

Accessibility plan

UTC Heathrow



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements.
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications.
- disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the UTC.
- the views of individual students or employees are taken into account at all times when their requirements are being assessed.
- all students are fully integrated into the UTC and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment.
- employees working with disabled people, either as colleagues or as students, have appropriate information, support and training.
- the UTC takes steps to enable employees and students who become disabled during their time at the UTC to continue in their chosen career or course of study as far as is practicable.
- disabled members of the public can fully participate in public events held within the UTC.
- so far as is reasonably practicable, the UTC premises are accessible and safe for disabled people; and no disabled student or employee is treated less favourably as a result of their disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the UTC unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the UTC would be unable to provide suitably trained employees or facilities to allow the requirements of the National Curriculum to be met.

The UTC will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The UTC will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability, or who become disabled whilst studying at the UTC, will be given appropriate support from employees to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum

areas in collaboration with the SENDCo and an Individual Education Plan drawn up on an annual basis.

The UTC recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The UTC will liaise with the relevant Examination Boards in such instances. S

Students and parents/guardians will be made fully aware of the process for making special arrangements for assessment and examinations by the SENDCo.

Employees

Wherever practicable, the UTC will:

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by the UTC, so far as is practicable, will continue to remain employed by the UTC subject to review by the Principal and the LGC. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also 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.

The UTC will endeavour to 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
- a reduction in 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).

The UTC will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those employees who become disabled whilst employed. The UTC will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Classrooms are optimally organised to promote the participation and independence of all students • Ensure curriculum access requirements are reviewed and arrangements made are suitable for each intake. • Ensure that curriculum access requirements meet Health and safety standards. • Availability of written material in alternative formats • Make available UTC prospectus and other information for parents and carers on website and in paper format 	<ul style="list-style-type: none"> • Lessons start on time without the need to make adjustments to accommodate the needs of individual students. All students are included in the learning • Stakeholders engaged and any further/new requirements are met. • Facilities meet current Health and Safety legislation. • The UTC will be able to provide written information in different formats when required for individual purposes as required 	<p>Classroom Teachers/SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Increase in access to the Curriculum Needs of all students are met • Increase in access to the Curriculum Needs of all students are met • Increase in access to the Curriculum Needs of all students are met • Increase in access to the Curriculum Needs of all students are met

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Ensure that curriculum access Requirements meet Health and safety standards.	Facilities meet current Health and Safety legislation.	Principal	Ongoing	Increase in access to the Curriculum. Needs of all students are met
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Review signage so it meets the needs of the students, parents and staff.	Audit signage and add more signage where applicable	Principal	Ongoing	There is clear signage around the building to support all stakeholders in moving safely around.
		Ensure that parents and carers receive Information from UTC in a format of their choice	Parents and carers will receive information in the medium of their choice	SLT	Ongoing	UTC is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Review documentation with a view of ensuring accessibility for students with visual impairment 	<ul style="list-style-type: none"> • Get advice on alternative formats and use of IT software to produce customised materials as required 	<p>SENCO</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Delivery of UTC information to students & parents with visual difficulties improved. • All UTC information available for all as required

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Principal and LGC

5. Links with other policies

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

- Risk assessment policy
- Health and 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