



EQUALITY & DIVERSITY – ACCESSIBILITY PLAN

Status: **Statutory**

Member of Staff responsible: **Principal**

Associated Policies and documentation

SEN & Inclusion Policy

Equality & Diversity Policy

Safeguarding and Child Protection Policy

Behaviour for Learning Policy

Curriculum Policy

Exclusions Policy

College Development Plan

Health & Safety Policy

Implementation date: September 2014

Review Date: July 2015

Disability Equality Scheme

For The Period September 2013 – July 2016

Introduction

From October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. This Scheme should be read in conjunction with the UTC Equality Policy which has been amended to incorporate the requirements of the Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body of the DUTC has three key duties towards disabled students:

- 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 Scheme sets out the proposals of the Governing Body of the UTC to increase access to education for disabled students by:

- increasing the extent to which disabled students can 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.

It is a requirement that the UTC's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a 3 year action plan (Appendix 1), showing how the Governors and the UTC will promote equality of opportunity for disabled people and address the priorities identified in the plan.

Since the Disability Equality Duty was introduced in 2006, public authorities have had to publish a 'Disability Equality Scheme'. The scheme includes:

- a statement of how disabled people have been involved in developing the scheme
- an action plan that includes practical ways in which improvements will be made
- information about the arrangements in place for gathering information about how the UTC has done in meeting its targets on disability equality.

The Scheme covers students, staff, parents, Governors and community users of the UTC.

1A: Vision and Values: DUTC's Disability Equality Scheme

Our core values are built upon our shared values of:

- Respect for others and tolerance
- Honesty and integrity
- Determination and professionalism
- Politeness, courtesy and punctuality.

We are proud of the rich diversity of our UTC community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled students is a vital part of personalising learning for all. The involvement remains with disabled students, staff, parents, Governors and the wider community, alongside partnerships with and support from outside agencies. We do not presume that the views held by

the parents of a disabled young person are shared by that young person and therefore always seek to gain the views of both parent and young person. When seeking the views of disabled people, we use their preferred means of communication.

In the longer term, disabled people will be involved in several ways:

- A consultative group of disabled students, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- Emails to parents and staff will be arranged to gather views in an informal setting
- Parental surveys / annual information data collection / SEN register / Admission forms give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability. Data protection legislation will be observed in sharing this information.
- Pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a young person's disability
- Disabled staff can have meetings with their line manager/HR to discuss how the UTC can best enable them to work
- Young people with disabilities have regular discussions with the Deputy Principal SENCo.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to students' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

1B: Information from data and analysis of need

The Equality Act 2010 defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last for at least 12 months.

The definition is broad and includes a wide range of impairments, including SEN learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

The Combined three year Action and Accessibility Plan attached to this Scheme details planned provision from 2013 can be found at Appendix 1.

School trips are planned on the basis that all students are included. We have worked more closely with the out of school hours' provider to ensure activities planned, are accessible to all.

We track and analyse the achievement of all our students using RAISEonline; lesson observations and learning walks. We have identified the following issues for our students with disabilities (See also the UTC Improvement Plan):

Examples:

- We need to invest in training class teachers in maximising the use of additional adult support.
- Teaching Staff and Engagement and Learning Mentors (ELM) realistically need more time to plan together, particularly to identify next steps and more focused target setting for individual disabled students.
- Enlarged texts / handouts for Visually Impaired need to be prepared before the lesson
- Some students need to develop more independence / social skills.
- A need to adapt some of the access to the PE Curriculum.

The UTC will happily interview any job applicant with a disability, who meets the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies have been reviewed by the Leadership Team to consider their impact on students, staff and parents with disabilities and the following actions agreed:

Examples:

- Behaviour for Learning; Code of Conduct and the UTC rules (involving students in a more accessible and visual version of the rules for notice boards)
- Anti-bullying (with UTC Senate);
- Learning and Teaching Policy
- School trip venues (additional risk assessment training for Trip Group Leaders);
- The administration of medicines and health care plans
- UTC Catering contract

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- The application of students who are / or may be disabled and SEN students, medical – e.g. Epileptic; Autistic; ADHD and Dyslexic to name but a few. Information collected about disabled young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement.

2A: Increasing the extent to which disabled students can participate in the UTC curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1)

It is our aim to provide:

- Opportunities for disabled and SEN learners to take positions of responsibility;
- Satisfaction and enjoyment levels across a range of UTC activities;
- Aspirations and ambitions for their future;
- Successful transition into the next stages of education, training or employment;
- Access to UTC trips;
- Involvement in after-UTC clubs and activities;
- Access to work experience placements;
- Take up of career advice / possible Access to Work benefits
- Attainment and achievement of disabled learners
- Exclusion rates of disabled learners
- Admissions of disabled learners

The UTC is committed to incorporating “Quality First Teaching” principles into all lesson planning. In addition, “differentiation” and “personalising learning” is an area of focus within the current UTC Improvement Plan. We aim to ensure that all students can be successful through achieving their full potential as learners and individuals by:

- Evaluating the effectiveness of interventions and relative effectiveness;
- Observing more lessons, sampling lesson planning, doing learning walks and, looking specifically at target groups of students (including those with disabilities) and reviewing assessment for learning;
- Monitoring the appropriateness of student groupings;
- Training

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

2B: Improving the physical environment of the school to increase the extent to which disabled students, staff, parents, Governors and others can access education and associated services

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their son/daughter's education and the ease in which they can carry out day to day communication with UTC. It is our aim to:

- Use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending. Where attendance is not possible because of a disability, make alternative arrangements;
- Give disabled parents priority when arranging events and meetings e.g. By considering seating arrangements for a awards event;
- Give disabled parents / community users preferential parking rights; disability parking bays are available in the main car park
- Ensure the needs of Young Carers are met – Young Carers Bronze Award Achieved

Information collected about disabled users of the UTC will contribute towards the understanding of how UTC policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- The representation of disabled people on the Governing body;
- The accessibility of meetings for disabled Governors;
- The accessibility of other Governors activities.

