

Lincoln University Technical College
A College for Science & Engineering



Equality & Diversity Statement

Equality and Diversity Statement

Lincoln UTC strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

Policy Review

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LINCOLN UTC

SINGLE EQUALITY SCHEME 2014

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LINCOLN UTC

SINGLE EQUALITY SCHEME 2014

1. Introduction

Lincoln UTC ('the UTC') is committed to promoting equality and diversity of opportunity for all its staff and students.

This Single Equality Scheme sets out how the UTC will comply with their legal obligations as well as demonstrating their commitment to ensuring equality of opportunity and inclusivity.

To this end the UTC has developed:

- An equality vision, aims and objectives;
- A robust and effective equality governance framework;
- A coherent and consistent approach to ensuring equality is fully integrated into all aspects of UTC life and activity;
- Dynamic and responsive action plans to enable the UTC to meet their legal obligations and demonstrate best practice.

2. Definitions

- a) 'Activity' means a strategy, policy, procedure, guidance, project or service whether formal or informal, proposed or existing, internal or external to the UTC;
- b) 'Action Plans' means Lincoln UTC and UTC Equality Action Plans
- c) 'Duty' means a mandatory and legal obligation to do something;
- d) 'Equality impact assessment (EIA)' means a review of the activities carried out by the UTC to ascertain how they impact on each individual or group with one or more protected characteristics. Based on the result of this review, the UTC may need to redesign the activities to meet the different needs of these individuals or groups;
- e) 'Equality and Diversity Impact Measure (EDIM)' means a measure, usually numerical, which describes the progress that has been made in a particular area of UTC or UTC activity in relation to an identified equality and diversity need;
- f) 'Protected characteristics' mean the characteristics of a person which are protected by the Equality Act 2010;
- g) 'The Act' means the Equality Act 2010;
- h) 'The Plan' means an UTC Disability Accessibility Plan
- i) 'The Scheme' means Lincoln UTC Single Equality Action Scheme;
- j) 'The Statement' means Lincoln UTC Disability Accessibility Statement.

3. Related Policies and Documents

- a) Anti-bullying policy
- b) Complaints Procedures;
- c) Data Protection Policy;
- d) All HR Policies and procedures;
- e) Child Protection and Safeguarding Policies and procedures;
- f) Managing Allegations against Members of Staff Policy;
- g) Public Interest Disclosure (Whistleblowing) Policy.

Other policies and documents may be identified from time to time as circumstances change or policies are reviewed and may be added to this list.

4. Rationale

The Act defines an UTC as a public authority and, as such, in the exercise of its functions it must have regard to the public sector equality duty.

The Act outlines certain conduct which is prohibited, namely discrimination (direct or indirect), harassment and victimisation, as well as failing to comply with the duty to make reasonable adjustments.

In applying the Act in relation to the provision of education, the UTC does not need to take into account the protected characteristics of age and marriage and civil partnership.

As an employer the UTC must take account of all protected characteristics and comply with further equality requirements. In certain specified circumstances it may also take positive action when recruiting and promoting staff.

5. The Public Sector Equality Duty - The Core Principles

The General Duty

The Act imposes a general duty on the UTC when exercising its functions to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation;
- advance equality of opportunity between those who share a relevant protected characteristic and those who don't;
- foster good relations between those who share a relevant protected characteristic and those who don't.

Having due regard to the need to advance equality of opportunity between different groups involves having due regard, in particular, to the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Having due regard to the need to foster good relations between different groups involves having due regard, in particular, to the need to:

- tackle prejudice, and
- promote understanding.

5.2 Specific Duties

The UTC is also subject to specific duties imposed by regulations which are designed to assist public bodies to meet the general duty. The specific duties relate to:

- the annual publication of information to demonstrate the extent to which the aims of the public sector equality duty have been furthered, including information on the effect of policies and practices on those who share a relevant protected characteristics;
- the development and publication of one or more equality objectives which should be achieved in order to further one or more of the aims of the public sector equality duty. This duty must be complied with at least every four years.

