



MacIntyre Academies

Quest Academy

Disability Access Plan

Version	Purpose/Change	Responsibility	Date
4	Addition of point 11 under Aims	Principal	May 2026

Person Responsible: Principal
Date of first draft: May 2017
Date presented to the LAB: August 2017
Date adopted by the Trust Board: September 2017
Date of implementation: September 2017
Date reviewed: May 2026
Date of next review: May 2029

Disability Statement

Introduction and Purpose

Quest Academy is committed to a fair, inclusive and equal treatment of all individuals regardless of disability. Our aim is to do all that is reasonably possible to ensure that the Academy's facilities, services, culture, policies, and procedures are made accessible to learners, 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 Academy under review and plan for improvements for our learners within the following strands:

1. The curriculum
2. The physical environment
3. The delivery of information

The Trustees, Local Advisory Board (LAB) and staff of Quest Academy are committed to equal opportunity as defined above for all learners, staff, and parents/carers. We believe that the diversity and inclusiveness of our Academy community is a great asset.

The Academy building will comply with all regulations and is physically accessible to all. Furniture, fixtures, and fittings in Quest Academy are appropriate to the needs of the learners and altered if necessary. Future developments on the Academy 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 learners have autism and / or Social Emotional Mental Health (SEMH) needs as well as a range of other needs, hence the delivery and sharing of information will take account of these needs.

The Academy is accommodated in a relatively new state of the art 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 learners.

The Academy is wholly accessible for learners 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 learners, whatever their level of ability.

Aims

The aims of this statement are to ensure that:

1. Referrals for admission from all potential learners 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 learners have access to the appropriate support and adaptations, to enable them to be fully included in the life of the Academy.
4. The views of individual learners and staff are taken into account at all times when their requirements are being assessed.
5. All learners are fully integrated into the Academy 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 learners.
7. The Academy takes steps to enable staff, who become disabled during their time at Quest, 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 Academy.
9. The Academy premises are accessible and safe for disabled people.
10. No learner or staff member is treated less favourably as a result of their disability.
11. Removing any barriers to education whilst creating an inclusive environment for all stake holders is key.

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 LAB will have overall responsibility for ensuring that this policy statement is implemented.

Environment

Access

The Academy was built in 2019 specially for our Special Educational Needs (SEN) learners and has excellent disabled access. If required reasonable adjustments will be made to accommodate the needs of applicants, learners, parents/guardians, visitors, and members of staff who have disabilities.

Dedicated disabled parking bays are allocated in the car park, with access available through the large front door (flat access), the outdoor space/playground can also be accessed easily. Access between each floor is by two stairwells or a lift.

Further actions

- Any future building projects/development will be considered at the planning stage for accessibility and usability by people with disabilities.
- Evacuation procedures and escape routes for learners and staff with disabilities will be carefully planned and published.
- Should any prospective learner 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 learners referred to Quest Academy. i.e., that the Academy must be named in the pupils Educational Health Care Plan (EHCP).
- The Academy will aim to provide all learners with the appropriate support to enable them to be fully integrated.
- The Academy will ensure that all learners are treated equally and will make reasonable adjustments to ensure the full participation and integration of them, whatever the level of their disability.
- The needs of all learners 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 learners 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 Academy, 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 learners 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 learners achieve their potential and that no disabled learner is ever left behind.

Monitoring, Evaluation and Review

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

Changes at previous reviews:

Version	Purpose/Change	Responsibility	Date
2	Introduction and Purpose, Access to School – updated to state we are in a new building.	SBM	Jul 2020
3	Replaced school with Academy and acronyms expanded	SBM	May 2023