

Scarborough UTC

Accessibility Plan Policy

Contents:

[Statement of intent](#)

1. [Vision and Values](#)
2. [Temporary Disabilities](#)
3. [Legislation and guidance](#)
4. [Accessibility Planning Objectives](#)
5. [Monitoring arrangements](#)
6. [Links with other policies](#)

Statement of intent

This plan seeks to address the statutory requirements of the Equality Act 2010, which replaces the Disability Discrimination Act 1995, and to further improve all aspects of the physical environment of the site and other resources so that disabled students can take full advantage of the curriculum provided.

Scarborough UTC has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our college is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Please refer to our [SEND Policy](#) and [SEND Information Report](#) on the school website for an outline of our full provision to support pupils with SEND.

Signed by:

_____	Principal	Date: _____
_____	Chair of governors	Date: _____

1. Vision and Values

- 1.1. At Scarborough UTC, teachers care and want the very best for each and every student who attends. It is our vision and belief that all our students are entitled to a high quality of provision. We value each other and every one of our students and they are at the centre of everything that we do. We recognise that everyone has unique needs and aspirations and understand the importance of providing equal opportunities within a caring and inclusive environment in which we strive to succeed and support each other allowing students to flourish and achieve.
- 1.2. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- 1.3. Scarborough UTC is an inclusive environment that is committed to:
 - Increasing the extent that students can access and participate in the curriculum.
 - Improving and developing the physical environment of Scarborough UTC to enable students to take full advantage of their education, extra-curricular activities, facilities and services; and
 - Improve the availability of accessible information to disabled students and their parents/carers.
- 1.4. We have excellent facilities within our site that includes disabled parking allocation, lifts at either end of the building, an accessible reception area with large circulation space and ground floor meeting rooms and disabled toilets on every floor. All floors are level and have suitable architecture that makes our buildings and grounds able to accommodate wheels chairs and visitors with reduced mobility.

2. Temporary Disabilities

- 2.1. Some students may experience temporary disabilities following an accident or an illness. In the case of a temporary disability a risk assessment will be completed to accommodate the disability. If required, the student's timetable will be adapted and additional arrangements will be made where appropriate e.g.
 - Leaving lessons early to avoid busy corridors
 - In the case of a student using crutches a lift key and buddy
 - Laptop in the case of injuries to the hand/arm
 - Early lunch to avoid busy restaurant
- 2.2. We recognise that some students, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Business Manager to discuss how we can be of assistance.
- 2.3. The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the college in several areas and the relevant

timescales for action to increase accessibility for students with SEND. Progress on these measures will be reviewed annually.

3. Legislation and guidance

- 3.1. 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](#).
- 3.2. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 3.3. 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.
- 3.4. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Accessibility Planning Objectives

- 4.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
- 4.2. Accessibility Plan Code
 - C: Increasing the extent to which everyone can participate in the college curriculum.
 - E: Improving the physical environment so everyone can take advantage of education.
 - I: Improving the delivery of information so that it is accessible to everyone.

ACTION PLAN

Length of Goal	Objective	Code	Action	Evidence	Who	When
Short Term	Staff to consider accessibility/needs within their classrooms when creating layouts and seating plans	E	Staff informed by briefings and individual learner profiles	Seating plans	RWH	18/02/2019
Short Term	Create/audit provision plans for all students who have physical and/or medical conditions which could impact on their learning	I	Provision plans to be completed and in consultation with students, parents and relevant health agencies if required	Individual Health Provision Plans shared with staff	RWH	18/02/2019
Medium Term	Increase the progress and attainment of pupils with SEND	I	Roll out of Thinking Reading and Maths interventions	Y10 & Y11 Data Reports demonstrating progress	RWH, SCO, JCO	18/02/2019

Length of Goal	Objective	Code	Action	Evidence	Who	When
Medium Term	Students with literacy and associated processing issues to have alternative methods of recording their learning and assessments	C	Provision of laptops for students with mobility and learning needs	AA arrangements list and laptop issue details	RWH, SMA	19/12/2018
Medium Term	Students with needs have the relevant arrangements so that they can access their learning and assessments	C	Processing of Form 8's and other evidence as appropriate	AA arrangements list	RWH, GCP	19/12/2018
Long Term	Develop the range of skills and experience of the staff to allow improved access for students with disabilities and learning needs.	C	Audit of staff skills and experience and where appropriate, provide training.	Wider participation and engagement in lessons and extra-curricular activities.	RWH	12/06/2018

5. Summary of actions

5.1. To accomplish these actions we will:

- Continue to review the environment and accessibility by assessing, planning, doing and reviewing.
- Work towards providing an atmosphere where all students feel safe, secure and valued.
- Examine our extra-curricular activities to include students with disabilities and learning needs and develop further learning experiences that will promote confidence, self-esteem and develop knowledge and understanding.

6. Monitoring arrangements

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

7. Links with other policies

7.1. 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
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy.