



Humber UTC
A University Technical College

**Accessibility Plan
2017 - 2018**

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Approved by the Humber UTC Board on XXXX



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Vision and Values

Humber UTC has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of college life. The college strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Humber UTC aims to:

- Improve the achievement of students
- Improve the quality of teaching and learning (including behaviour and safety of students)
- Improve the quality of leadership and management

Accessibility Strategy

This statement sets out the ways in which Humber UTC provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

Humber UTC's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Governing Body of Humber UTC support the Special Educational Needs and Disability Act (2010). The college are therefore committed to the principle of all students having equal rights of access if this can reasonably be provided. The college will review access to the physical environment for students with disabilities.

Evacuation Procedures

Humber UTC will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support member of staff in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the college, transition within or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The college's Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the college's timetable, sympathetic consideration to individual needs will be given. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

The college will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Students at the college have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND statement). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy
- SEN statement
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.