

Liverpool Life Sciences UTC ACCESSIBILITY POLICY
SEPT 2018 – July 2019

1.0 Introduction

The Life Sciences UTC is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1.1 Legislation

This plan is drawn up in accordance with the Equality Act 2010, Schedule 10, paragraph 3. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

1.2 Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities."

1.3 Key Objective of this Accessibility Plan

The policy objective aims to reduce and eliminate barriers to access to the curriculum and to full participation in the UTC community for students, prospective students and our adult users with a disability.

1.4 Principles behind this Accessibility Plan

Compliance with the Equality Act 2010 is consistent with the UTC's, vision, mission and values, equal opportunities policy and the operation of the school's SEND policy;

The UTC recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The UTC recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The UTC provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

2.0 Life Sciences UTC Vision, Mission & Values

2.1 Vision

This vision is supported by;

Life Sciences UTC students are aspirational. They leave us knowing who they are, their place in the world and how to lead a professional, happy and successful life. They understand that every day is an interview, challenge themselves and are not hindered by circumstances because they have the skills to shape their own future, plan their careers and the self-awareness to make the most of it. They aim high, achieve at all levels and are able to respond effectively to a changing world, including through new technologies. They are supported by adults who share and are able to model this philosophy of learning and aspiration and who are highly skilled in engaging students in the learning experiences they need to transform their life chances.

This learning vision is supported by:

A curriculum that scaffolds the students' learning journey by offering enjoyment, achievement, real world experiences and rigour that widen future choices. It is culturally and academically rich, exposing them to new people, ideas and situations that challenge them to experience the unfamiliar and draw connections between themselves and their world. It is personalised, enabling students to build on new and emerging strengths, talents and aptitudes, as well as personal aspirations and future plans. It guides them on the journey from dependent to independent learners.

A personal development programme that helps them to connect with themselves and each other and develop confidence that extends to unfamiliar situations. Through the UTC Culture Programme, Project Based Learning and Enrichment they experience new things that enable them to challenge and refine their sense of who they are and expand their horizon of opportunity. Through the Every Day is an Interview ethos, students learn self-awareness, how to relate to others and how to study and behave in order to achieve, engage and respond critically and creatively with the world around them. Through graduation, students identify their own learning journey and value the application of effort and determination to realise goals.

Leadership that infuses the UTC ethos and vision to enable each of us: students, teachers and support staff to make the most of what we have and bring out the best in others every day. We are determined to improve the life chances and opportunities for our community. We are restless in our shared drive to improve social mobility and make every day better than the last.

2.2 Mission

Our aim is for all our students to become independent and resourceful. They leave us to move on to their guaranteed choice of a job, apprenticeship or university place.

2.3 Values

We value:

- providing the highest standards of teaching and learning
- combining learning with real life industry experience
- opening doors for our students
- being professional, being creative, taking responsibility
- seeking solutions that change the world

We encourage learners to:

- Be passionate
- Be aspirational
- Be proactive and professional

3.0 Plan Formulation; Student Data & UTC Audit

3.1 Consultation

As part of an analysis of student data and a UTC audit; the following were consulted in the formulation of this Accessibility Plan:

- Governors
- Staff (e.g. Principal, SEND staff, Exams Officer, H&S Officer, etc.)
- SMT of co-located Studio School
- Community groups
- Students (e.g. Junior Leadership Team)
- Physical Audit of the built estate

3.2 Plan Approval

This plan is approved every three years.

3.3 Linked Documents

This Plan will contribute to the review and revision of related UTC policies and documents as shown below. Equally, developments and changes in these linked policies and documents will inform the content and review process of this Accessibility Plan:

Life Sciences UTC Mission Statement
Life Sciences UTC Prospectus
Staff Handbook
Admissions Policy
Assessment Policy
Equal Opportunities/Inclusion Policies
SEN Policy
Behaviour Policy

3.4 Information from Student Data & UTC Audit – General

The UTC is situated in an urban area with high levels of deprivation. 34.5% of our students receive free school meals compared with a national average of 13.2% (Jan 16).

Of the 486 students on roll at the UTC; 35 (7%) are on the SEN List.

We recognise that there are some students who have a disability as well as special educational needs and a small proportion that have a disability but not a special educational need (e.g. learning difficulty).

One of our strengths is in our early identification of children who may have a disability and our well established systems for ensuring that children are given the help and support that they need.

All of our students, regardless of disability, have equal access to all aspects of the curriculum including off site activities, sports and other events.

Before school trips take place, a member of staff will generally make a pre-visit to the site to ensure that all children can access the site and the learning. Any trips are always subjected to a full risk assessment.

We aim to ensure that all children, including those with a disability, fulfil the five outcomes of the ECM agenda.

