Accessibility Policy & Action Plan

Approved: September 2015

Review Date: September 2018

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- Increasing the extent to which disabled students are able to participate in the school curriculum
- Improving the environment of the school 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

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

In furtherance of this duty the UTC@MediaCityUK has:

- Considered access to all learning spaces throughout the building, including height adjustable seating and lab facilities
- Provided a range of varied height furniture, including soft and hard furnishing
- Provided low and high facilities for dining
- Developed large space learning where movement around the areas can accommodate all levels of disability, including guide support and wheelchair access
- Project-based learning has multiple levels of differentiation built into the learning to allow development at a range of paces, in a range of roles

The UTC@MediaCityUK Action plan

Vision and values:

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of students with disabilities.

UTC@MediaCityUK has high ambitions for all its students and expects them to participate in, contribute to and achieve in all aspects of school's life.

UTC@MediaCityUK is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to:

- Set suitable learning opportunities
- Respond to students' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of students.

Commitment:

Staff will be up-dated on the provision for (and best methods of improving access) a wide range of disability. For example, to support a hearing impaired student we will invite the hearing impaired service to deliver whole staff training.

The provision for personalised learning for students allows individual needs to be met and monitored through their personal action Plan. We will do everything we can to ensure they have access to the full curriculum; the relevant curriculum; school visits.

Staff and students will be well served by being well informed on the nature and individual detail of a disability within our community. This will be up-dated throughout the year.

The SENco will monitor the extent to which disabled students can participate in the school curriculum.

Action Plan

Aims:

- To ensure the involvement of those with disabilities in deciding action that impacts upon them
- To ensure access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting its targets

Action	Success Criteria	Lead	Timescale	Review
Agree targets in three key areas and ensure that these are included within the School Development Plan and that resources are identified to ensure their implementation	Students who are accepted into UTC@MediaCityUK have their needs assessed and their IAP (Individual Action Plan) reflects their abilities and needs.	SENCO	October 2015	December 2016
Ensure access to the curriculum:	All students are able to contribute to the project-based and industry-based learning.	Director of Teaching and Progress, Director of Digital Technology	December 2015	January 2016
Ensure access to the physical environment:	All rooms can be accessed for learning both curriculum and study.	All adults	September 2015	December 2015
Ensure access to written materials:	All students have access to laptops and standard writing materials.	All adults	September 2015	December 2015
Agree and formalise systematic procedures that collect views of reasonable adjustments by students with a disability, their	Parents and students are happy with the provision which is reported through parent voice and student voice.	SENCO	December 2015	January 2016

parent and advocates				
Agree to formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services	Suggestions made through parent, student and teacher voice are acted upon ensuring that improvements where needed are made.	SENCO/ Director of Teaching and Progress	December 2015	January 2016
Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Improvements when made are evaluated through on going stakeholder's voice.	SENCO/LA advisor/ Director of Teaching and Progress	December 2015	April 2016
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets	Any changes to the curriculum provision, or school day are published in the termly Principal's Report.	SENCO/ Principal	April 2016	June 2016

Intended actions and outcomes:

Integrated learning packages across KS4 and 5 are used fully to boost literacy for identified students, with significant impact (Learning Support Department reviews).

Development and deployment of peer tutoring scheme further supports whole community of disability.

Every department ensures that all students can take part in school visits, irrespective of attainment or impairment.

Students with disabilities access the full curriculum successfully as a result of Learning Support Department's close links with external agencies differentiation of resources and support across curriculum.

The physical environment has been designed to increase accessibility and ICT is provided for all students.

Teaching and Learning strategies facilitate access effectively by deploying multi-sensory techniques – strategies and use of whole- class/pair/group/individual work. Access is enhanced by effective deployment of TAs and Learning Mentors. All mentors have access to and take part in all practical, expressive and physical activities, and alternative activities are provided for disabled students where necessary.

Positive attitudes towards difference and equal opportunities are developed in the curriculum, particularly in SMSC and through Learning Support sharing adequate information and techniques with all staff.

Annual CPD activities arranged for all staff including all support staff on e.g. Asperger's, Hearing Impairment, Behaviour for Learning to maintain high levels of staff awareness and understanding.

A named Governor for SEN to actively engage and monitor activity.

Monitoring and Review

The implementation of this policy throughout UTC@MediaCityUK will be reviewed annually, with all relevant changes clearly identified and a report made to the Governing Body by the Principal.

Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: _____ (Chair of Governing Body)

Date: _____ Review date: _____