



MacIntyre
Providing support...your way



MacIntyre School

School Accessibility Plan November 2016- July 2019.

Approval by Local Advisory Board & Senior Leadership Team. November 2016

Review Summer Term 2019

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1. Document Purpose.

- 1.1 This document, when referring to MacIntyre School includes within that reference, the on-site Children's Home, Jenkins Court and the off-site Children's Home, Hillside, Leighton Buzzard.
- 1.2 This Plan reflects the values of the MacIntyre School in relation to accessibility and creating a framework within which all staff can operate. This plan is drawn up in accordance with the Disability Discrimination Act (DDA), and amendments set out in The Special Educational Needs and Disability Act (SENDA), and the official guidance from the Department for Children Schools and Families, ' Accessible Schools.'
- 1.3 At the MacIntyre School we specialise in the education of students with severe and complex Social, Learning and Behavioural difficulties. The School directs its resources according to individual student needs ensuring accessibility and developmental progression for all students.

2. Audience.

- 2.1 This Plan will be agreed by the Senior Leadership Team, Local Advisory Board (LAB), MacIntyre Central and made available to all staff on 'My Wingrave.' A copy of the Plan will also be on the school website.

A copy will be made available on request to:

- External Professionals
- Ofsted
- Parents
- Visiting Teachers
- Other interested adults

3. Disability Discrimination Act

- 3.1 The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

- The definition of disability is less restrictive
- Direct discrimination can no longer be defended as justified;
- Failure to make a reasonable adjustment can no longer be defended as justified:
- From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

4. Definition of Disability.

- 4.1 The Act 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.
- 4.2 Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.
- 4.3 Long term is defined as lasting, or likely to last, for at least twelve months.

5. Reasonable Adjustments

- 5.1 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.
- 5.2 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.
- 5.3 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.
- 5.4 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.
- 5.5 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.
- 5.6 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.
- 5.7 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..
- 5.8 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.

6. Key Objective.

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

7. Principles.

- 7.1 Compliance with the Equality Act is consistent with the school's aims, MacIntyre's Equal Opportunity Policy and it's Person Centred Approaches Policy.
- 7.2 The School recognises it's duty under SENDA (as amended by the Equality Act)

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

- 7.3 In performing their duties the Local Advisory Board (LAB) and Staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

- 7.4 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 student's and parent's right to confidentiality.

- 7.5 The School provides all pupils with a broad and balanced curriculum attuned and differentiated to the student's individual needs and learning style by:
 - 7.5.1 Setting suitable challenges
 - 7.5.2 Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

8. Achieving Objectives.

- 8.1 The undertakings which the school carries out or is planning to carry out to achieve its objectives.
 - 8.1.1 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.

 - 8.1.2 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.

- 8.2 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.

Accessibility Plan- Identified Barriers to Access.

Organisational	Complete	In Progress	Under Discussion	Not yet addressed
School Visits and trips are made accessible to all students irrespective of attainment or impairment. (Offsite forms, risk assessments and modifications to vehicle)	✓			
Admission to school (information for students is provided in line with their communication needs, Accessible Information and Communication Policy)	✓			
Grouping of Students (Age, needs, IEP, BSP Person centred approach and risk assessments all taken into consideration)	✓			
Homework policy and practice (Not relevant to students enrolled)	Not Applicable			
School Discipline and Sanctions (Behaviour Policy, Behaviour Support Plan, Risk Assessments & Positive response training)	✓			
Exclusion Procedures (Not carried out)	Not Applicable			
School Clubs and activities	✓			
School Trips (Offsite forms, risk assessments and modifications to vehicle)	✓			
School Arrangements for working with other agencies	✓			