6. The Equality Governance Framework

6.1 General Points

Governance is a framework of responsibility, accountability and communication; by establishing an equality and diversity governance framework, the UTC is ensuring that it openly and transparently complies with its legal and regulatory responsibilities. The equality governance framework is designed to ensure that the ethos of inclusivity is embedded throughout the UTC.

6.2 Equality Vision

The UTC as a beacon of exceptional practice, positively promotes a culture of inclusivity, respect and fairness within the UTC and the wider community.

6.3 Aim

The UTC aims to embrace equality and diversity by promoting and maintaining a positive, diverse and inclusive working, learning and social environment where everyone is free from discrimination, prejudice and all forms of harassment and victimisation.

6.4 Objectives

The UTC will:

- value all employees, students and others for whom the UTC has responsibility and to treat them with respect and dignity;
- seek to challenge inequality and prejudice and will ensure its education and training promotes respect for the cultural, socio-economic and linguistic diversity in its communities;
- embrace diversity in all aspects, including socio-economic and aim to employ a workforce that reflects, at every level, the community and the students it serves;
- pro-actively uphold all aspects of equality legislation.

6.5 Application of the Scheme

This Scheme applies to the following persons:

- Directors and Governors;
- all students;
- all staff, whether full-time or part-time, in teaching, support or voluntary working roles for the UTC. (Staff on agreed leave of absence will continue to be regarded working for the UTC);
- parents and carers;
- visitors to the UTC;
- outside contractors working in the UTC;
- employers responsible for students on work-based learning placements.

6.6 Implementation of the Scheme

The UTC will ensure that:

- directors, governors, students, staff, parents and carers and stakeholders are aware of the Scheme and the action required for its implementation;
- students, staff, parents and carers and stakeholders are aware of the value placed on equality of opportunity and that action will be taken in the event of any breach under the Scheme or equality legislation;
- directors, governors and staff have access to action plans, information and progress reports to assist them to plan, implement and monitor actions to comply with the equality duty;
- publicity materials present appropriate and positive images that support these provisions;

- schemes of work, lesson content, teaching resources, assessment methods and related matters demonstrate sensitivity to issues of equality and diversity;
- care is taken to ensure that students with protected characteristics who have traditionally experienced unlawful or unfair discrimination have access to appropriate support and facilities;
- measures are introduced to facilitate understanding and conciliation between groups of different beliefs, to foster good relations between people of different faiths and beliefs;
- relevant policies and procedures are reviewed to ensure that anti-bullying objectives incorporate the need to eliminate unlawful harassment and to tackle prejudice to foster good relations;
- applications for employment are drawn from a wide pool with positive action, where appropriate, to encourage applications from under-represented groups;
- recruitment, selection and promotion procedures are designed to enable people from under-represented and disadvantaged groups to participate fully in the process;
- action is taken to ensure that individuals are treated equally and fairly and that decisions on pay, training, career management and termination of employment are based solely on objective, job related criteria;
- staff development schemes are designed to raise awareness and effectively meet the learning needs of all staff including disadvantaged and under-represented groups to advance equality of opportunity for all;
- the UTC works in partnership with a broad range of organisations to provide services and support others in achieving community cohesion. The UTC will ensure that those partners adopt the same commitment to equality to ensure that students across all delivery areas enjoy the same positive experience wherever their place of study. To this end partners will be worked with closely to share best practice.

6.7 Structure

- Governing Body - receives relevant equality and diversity information to review, scrutinise, monitor, challenge and approve.
- Equality and Diversity Link Governor - oversight of the Single Equality Action Plan and liaison with the Equality Champion with whom they are linked;
- UTC Principal - operational oversight of the Scheme and Action Plan, ensuring accountability and responsibility and receives strategic feedback from the Governing Body;
- Senior Leadership Team - shares information, discusses and resolves cross-UTC equality and diversity issues and works to embed excellent equality and diversity practice throughout the UTC;

- Equality Champion - champions and is committed to progressing equality and diversity throughout the UTC. Has day-to-day responsibility for the operation of this Scheme and associated policies which shall be reviewed regularly, particularly when there are any future changes in legislation.