3.5 Information from Student Data & UTC Audit - Curriculum Access

Consideration is given to all students in the long, medium and short term planning for all teachers. The deployment of Learning Support Assistants (LSAs) is based on objective assessment outcomes and student need.

Assessments are in place for students with learning difficulties & disabilities.

Individual student profiling is in place for all students supported at EHC plan level.

Access to computer technology is available to students at all times.

Students are supported as needed by extra time, reader support and/or help to allow access to tests and assessments.

UTC clubs, sporting, cultural activities and UTC visits are accessible to all students including students with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources.

The UTC makes full use of a range of LA support services, social services, health professionals and the wider community.

The UTC SENDCO attends LA & UTC SENDCO Networks and Family SENDCO meetings to keep abreast of new ideas/sharing of good practice.

All students take part in enrichment activities.

Lessons involve work to be done by individuals, pairs, groups & whole classes.

We ensure teachers & teaching assistants have the opportunity to have necessary training to support disabled students.

The Academy makes use of visual prompts in a variety of ways including visual timetables and curriculum resourcing.

3.6 Information from Student Data & UTC Audit - Access to the Physical Environment

- All areas are ramped and accessible by wheelchairs, pushchair, walking frame users.
- All teaching areas are accessible by wheelchairs/pushchairs/walking frames.
- Lifts are available as an alternative to steps, inside the building.
- Academy alarms have both auditory and visual components.
- Systems are in place for identified students to leave classrooms five minutes early to use stairs/corridors safely and to aid independent mobility around school.
- Systems are in place to plan for the maximum access on educational visits.
- The UTC has a medical room & adapted toilets available.
- The UTC already supports students with significant barriers to learning and participation with difficulties in the areas of; moderate, specific and severe learning, communication and interaction and social, emotional and behavioural difficulties.
- Were the UTC to admit a student using a wheelchair; wheelchair access would be available to all areas/floors and facilities. There is no element of curriculum provision or support services that are not easily accessible. Disabled WC facilities within the buildings meet current standards.
- Emergency procedures include the provision of disabled refuges and the practical means that will allow people with disabilities to be evacuated from upper floor areas.

3.7 Information from Student Data & UTC Audit – Access to Information

- Visual aids are used to support learning.
- Homework is set for all students in the most appropriate format and style.
- The UTC has access to a range of interpreters and bilingual LSAs as required.
- Braille tutors are available, if needed, from the Local Authority.
- The UTC has some staff and many students who are British Sign Language trained.
- Extra time, use of keyboard, reader support and writer support are made available as required in all tests and assessments.
- The UTC has access to Signs and Symbols training from the Inclusive Education Service.
- Visual timetables are provided for individual students in their classroom.
- Teachers follow the dyslexia-friendly principles when presenting text to students.

4.0 Action Areas

As a result of the student data and UTC Improvement plan this Accessibility Plan focuses on 3 Action Areas for development and improvement:-

- Improving access to the Curriculum
- Improving access to the physical environment
- Improving access to information

4.1 Improving Access to the Curriculum

Commitments and/ or Actions	Timescale	Implemented by	Resources
Benchmarking data for all new students	Each year	EG/ DM	CAT, NGRT
Staff receive training in making the curriculum accessible to all	Ongoing	RS	CPD
Differentiation	Ongoing	RS	CPD

Targets	Strategies	Outcome/ Time Frame	Goals Achieved
Accessible transition information to new students	Further develop new and late starter processes	Year 10 taster days	Increase in access to curriculum
Classrooms are optimally organised to promote the participation and independence of all pupils and develop an inclusive approach to work	Review and implement preferred layout of furniture and equipment to support learning		
Develop an inclusive approach to marking	Ongoing investment in whole school assessment and marking processes so students have high quality feedback	Book scrutinies, learning walks and student and staff feedback is clear and accessible	Increase in access to curriculum and progress
Additional school activities are planned to ensure participation for full range of students	Review of all activities to ensure compliance with legislation	Ongoing	Increase in access to activities

The UTC will continue to seek and follow the advice of the LEA services, such as specialist teacher advisers and SEND inspectors/advisors, and of appropriate health professionals from local NHS Trusts.

Commitments and/ or Actions	Timescale	Implemented by	Support
Equalities Act to be considered in all projects	Future	M Mann	IP

Fire evacuation procedures	Ongoing	M Mann	IP
4.3 Improving Access to Information for Disabled Students			
Commitments and/ or Actions	Timescale	Lead	Support
Availability of written materials in alternative formats	Ongoing	RS	IP
Review documentation with a view of ensuring accessibility for pupils	Ongoing	RS	IP
Raise the awareness of adults working at and for the UTC on good communication systems	Ongoing	RS	IP
Equalities Policy and Objectives	Sep 2018	LM	IP