Information collected about disabled users of the UTC will contribute towards the understanding of how UTC policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- Encourage community groups to ensure their activities are accessible;
- Give due regard to disabled community users when revising UTC policies and procedures

See Combined Action Plan and Accessibility Plan (Appendix 1)

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

The Combined Action Plan and Accessibility Plan details the ways in which information is delivered.

Examples:

- Admissions' Form filled in by parents/carers of new students
- Parents of new students are made aware that they can request letters, newsletters etc in different formats

- Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information

Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed annually by the Deputy Principal / SENCo, Governors, Facilities Manager, HR, Staff, Parents and students. A report updating the Governing Body will be presented annually. The update will be preceded by consultation with Governors, students, staff and parents and will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request).

- UTC Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN and Inclusion Policy
- Equality Policy
- Equality & Diversity Policy
- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Exclusions Policy
- UTC Development Plan
- Health & Safety Policy

In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

A copy can be requested from the UTC by post, email, or in large font. Any other format required; please contact the UTC direct

Approved:

Review date:

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Daventry UTC

Date of Access Plan: Sept 2013- July 2016

Target	Tasks	Timescale / Responsibility
<p>Access to Curriculum</p> <p><i>Ensure ICT appropriate for students with disabilities. Liaison with HoD IT</i></p>	<ul style="list-style-type: none"> ➤ Review accessibility of ICT (including whiteboards) using specialist expertise. Continue to involve students in review of software / use of laptops / Dragon voice recognition / Zoom text / Enlarged GCSE texts. Prioritise new software to purchase. ➤ Exam access arrangements discussed regularly; use of laptop / voice recognition / enlarged papers / scribes ➤ Staff regularly reminded / informed to enable clear individual knowledge of students personal disability restrictions 	<ul style="list-style-type: none"> ➤ Ongoing – SENCo / All Staff ➤ Ongoing
<p>Access to Curriculum</p> <p><i>Create effective learning environments for all utilising feedback from student groups.</i></p> <p><i>Leadership Team Link meetings to also involve Departmental staff awareness</i></p>	<ul style="list-style-type: none"> ➤ Incorporate Quality First Teaching into all planning. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ➤ Ensure all classrooms and resources are organised in accordance with student need. Enlarged copies / increased font appropriate ➤ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Staff surgeries. Seek issues and feedbacks from focus group and Student Survey. ➤ Review access arrangements to equipment in the workshops 	<ul style="list-style-type: none"> ➤ Ongoing – All Staff / Deputy Principal, NCC ➤ Ongoing – All Staff ➤ Ongoing – All Staff; SENCo ➤ July 2014, Principal, Construction lead, Engineering lead

<p>Access to wider curriculum</p> <p><i>Full participation in school activities</i></p>	<ul style="list-style-type: none"> ➤ Ensure school activities are accessible to all students. ➤ Seek advice from IDS re alternative accessible venues for residential trips 	<ul style="list-style-type: none"> ➤ Trip Group Leaders – part of the INSET training for staff:
<p>Impact Analysis</p> <p><i>Ensure all policies consider the implications of Disability Access and promote whole school awareness.</i></p>	<ul style="list-style-type: none"> ➤ Involve disabled students, consult Governors, parents, students and staff on any proposed changes. ➤ Have a Disability Awareness Day / Week 	<ul style="list-style-type: none"> ➤ SENCo
<p>Access to Site / Premises / Facilities</p> <p><i>Ensure site access to meet diverse needs of students, staff, parents and community users.</i></p>	<ul style="list-style-type: none"> ➤ Disability access to all areas ➤ Regular Lift maintenance and consistent usage/availability. ➤ Yellow lines needed on all raised areas 	<ul style="list-style-type: none"> ➤ SENCo ➤ Principal ➤ H&S Advisor ➤ Caretaker
<p>Attitudes</p> <p><i>To promote positive attitudes to disability</i></p>	<ul style="list-style-type: none"> ➤ Feedback of all Disabled students considered a priority ➤ PSHE Curriculum – disabled elements ➤ Review Assembly Programme: widen focus of Different/Same theme; use of peer group language that students aim at each other. Involve local disability groups in assemblies and visits to school. ➤ Regular items for newsletter highlighting achievements of students with disabilities 	<ul style="list-style-type: none"> ➤ SENCo / Deputy Principal ➤ HS
<p>Newsletters and Information</p> <p><i>Availability of documents in alternative formats.</i></p>	<ul style="list-style-type: none"> ➤ Review accessibility of newsletter and letters for parents. ➤ Use of Communicate in Print software if required ➤ Investigate access for deaf parents 	<ul style="list-style-type: none"> ➤ SK ➤ All staff ➤ PA to Principal
<p>Staff</p> <p><i>Promoting equality of opportunity for staff</i></p>	<ul style="list-style-type: none"> ➤ Monitor data in relation to recruitment, retention and professional development. ➤ Encourage disclosure of disability. 	<ul style="list-style-type: none"> ➤ HR, Deputy Principal

