plan will include current priorities, timelines for achieving improvements, and communication methods such as newsletters and website updates.

Emergency and Safety Considerations: Accessibility will be integrated into emergency procedures, including evacuation plans for disabled students.

Digital Accessibility: The school will ensure all digital platforms and resources meet accessibility standards (e.g., WCAG compliance).

7. Compliance and Monitoring

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.

Monitoring and Reporting: Annual accessibility reports will be shared with governors and parents and published on the school website.

- Annual review of policy effectiveness.
- Feedback from students, parents, and staff considered in updates.
- Compliance reported to the Governing Body

8. Related Policies / References

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

- Equal Opportunities Policy
- Person Centred Approaches Policy
- MacIntyre School Risk Assessment Guidance
- Health and Safety Policy and Procedures

MacIntyre School's:

- Curriculum Policy
- Anti-Bullying Policy and Procedures
- Equality Information and Objectives
- First Aid Policy
- Safeguarding of Children and Young People Policy

Additional Legal References:

- Children and Families Act 2014;
- Equality Act 2010
- Ofsted SEND requirements;
- Local Authority Accessibility Guidance.

9. Review and Revision

- A full review will be conducted every 3 years (or sooner if legislation changes)
- A light touch review will be conducted annually
- Review and revision is completed by the Lead Reviewers and approved by the Policy Owner
- Any major revisions must be approved by Directors and Trustees
- Reviewed policy needs to be shared with & agreed by MacIntyre School's Local Advisory Board (LAB)