6.8 Management

This Scheme will be managed by the Principal through the Equality Champion. The Equality Champion will report each term on the progress of the Single Equality Action Plan to the Principal and Senior Leadership Team. The Principal will then report to the Governing Body each term.

6.9 Training

The UTC is committed to delivering diversity awareness training to all staff members with the aim of developing a culture which supports the principles of the Scheme and its public sector equality duties.

The UTC will also ensure that all current and new employees are informed of its commitment to deliver services that meet the diverse needs of employees and communities and to aim to respect and value differences.

6.10 Integrating Equality and Diversity

By involving staff, students, parents and carers, partners and the community, equality and diversity will be integrated into every aspect of the UTC life. Staff, students, partners and the community will be involved in the implementation and review of the Action Plan.

7. Disability Accessibility Statements and Plans

The Act requires that the UTC must ensure it prepares accessibility plans which over a prescribed period plan for:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of UTC buildings to increase the extent to which disabled students are able to take advantage of education benefits, facilities or services provided or offered by the UTC; and
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

Disability accessibility plans will form part of each UTC's Single Equality Scheme Action Plan and will be kept under review and revised annually. They will also be published on each UTC's website and updated termly.

The UTC will be responsible, through each UTC Principal for ensuring the preparation, implementation, publication, review, evaluation and revision of each UTC's accessibility plan.

The Act also imposes a duty on the UTC to make reasonable adjustments for disabled persons. Three requirements are set out in the Act, although the UTC must only comply with the first and third requirements, namely:

- where a UTC provision, criterion or practice puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, the UTC is required to take such steps as is reasonable for a UTC to have to take to avoid the disadvantage;
- where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled to take such steps as is reasonable to have to take to provide the auxiliary aid.

Where the above requirements relate to the provision of information, the steps which it is reasonable for the UTC to have to take include steps for ensuring that in the circumstances concerned the information is provided in an accessible format.

The relevant matters in relation to each requirement are:

- deciding who is offered admission as a students;
- the provision of education or access to a benefit, facility or service.

The UTC will develop, implement and publish a reasonable adjustment log and report to the Governing Body of its compliance with this duty.

8. Involvement of and Consultation with Interested Communities

The UTC will consult with the following internal and external bodies on a regular basis as provided in the Action Plan.

Communities Internal to the UTC:

- i. Student Voice;
- ii. Parent Voice;
- iii. Student Council;
- iv. Student groups with protected characteristics;
- v. Staff groups with protected characteristics;
- vi. Trade Union bodies;
- vii. North Warwickshire & Hinckley College;

9. Data Collection and Analysis

Information Gathering

Gathering information related to equality and diversity is an essential element of effectively implementing this Scheme. The UTC will implement a consistent approach to information gathering which will help it to measure performance over time and to take appropriate action. The information gathered will be sufficient, adequate and appropriate to form the basis for action planning to address any issues arising. Analysis of the data gathered will be reported to the Governing Body.

9.2 Disclosure of Equality Data

Disclosure data will be collected on the basis of self-declaration and whilst the UTC will make every appropriate effort to encourage such disclosure it may not result in an accurate disability profile.

The UTC acknowledges that it is the individual's own perception of either being disabled or not that is important. Students and staff are given opportunities and are supported to disclose any disability or change of circumstance they may have throughout their time at the UTC.

By a process of highlighting the positive outcomes of disclosure the UTC aims to increase the reliability of its profiling and thereby its ability to be able to support achievement and progression.

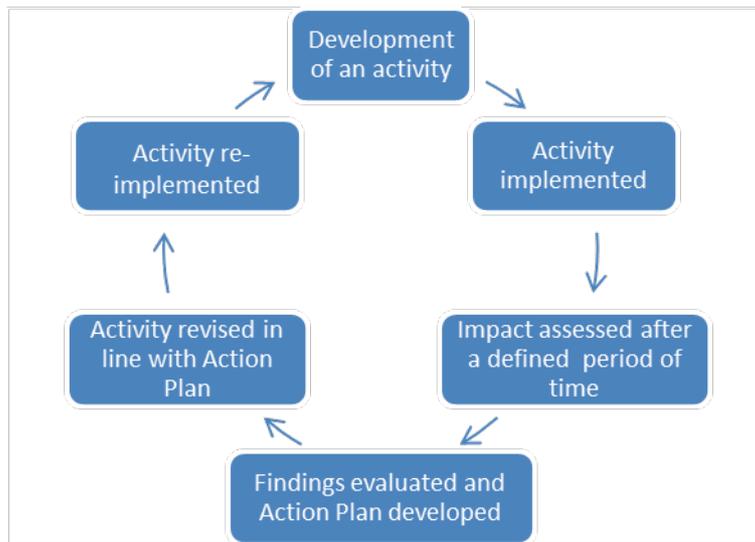
10. Equality Impact Assessment (EIA)

An EIA is the review by the UTC of their activities to prevent unlawful discrimination and ensure that a positive contribution to equality is being made.

EIA is an outcome, not a process driven tool; having a robust process to achieve the best outcomes is necessary and therefore the UTC has developed and implemented a consistent approach to EIA. This will be achieved through a process made up of the following steps:

- i. development of an activity, including an initial consideration of the potential impact of that activity on groups with protected characteristics;
- ii. the implementation of the activity;
- iii. the assessment of the impact of the activity after a defined period using an equality impact assessment tool (EIAT);
- iv. the evaluation of findings from the assessment and where necessary the development of an Action Plan;
- v. the revision of the activity in line with the Action Plan;
- vi. the re-implementation of the activity following revision.

The life cycle of the EIA process is outlined below:



EIAs will be undertaken on all activities whether formal or informal, internal or external using the guidance and pro-forma's which have developed in Appendix 4.

11. Action Planning

The Action Plans are a fundamental part of the Scheme, detailing how the UTC will deliver on their equality duties; Disability Accessibility Plans will form part of the Action Plans.

Although an integral part of the Scheme, the Action Plans are standalone documents and will change regularly as progress is made on the identified actions and new actions are identified. Action Plans will link with curriculum reviews and annual self assessment.

The Action Plans explain how the vision described in the Scheme will be implemented and are essential to achieving equality for all and for complying with the equality legislation. Whilst the Scheme sets out the vision, the Action Plans translate that vision into actions targeted to achieve equality outcomes. The Action Plans detail the actions which will be taken to make the commitments in the Scheme a reality.

The Action Plans are also the means by which students can be encouraged to participate and by which students, staff, Governors and Directors can be empowered to address equality issues.

The Action Plans are:

- i. based on objective evidence;
- ii. focused on the desired outcomes;
- iii. specifically related to the Scheme and compliance with the legal requirement for Disability Accessibility Plans.

The information collated during consultation and engagement work and through equality impact assessments will provide a strong evidence base from which to develop the desired outcomes and the actions necessary to achieve them.

The Action Plans act as tools for reviewing and monitoring the progress made by the UTC towards achieving the vision set out in the Scheme. The Action Plans are dynamic, electronic documents, constantly evolving as outcomes are met and new actions identified.

Principles of Action Planning:

- i. Outcome focused - the Scheme is written to achieve the public sector equality duty and comply with disability requirements. Each of the actions within the Action Plans will be designed to deliver identified equality objectives.
- ii. SMART - each action within the Action Plan will be specific, measurable, achievable, realistic and time limited.
- iii. Measurement of progress towards desired outcomes is essential. Having clear baseline evidence in the Action Plan makes the measurement of progress under the Action Plan more straightforward. Any lack of baseline evidence will be addressed as a key issue within the action plan.
- iv. Prioritisation - an explanation (linked to supporting evidence) will be given of why particular outcomes are intended to be addressed in the short, medium and longer term, and in which sequence or priority.

12. Monitoring, Reviewing and Reporting

The UTC will monitor the make-up of its workforce in terms of protected characteristics. In particular, it will analyse the overall make up of the identified workforce in relation to recruitment, promotions, training and development, disciplinary, grievance processes, and turnover. The profile of existing staff will be checked each year to aid statistical analysis and to identify any areas of under-representation.

The UTC will continue to monitor student admissions and progress by relevant protected characteristics. All data will be reported through the Principal to the Governing Body.

The UTC will embed the analysis of its organisational data in relation to equality and diversity within the self-assessment and quality improvement processes. This will identify equality gaps and permit the setting of and Diversity Impact Measures (EDIMs) and provide a focus around which actions can be identified and implemented.

13. Publication and Communication

The UTC will make information about this Scheme available through a variety of approaches and media outlined below and progress will be continually monitored through the Action Plans:

- i. departments and staff disseminate information and maintain equality and diversity;
- ii. staff and parent newsletters;
- iii. a range of publications for internal and external stakeholders co-ordinated by the Equality Champion;

- iv. hosted events throughout the year for staff and students through which key messages and achievements are disseminated;
- v. close liaison with a range of organisations to develop and disseminate our equality and diversity activities and work in partnership whenever possible;
- vi. relevant communications to inform staff directly of equality and diversity issues;
- vii. a range of approaches to disseminate information about this Scheme appropriate to the current context and climate.

14. Single Equality Scheme Review

This Scheme and the Disability Accessibility Statement will be reviewed annually, or as otherwise directed by the Board of Directors, UTC Principal, UTC policy or legislative changes.

Appendix 1

The Equality Act 2010 - Core Principles

1. Protected Characteristics

The Equality Act 2010 introduces the concept of 'protected characteristics' which are outlined at section 2.5 of this Scheme. An explanation as to those included in each characteristic follows:

1.1 Age

- i. A reference to a person of a particular age group
- ii. A reference to persons who share a protected characteristic is a reference to persons of the same age group.
- iii. A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.

1.2 Disability

- i. A person has a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.
- ii. A reference to a disabled person is a reference to a person who has a disability.
- iii. A reference to persons who share a protected characteristic is a reference to persons who share the same disability

1.3 Gender Reassignment

- i. A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
- ii. A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

1.4 Marriage and civil partnership

- i. A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

1.5 Pregnancy and maternity

- i. Unfavourable treatment and victimisation of a pregnant woman
- ii. Unfavourable treatment and victimisation during maternity

1.6 Race

- i. Colour;
- ii. Nationality;
- iii. Ethnic or national origins.

- iv. A reference to persons who share a protected characteristic is a reference to persons of the same racial group.
- v. A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.
- vi. The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

1.7 Religion or Belief

- i. Religion means any religion and a reference to religion includes a reference to a lack of religion.
- ii. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

1.8 Sex

- i. Refers to a man or to a woman
- ii. A reference to persons who share a protected characteristic is a reference to persons of the same sex.

1.9 Sexual Orientation

- i. Sexual orientation means a person's sexual orientation towards:
 - persons of the same sex,
 - persons of the opposite sex, or
 - persons of either sex.
- ii. In relation to the protected characteristic of sexual orientation:
 - A reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation

2. Direct Discrimination

- 2.1 The definition of direct discrimination will apply where someone is treated less favourably "because of a protected characteristic". Quite deliberately, the definition does not imply that the victim of the discrimination has to have the protected characteristic, so it is wide enough to extend to "associative" and "perceptive" cases. In other words people will also be covered by the law if they are discriminated against because of their association with a member of a protected group, or because they are perceived (wrongly) to have a protected characteristic.
- 2.2 In recent years this distinction has been most relevant in cases involving disability discrimination, where it has been argued that the Disability Discrimination Act did not protect parents who had been directly discriminated against because they looked after a disabled child. This distinction does not apply in some other strands, for example race, because the wording of the relevant definition is slightly different.

3. Indirect Discrimination

- 3.1 There is one definition that applies to all the strands. In existing legislation there are slight differences in some of the definitions, and the concept of indirect discrimination is not applied at all in disability cases. The new definition is not materially different from the definition used in the more recent discrimination legislation.

4. Harassment

- 4.1 The new definition of harassment makes it clear that it extends to harassment based on association or perception. This is consistent with the new, wider, definition of direct discrimination.
- 4.2 Protection from harassment has not been fully standardised outside the employment field. So, for example, there will be no measures preventing harassment on the grounds of religion or sexual orientation in the performance of public functions.

5. Victimisation

- 5.1 A person victimises another person if they subject them to a detriment because they carry out a protected act or it is believed that they have or may carry out a protected act.
- 5.2 A protected act under the Equality Act 2010 is:
- i. bringing proceedings under the Equality Act 2010;
 - ii. giving evidence of information in connection with proceedings under the Equality Act 2010;
 - iii. doing any other thing for the purposes of or in connection with the Equality Act 2010;
 - iv. making an allegation (whether or not express) that a person has contravened the Equality Act 2010.

6. Positive Action

- 6.1 A new measure which allows positive action across all strands in all sectors will replace the more limited existing provisions. Positive action will be allowed if it is a proportionate means of addressing needs or disadvantages shared by members of a protected group. It will also be allowed to encourage wider take-up in activities where the participation of members of a protected group is disproportionately low.

Appendix 2

Disability Accessibility Statement

1. Introduction

- 1.1 The UTC is committed to fair and equal treatment of all individuals regardless of disablement. The UTC will ensure that applications from people with disabilities to join its UTC community, as students and staff will be welcomed.
- 1.2 This statement promotes the UTC's commitment to model inclusion and compassion throughout all aspects of the life and culture of the UTC.

2. Statement Aims

2.1 Premises – the UTC:

- i. recognises its duty to make reasonable adjustments in compliance with the Act;
- ii. will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the UTC;
- iii. will bear in mind health and safety requirements and the interests of other students in all the above considerations;
- iv. will ensure that evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

2.2 Admissions - the UTC:

- i. will ensure that disabled students are not discriminated against by considering those applications in line with published admission arrangements, either:
 - through the criteria determined for admission, including criteria used where the UTC is oversubscribed; and
 - by refusing or deliberately not accepting an application from a disabled person for admission to the UTC;
- ii. Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the UTC 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 UTC would be unable to provide suitable trained staff or facilities to allow the requirements of the curriculum to be met.

2.3 Action on Transfer into an UTC:

- i. On transfer to an UTC, additional liaison time will be allocated to disabled students and their families to ensure that the student's educational needs and the UTC's requirements are fully understood by staff at the feeder school, parents and students, to ensure that the transfer process is effective.

2.4 Teaching and Learning

i. Staff:

- the development needs of disabled staff will be discussed with the member of staff on a regular basis;
- where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs;
- wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff;
- within the constraints of its financial resources each UTC will aim to make adjustments to the premises to enable the member of staff to teach effectively.

ii. Students - the UTC:

- will ensure that in all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning;
- will ensure that teaching staff will be given advice from appropriate external agencies regarding the learning needs of disabled students;
- will aim to provide disabled students with the appropriate support to enable them to be fully integrated. No UTC will 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;
- will ensure 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;
- will provide every student with a disability or who become disabled whilst studying at the UTC with appropriate support from staff 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 SENCo and an IEP drawn up on an annual basis if a statement is not already in place;
- 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 UTC will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by relevant staff.

2.5 Off-site Activities - the UTC:

- i. will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by that UTC.

2.6 Visitors to an UTC – the UTC:

- i. will ensure that disabled visitors to that UTC can participate in events held within the UTC.

3. Core Principals of the Statement

3.1 The UTC will work towards:

- i. eliminating discrimination by:
 - awareness raising, staff and student training;
 - keeping a watchful eye and noting the impact of policies;
 - reviewing and adjusting policies;
 - raising and delivering to expectations;
 - improving communication;
- ii. eliminating harassment and victimisation by:
 - raising awareness amongst staff and students of disability-related harassment;
 - understanding the nature and prevalence of bullying and harassment;
 - recognising and addressing bullying and harassment;
 - involving students themselves in combating bullying;
 - ensuring that disability-related harassment of disabled staff, parents, carers and other users of the UTC is identified and addressed promptly.
- iii. promoting equality of opportunity in the following ways.
 - Each UTC will proactively make reasonable adjustments for disabled students, staff and visitors (parent and non-parent) at policy and whole UTC level, as well as for individual students, the UTC will promote equality of opportunity for disabled students and endeavour to secure their participation in every aspect of UTC life.
 - Disabled students, staff and parents will be encouraged to participate in public life where;
 - they see their disabled peers included and succeeding in the life of the UTC and the local community;
 - disabled students, staff and parents are represented in senior, responsible and representative roles;
 - there are positive images of disabled people participating.
 - Taking steps to meet disabled people's needs, even if this requires more favourable treatment. The UTC will look for:
 - additional coaching or training and role models for disabled students, staff or parents;
 - special facilities for disabled students at breaks and lunchtimes;
 - a policy of interviewing all disabled applicants who meet the minimum requirements for a job.
- iv. fostering good relations by:
 - encouraging positive attitudes to disability through:

- staff modelling respectful attitudes to disabled students (lesson observations, assemblies), Staff (INSET and meetings) and parents (meetings, review days);
- ensuring representation of disabled people in senior positions in the UTC;
- through positive images in UTC books and other materials

4. Implementation

- 4.1 The UTC's Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff, students, parents and carers are made aware of this Statement and the UTC Disability Accessibility Plan.
- 4.2 The Principal of the UTC will have responsibility for ensuring that this policy statement is implemented.
- 4.3 Each UTC will make available to parents on request:
- i. the Scheme containing the UTC Disability Access Statement;
 - i. the UTC Disability Accessibility Plan.
- 4.4 The UTC will ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.
- 4.5 Whenever appropriate, information to home will be provided in different formats to take account of disability.
- 4.6 The Principal will ensure that all staff are aware of the Statement and Plan and the implications for their work in the UTC. The Principal will also ensure appropriate training for staff who have relevant responsibilities towards disabled staff, students and visitors.

5. The Disability Accessibility Plan

- 5.1 The Plan aims to improve access to all aspects of education within the UTC and has three inter-linked elements:
- i. Improvements in access to the curriculum by:
 - providing for all students a curriculum which is appropriate to them.
 - ensuring that the curriculum is delivered in such a way that all students regardless of any impairment, may benefit fully from it.
 - ii. Improvements to premises and facilities by:
 - ensuring that all the UTC buildings and grounds facilities are accessible to students with mobility, sensory and other impairments;
 - physical improvements to increase access to education and associated facilities;
 - providing appropriate educational equipment and physical aids so that educational programmes in the UTC can be fully accessed by all students.

iii. Improvements to information by:

- providing for students and their parents, information about the UTC that takes account of disability and its curriculum in a format that takes account of any disability;
- Improvements in the provision of information in a range of formats for students.

4.2 In developing a Plan which identifies relevant disabilities amongst staff and students and looks at meeting needs, the UTC will use the following methods:

- i. consultation of staff, parents and students and appropriate agencies;
- ii. obtaining information to identify disability and highlight need to establish priorities.