





Accessibility Plan

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and Trustees
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	30 th May 2018
By Dan Sydes	
Ratified by Local Board of Governors on:	1 st June 2018
By Michael Whitaker	
Next Review Date:	1 June 2021

1. Introduction & Aims

- Schools and colleges are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which disabled pupils can participate in the curriculum ☒
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided ☒
 - Improve the availability of accessible information to disabled pupils
- North East Futures UTC aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- North East Futures UTC seeks to create, develop and maintain:
 - A passion for learning
 - An enterprising spirit amongst its students and staff, and amongst members of the local community
 - An education that focuses emphatically on providing opportunities for success for all, recognising and celebrating the achievements of everyone in all aspects of life at the UTC
 - An inclusive curriculum that provides opportunities for all students within a world-class, high quality environment, designed for lifelong learning.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation & Guidance

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](#). 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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan *(This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010)*

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Monitoring
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Use of resources appropriate to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the SEND Code of Practice (2015).</p>	<p>All new staff are trained in responsibilities under the SEN Code of Practice (2015). Training delivered or organised by SENCO in liaison with SLT. Refresher training for all staff should take place every two years led by the SENCO</p>	<p>SENCO</p>	<p>2018-19</p>	<p>SLT Self-evaluation cycle Feedback from students</p>
		<p>Continue to develop confidence and knowledge of staff in delivering the curriculum to students with SEND</p>	<p>Develop training to enable curriculum access for students with disabilities, Training to be delivered by the most appropriate means and when most appropriate during the academic year 2018/19</p>	<p>SENCO</p>	<p>2019-20</p>	
		<p>Enhance access to, and participation in, the curriculum and wider curriculum for</p>				

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		students with a disability and those with Special Educational Needs through effective provision management.	Ensure teachers are using the subject specific information to improve student learning and access to the curriculum.		2018-2020	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled toilets and changing facilities 	To reduce physical barriers to inclusion by adapting physical accessibility in response to changing student needs. E.g. if hearing impaired student is admitted and needs an induction loop, we would install as required.	<p>Audit of short-term steps to improve accessibility e.g. carpeting to ease movement of wheelchairs, colour contrasting signage. Establish a list of improved accessibility</p> <p>Ensure accessibility is considered in all future purchase decisions of relevant equipment</p> <p>A continual review of the availability of physical aids to access the curriculum e.g. laptops, tablets, dyslexic electronic dictionaries.</p>	<p>Facilities Manager</p> <p>Business Liaison Manager</p> <p>SENCO</p> <p>Principal</p> <p>ICT Technician</p>	<p>2018-19</p> <p>2018 onwards</p> <p>2018 onwards</p>	<p>SLT</p> <p>Self-evaluation cycle</p> <p>Feedback from students</p>
Improve delivery of information to pupils with a disability	We use a range of communication methods to ensure information is accessible. This includes:	Develop more accessible teaching resources for students with SEND, including	Heads of faculty to ensure a strong focus on accessibility when developing teaching	<p>Heads of faculty</p> <p>SENCO</p> <p>SLT</p>	2018-2020	<p>SLT</p> <p>Self-evaluation cycle</p> <p>Feedback from students</p>

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	<ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>more laptops, etc.</p> <p>Increase the availability of written information in other formats</p> <p>Work with external agencies CLASS, EP, Link Academies to identify and implement best practice on delivery of information to students with a disability</p>	<p>materials and purchasing textbooks</p> <p>All new purchases should meet accessibility criteria wherever possible.</p> <p>Increase use of videos on the academy website to share key information with students and parents, thus ensuring equality of access</p>			
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4. Monitoring arrangements

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

It will be approved by the principal and local governing board.

5. Links with other policies

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) Policy