



MacIntyre Academies Quest Academy

Disability Access Plan

Version	Purpose/Change	Responsibility	Date
2	Throughout – use of Learner, rather than student pupil etc.	V Scranage	07/07/2020
2	Introduction and Purpose, Access to School – updated to state we are in a new building.	V Scranage	07/07/2020

Person Responsible: Principal
Type of policy Statutory
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Date adopted by the Trust Board: October 2017
Date of implementation: September 2017
Date reviewed: July 2020
Date of next review: July 2023

Disability Statement

Introduction and Purpose

Quest Academy is committed to a fair and equal treatment of all individuals regardless of disability. Our aim is 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).

Through 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. This policy relates to individuals with disabilities.

NB: A person is defined 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 (Equality Act 2010).

Quest Academy will keep the access needs of the school 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 Quest Academy are totally committed to equal opportunity as defined above for all children/young people, staff and parents/carers. We believe that the diversity of our school community is a great asset.

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

Quest 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. The majority of our students have autism and / or SEMH and hence the delivery and sharing of information will take account of these needs.

The school is accommodated in a re-furnished building that meets the building regulations 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 school is wholly accessible for pupils in terms of its curricula, premises and communication. The curriculum is designed so that it may be delivered to provide flexible and equal access to all students, whatever their level of ability.

Aims

The aims of this statement are to ensure that:

1. Referrals for admission from all potential students 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.
3. Disabled staff and students have access to the appropriate support and adaptations, to enable them to be fully included in the life of the school.
4. The views of individual students or staff are taken into account at all times when their requirements are being assessed.

5. All students are fully integrated into the school 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 students.
7. The school takes steps to enable staff, who become disabled during their time at the school, 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 school.
9. The school 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

- The Principal will designate an appropriate senior member of staff who, will be 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.
- The Principal and the Local Advisory Board (LAB) will have overall responsibility for ensuring that this policy statement is implemented.

Environment

Access to School

The school was built in 2019 specifically designed as a school for pupils with special needs primarily autism and/or social, emotional mental health needs. As such the facilities available support the holistic needs of all pupils including academic and well being as well as supporting the needs of staff, parents/carers and visitors to the school.

Dedicated disabled parking bays are allocated in the front car park, with access available through the main front reception door (flat access). The outdoor space/playground can also be accessed easily via pedestrian gates either side of the school with tarmac and blocked paving with flat access.

The school is two storey and access between each floor is by stairwell or via the platform lift . Corridors are wide and toilets are accessible to wheelchair users. The building complies with all building regulations relating to disabled access and passed a building inspection prior to being handed over on 19/8/2019. The school is built on a level site with the only change in level when accessing the main field via a gentle slope. The reception area is open into the café area where visitors to the school are able to relax. Evacuation procedures and escape routes for learners and staff with disabilities have been carefully planned and published.

Further actions

- Any future building projects/development will be considered at the planning stage for accessibility and usability by people with disabilities.
- Should any prospective child 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.

Children and Young People

- Referrals will be considered in line with the published admission arrangements for all children/young people referred to Quest Academy. i.e. that the school must be named in the pupils EHCP.
- The school will aim to provide all children and young people with the appropriate support to enable them to be fully integrated.
- The school will ensure that all children and young people are treated equally and will make reasonable adjustments to ensure the full participation and integration of all children and young people, whatever the level of their disability.
- The needs of all children/young people 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.
- Individual needs will be considered and addressed by all curriculum areas, and an Individual Education Plan (IEP) will be drawn up on an annual basis and reviewed regularly.

- Arrangements will be made to enable all children and young people to perform to the best of their ability, by meeting their individual needs.

Staff

Wherever practicable, Quest Academy will:

- Ensure that members of staff who become disabled, so far as is practicable, should continue to remain employed by the school, at the discretion of the Principal and the LAB, dependant 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.
- 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
 - Premature retirement on grounds of incapacity
 - Termination of employment
- 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).
- Quest 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.
- Quest Academy will ensure that an ongoing programme of training is offered to staff to increase their awareness of children and young people and their disabilities and inform them of appropriate action to be taken when delivering the curriculum.

Conclusion

Quest Academy promotes equal opportunities in all its activities, irrespective of disability, ethnic origin, gender, marital status, nationality, politics or sexual orientation. As a Special Free School, Quest Academy strives to ensure that all individual students achieve their potential and that no disabled child or young person is ever left behind.

Monitoring, Evaluation and Review

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

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health & Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy