



UTC Heathrow Aviation Engineering UTC

Accessibility Plan. 2016-19

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability; to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
2. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of Heathrow Aviation Engineering UTC to meet these responsibilities and to comply with our duties as set out in the Equality Act 2010 and listed below:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and benefits or services provided or offered by the school and
- c) Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Key contacts

Link governor	Alison Martin
School lead	Barry Hersom, Principal

The School's Context

Heathrow Aviation Engineering UTC is a small specialist provision for students interested in aviation, engineering, science and mathematics. We cater for girls and boys from 14 to 19.



Review and action plan

This is dealt with under the headings of participation, the environment and Information.

Participation

Disabled students currently attending the school tend to have learning difficulties and in some cases their fine motor skills are not fully developed. They are supported by our SEND team and participate fully in our curriculum. As new students join us and the needs of current students change they are assessed. In some cases a one-off adjustment is sufficient, however, in most cases a Personal Education Plan is produced and the student receives on-going support.

There is an achievement gap between SEND students and the general population. It is one of our main targets to ensure all students achieve and to narrow and eliminate gaps in the attainment of students with different characteristics.

The means by which we aim to achieve our targets are set out in our DfE Action Plan / School Development Plan.

The environment

We are fortunate to have a modern learning environment which is designed to be accessible to individuals with mobility limitations.

Approaches to the building are low gradients, we have one general lift and one service lift which can take passengers. All areas of the building are accessible.

Visual impairment does not seem to have been taken in to account in the design of the building. The building is uniformly grey and gives few clues to the visually impaired.

The evacuation of disabled persons from the building has been considered, but the fire alarm system only gives an audible alert.

The engineering floor is potentially a dangerous place with many major items of equipment and numerous hand tools. Students may not enter the engineering bays without appropriate personal protective equipment and safety is the first item on our curriculum.

Current resources allow students with a range of disabilities to access the curriculum with reasonable adjustments. Other young people have disabilities that make it very difficult for them to access the full engineering curriculum and it would be necessary for the school to take specialist advice if students with more complex needs join us.

Information

We currently communicate with students and their families through a range of channels including meetings, letter, emails and texts. We have found this has met the needs of our community, but we have to be alert to changing needs and adapt as required.



Action

Review the accessibility plan each year and report to governors and families.

Adapt the plan mid-year if it fails to meet changing needs.

As the building is redecorated consider the needs of future visually impaired students. If a visually impaired student joins us assess their needs and make reasonable adjustments.

If a hearing impaired student is admitted to the school review the fire plan to ensure the safety of the student in an emergency.

The basic principles of this plan are applicable to adult members of staff and visitors.

Approved by Governors 26th September 2016

Review: Autumn 2017