Attitudinal	Complete	In Progress	Under Discussion	Not yet addressed
Training: All staff have received the necessary training to teach and support students. (Training levelled with mandatory for all staff, that relevant to duties and students, for professional development)	✓			
Staff identifying and allowing students processing time, understanding the effort for students (IEPs, BSPs, lesson plans, teaching strategies, Great interactions)	✓			
Staff allow extra time where needed during practical sessions and using equipment. (As Above)	✓			
High expectations for student attainment (Pupils have a baseline assessment and targets are assessed and reviewed frequently)	✓			
Staff seek to remove barriers to learning (Child centred approach)	✓			
Curriculum Access (ILPs, Lesson plans)		Curriculum currently under review to further ensure it equips students with appropriate and essential skills and education for life		
School Policies (In Place with regular reviews)	✓			
Interaction with peers (opportunities given and students actively encouraged)	✓			

Physical Access	Complete	In Progress	Under Discussion	Not yet addressed
Classes organised and equipped for disabled students. (Staff arrange and equip classes according to the needs of the students using it seeking advice or modifications as necessary)	✓			
Access to all areas including: Gym, Hall, classrooms Café, swimming pool, toilets/ changing rooms & playgrounds (Single story building with large access doors, modifications made to facilities as necessary for student access).	✓			
Wheelchair Access (incomplete, limited access for doors and toilets)			✓	
Pathways, signage, car park routes & Parking discussion entered into for the upgrading of car park routes and signage)			✓	
Evacuation procedures (see PEEPs)	✓			
Visual guides and signage (with signage, and car park routes)		✓		
School Trips (Offsite forms, risk assessments and modifications to vehicle)		✓		
Visual Impairment Access(Advice is sought and acted upon from visual impairment specialist teachers, future decoration and door visibility is also being addressed)		✓		
Lighting in student areas (Automatic lights in corridors, LED, low level switching and diffusers)	✓			

Replacement fire doors for residential houses and school. Each house to have an anti-barricade door on the bathroom and one bedroom.		✓		
Reduction of background noise. (double glazing and the introduction of soft furnishings in classes help to reduce noise, headphones are also available to students.)	✓			
Suitable and specialist furniture and equipment. (all equipment and furniture is selected with the needs of the students in mind)	✓			
Access to all facilities (Risk Assessing used where activities using facilities may constitute extra risks)	✓			
School Sports (Opportunities within the school are complemented by good quality regularly inspected equipment and extended using outside facilities)	✓			
Safety Checks (maintenance checks , safety audits, quarterly inspections & informal walk rounds)	✓			
Serving of meals (kitchen in school and in residential houses with practices in place for hygiene and special dietary provision)	✓			

Curriculum Access	Complete	In Progress	Under Discussion	Not yet addressed
Lessons provide opportunities for achievement (ILPs, Individualised targets, differentiated lesson plans, progress reports and diaries evidence this)	✓			
Lessons respond to pupil diversity. (planning is highly individualised)	✓			
All students are encouraged to take part in PE, (Specialist teacher delivers and all students are enabled to participate)	✓			
Staff provide alternative ways of giving access, experience or understanding for students who are not able to fully engage in particular activities. (ILP, individualised curriculum targets, use of visuals to communicate and to give strategies to successfully complete tasks independently)	✓			
Access to computer technology (communication devices with tough cases, soft keyboards and other modifications made to facilitate students)	✓			
Teaching and Learning	✓			
Classroom organisation (lesson plans team meeting minutes)	✓			
Time tabling (statutory guidance)	✓			
Assessment	✓			
Preparation of pupils for transition to adult services and further education	✓			

Information Access	Complete	In Progress	Under Discussion	Not yet addressed
Simple language, symbol information is available to students other formats are provided as necessary and requested (IEP)	✓			
Information to students is provided in the way it is easiest for them to understand.(e.g. diagrams, signing, , symbols, objects of reference, written word)	✓			
Specialist facilities (ICT) to produce specialist written information in different formats	✓			
Staff familiarity with assistive technology (communication devices)		✓		
School Information systems and announcements (pigeon holes for staff, notice boards, Team meetings, briefings and emails)			✓ (currently no requirement)	
Access to information (School Council & as above)	✓			