Accessibility Policy

Adopted by the Governing Board: July 2020
To be reviewed by Governors: July 2021

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1 Introduction

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education. The Equality Act requires that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students.

1.2 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required:

- Increasing the extent to which disabled students can participate in the college curriculum;
- Improving the environment of the college to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

1.3 The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that candidates with disability are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.
- Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

1.4 It is a requirement that the college's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- parents of students
- staff
- governors
- external partners

1.5 Within the terms of the Act, the term 'disability' is defined thus:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of students who are, or may be on our SEND register.

1.6 Within the terms of this document, "curriculum" is both teaching and learning within College time and participation in after 'school' clubs, leisure, cultural and sporting activities and college visits.

2 Curriculum Access

2.1 UTC Leeds will continue to increase the extent to which disabled students can participate in the college curriculum. To achieve this, the college will:

- Conduct an audit of Inclusive Quality First Teaching and SEND support to assess if students have access to effective teaching strategies and appropriate resources
- Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc.
- Provide training for all staff on differentiation of the curriculum and how to meet identified needs
- All departments to show how differentiation is built into their planning and lesson delivery
- SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all students

- Teaching staff to liaise with the SENDCo and Teaching Assistants prior to each lesson so that support is fully utilised

2.2 Differentiate resources

- Each subject area will utilise resources tailored to individual needs including personalised tasks, flash cards and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning.
- Use of interactive whiteboards to enlarge text to make it easy for all students to read
- Where necessary INSET provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
- Learning support department to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources

2.3 Ensure equal access for disabled students to college clubs, visits and extra-curricular activities
- Risk assessment and planning of trips to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
- If necessary, draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.

2.4 Ensure that all students feel supported and included within the college
- Placed on the SEND register, and where necessary provide emotional support through allocated staff.
- Close links with specialists to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities

3 Physical Environment

3.1 Improving the physical environment of the college to increase the extent to which disabled students can take advantage of education and associated services:

3.2 The college has lifts to access the first floor and second floor teaching areas. Disabled toilets are accessible throughout the college. All doors to work areas and outside are wheelchair accessible with wide doors and level thresholds. Trained staff are available to give assistance to students. Classroom furniture for disabled students is available.

3.3 At the College we have:

3.3.1 Entry/Exit to/from the college

☐ The security barriers at the entrance to the college are wheelchair accessible with wide doors and a level threshold.

3.3.2 Lighting

☐ The college had lighting installed when it opened in September 2016. Advice is needed on whether this is the most suitable lighting for individual specific needs.

3.3.3 Signage

☐ Installed signage using pictorial signs for emergency exits

3.3.4 Decoration

☐ The college is decorated throughout in neutral shades

3.3.5 Toilets & Care Suite Facilities

☐ There are disabled toilets provided with extended cubicles with a washbasin
3.3.5.1   A suitable place for providing intimate care of young people, including providing the necessary resources
3.3.5.2   An adequate supply of appropriate equipment is in place including gloves, wipes, aprons, foot operated waste bins, paper towels, liquid soap/spray cleaner, spare clothes and any other necessary items are always available.

3.3.6 Showers and Washing

☐ Washing facilities are available.

3.3.7 Canteen provision

☐ Wheelchair users will be offered specialist tables in the canteen if this is required.

3.3.7.1 Processes would be put in place to support students with disabilities with purchasing food in the canteen, such as a member of staff ordering their food to avoid queuing

We will continue to carry out an annual access audit to improve the physical environment of the college.

4 Delivery of Written Information

To keep improving the delivery of information to students with disabilities (and parents) we will continue to:

- Provide written materials in alternative formats where required (letters, the college website, newsletters, email, signage etc.)
- Review documentation with a view to ensuring accessibility for students with Visual Impairments
- Continue to raise the awareness of all adults in school regarding the importance of good communication systems regarding individual student needs.