

ACCESSIBILITY POLICY

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<p>Comments</p> <p><i>This policy is regularly monitored by the Principal and Governing Body to ensure that it is working as effectively as possible.</i></p>	
<p>Monitoring, Evaluation & Review</p> <p><i>The Principal and Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.</i></p>	

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ACCESSIBILITY PLAN

The Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Greater Peterborough UTC Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Realising potential Creating the Future embodies our work at Greater Peterborough UTC. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the college site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by the UTC.

DEFINITION (EQUALITY ACT 2010)

‘A person has a disability if he/ she has a physical or mental impairment that has a substantial and long-term adverse effect on his/ her ability to carry out normal day to day activities’. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes students with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments. Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day to day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition. The test of whether the impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech;
- Hearing or eyesight;
- Memory or ability to concentrate, learn or understand;

- Perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and the outcomes and provide a projected plan for the 4 (four) year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support Greater Peterborough UTC's Equality Objectives, and will similarly be published on the website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff parents/ carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within Greater Peterborough UTC. Greater Peterborough UTC Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the UTC in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to increase access to the curriculum for students with a disability, ensuring that those with a disability are as equally prepared for life as are our students who do not have a disability. This covers teaching and learning and the wider curriculum of the UTC 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 these students in accessing the curriculum.

CURRICULUM

- A data system is available to be used by all staff.
- Advanced planning for students based on good information from other schools.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Providing tiered intervention and support.
- Ensuring that Access Arrangements will be made for external examinations. (Extra time/ Reader/ Amanuensis, laptops etc0.
- Developing outstanding learning and teaching across the UTC.
- Individual mentoring to review progress and enable all students to discuss, reflect and review their learning.
- Measuring the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that UTC visits and trips are accessible for all students.
- Using a range of teaching methods and styles to facilitate access for all students (e.g. appropriate use of language/ questioning techniques/ pair work/ group work/ mind-friendly learning techniques to suit all learning styles – visual, auditory, kinaesthetic etc.).
- Regular subject intervention programmes following key assessment points.
- Development of core competencies and profile time.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.
- To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.
- To encourage students to participate in student leadership opportunities.
- To develop the range of enrichment activities through Student Voice.
- To ensure that students have access to quality careers, education, information, advice and guidance.

- To ensure that students, staff, parents/ carers and governors are consulted to ensure the development of the Accessibility Plan.

PHYSICAL ACCESS

- The building is wheelchair accessible with a lift to facilitate movement between the floors.
- Disabled parking zone in the main car park.
- Accessible toilet facilities available within the UTC.
- Space for small group work and individual work for targeted learners on all floors
- A physical environment that is safe and welcoming.
- Handrails on stairs.
- Identified kerbs and edges of stairs.
- Clear visual signage.
- To address any concerns arising from the regular site inspections.

WRITTEN INFORMATION

- Visual timetables will be produced for identified students.
- Photo diaries will be used for identified students.
- All information for Parents evenings will be placed on the website.
- The Accessibility Plan will be placed on the website.
- Translators and interpreters will be used in Parents evenings when required.
- Private rooms will be available for Parents evenings when required.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole UTC training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following UTC policies, strategies and documents:

- Curriculum Policy.
- Equality Policy.
- Health and Safety Policy.
- Special Educational Needs Policy.
- Behaviour Policy.
- UTC Prospectus and Sixth Form Prospectus.

Equality Impact Assessments will be undertaken as and when the UTC policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.