



London Design & Engineering UTC

Accessibility Policy

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Acknowledgements	Leadership Team
Date Last Approved	10 December 2020
Policy Approved by	Board of Directors
Version	2.0
Next Policy Review Date	December 2022

Version Control Table

Version	Date	Amended by	Rationale
1.0	01/07/2016		Version approved by Directors
1.1	01/12/2020	Gloria Gold	Policy completely re-written following review
2.0	10/12/2020		Version approved by Board of Directors

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

ACCESSIBILITY POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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1. Policy Aims

Schools 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

The London Design & Engineering (LDE) UTC aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

The college is committed to creating technology and employer led education that provides learners with the ability to exceed their potential, celebrate their diversity and embrace the opportunities of the fourth 'industrial revolution'

At the LDE UTC, we aim to prepare all our learners to have the skills and knowledge to fully embrace the vast range of pathways available to them post 16 and post 18 by providing opportunities, information and guidance to increase confidence and raise aspirations. This means preparing our learners so that they are resilient, confident, motivated and are equipped with the skillset at both personal and professional level so that they thrive in the fourth industrial revolution, regardless of their choices.

We commit ourselves wholeheartedly to preparing our learners to be the very best they can be and we recognise that together we can make a positive contribution in filling the skills gap in industry. We are determined that, with our support, our learners will take responsibility for their achievements in their journey as they make their way from LDE UTC into the wider world of work or higher education.

We take pride in the destinations our learners go on to and remain excited for the future of our young people.

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

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

The college supports any available partnerships to develop and implement the plan and works closely with Newham Local Authority.

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

We have included a range of stakeholders in the development of this accessibility plan, including Directors of the College, learners, parents, staff and the Chaplaincy.

2. Legislation and 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 and colleges are required to make 'reasonable adjustments' for learners 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.

This policy complies with the LDE UTC's Funding Agreement and Articles of Association.

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	Success criteria
<p>Increase access to the curriculum for learners with a disability</p>	<p><i>Our college offers a differentiated curriculum for all learners. A variety of learning pathways is offered and lessons within those pathways are differentiated accordingly.</i></p> <p><i>We use resources tailored to the needs of learners who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all learners, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for learners with additional needs.</i></p> <p><i>The curriculum is reviewed regularly to ensure it meets the needs of all learners</i></p>	<p>Ensure all teaching spaces have technology to support learners for home learning in light of current pandemic</p> <p>Ensure learners in need have the relevant resources to be able to work from home</p> <p>Use evidence from teachers to track progress of those with disabilities</p> <p>Ensure curriculum is reviewed regularly</p>	<p>Cameras / speakers / microphones to be installed in all teaching spaces</p> <p>Teaching resources effectively differentiated</p> <p>Curriculum Plans updated on regular basis</p>	<p>AGT</p> <p>Teachers / TAs – HOYS to identify learners who need devices to be able to work from home</p> <p>SENCO</p> <p>Heads of Faculty alongside Vice Principal</p>	<p>September 2020</p> <p>Ongoing</p> <p>Termly progress tracked</p> <p>September 2020</p>	<p>Teachers are able to use technology to broadcast live lessons</p> <p>Attendance to online lessons</p>

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	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of learners as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Lift for access to higher floors</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Lift now in place for new building</p> <p>Disabled parking bays available in new building</p> <p>Disabled toilets on each floor</p>	<p>Ensure lift is in working order at all times</p>	<p>Estates</p>	<p>Ongoing</p>	<p>Learners and staff unable to access stairs are able to use the lift</p>
<p>Improve the delivery of information to learners with a disability</p>	<p><i>Our college uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops (where required)</i> • <i>Pictorial or symbolic representations</i> 	<p>To ensure that learners that are hard of hearing have recommended hearing devices in classroom</p> <p>Signage to be put up in light of COVID-19 guidelines</p>	<p>Installation of recommended technology</p> <p>Estates Team</p>	<p>Estates</p>	<p>Summer 2021</p> <p>Oct 2020</p>	<p>Signage in different languages in place</p>

4. Monitoring Arrangements

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

It will be approved by the Full Board of Directors.

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) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

The table below contains some examples of features you might assess as part of an audit of the college's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				