

UNIVERSITY ACADEMY OF ENGINEERING SOUTH BANK

Disability Access Statement with Accessibility Plan

Introduction

The University Academy of Engineering South Bank is committed to a fair and equal treatment of all individuals regardless of impairment. The Academy will welcome applications from people with disabilities to join the Academy community as students and employees.

Aim

The aims of this statement are to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications
- disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- the views of individual students or employees are taken into account at all times when their requirements are being assessed
- all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- employees working with disabled people, either as colleagues or as students, have appropriate information, support and training
- the Academy takes steps to enable employees and students who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is practicable
- disabled members of the public can fully participate in public events held within the Academy
- so far as is reasonably practicable, the Academy premises are accessible and safe for disabled people; and
- no disabled student or employee is treated less favourably as a result of their disability.

Operation

The Special Educational Needs and Disability Coordinator (SENCO) will be responsible for ensuring that employees and parents and carers are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term "parents and carers" means all those having parental responsibility for a child.)

The Principal and the CEO of the Trust will have overall responsibility for ensuring that this policy statement is implemented.

Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent her/him from being offered a place and integrated into the Academy unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the Academy would be unable to provide suitably trained employees or facilities to allow the requirements of the National Curriculum to be met.

The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from employees to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENDCO and a Personal Learning Plan drawn up on an annual basis.

The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The Academy will liaise with the relevant Examination Boards in such instances. Students and parents and carers will be made fully aware of the process for making special arrangements for assessment and examinations by the SENDCO.

Employees

Wherever practicable, the Academy will:

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by the Academy, so far as is practicable, will continue to remain employed by the Academy subject to review by the Principal and the CEO of the Trust. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The Academy will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those employees who become disabled whilst employed.

The Academy will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Learning assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Monitoring and Evaluation

The CEO of the Trust and Principal will monitor the operation and effectiveness of the Disability Access Statement at specified intervals.

Appendix 1

3 Year Accessibility Plan

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the Curriculum. Needs of all students are met
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Needs of all students are met. Good progress made by all learners
All out-of-Academy activities are planned to ensure the participation of the whole range of students	Review all out-of-Academy provision to ensure compliance with legislation	All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all Academy activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process.	Lessons start on time without the need to make adjustments to accommodate the needs of individual students. All students are included in the learning	Ongoing	Increase in access to the Curriculum Needs of all students are met

Prepared date: May 2014

Review date: May 2017

Ratified date: TBC

Next review: September 2017



Create your future

Draft

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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The Academy will make itself aware of the services available for converting written information into alternative formats as required	The Academy will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to students improved
Make available the Academy prospectus and other information for parents and carers on website and in paper format (e.g., the school development plan and the QA cycle)	Review all Academy publications and promote the availability in different formats	All Academy information available for all	Ongoing	Delivery of Academy information to parents and the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All Academy information available for all as required	Ongoing	Delivery of Academy information to students & parents with visual difficulties improved.
Ensure that parents and carers receive information from the Academy in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	Academy is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers

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Ensure that all Academy communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications
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