

ACCESSIBILITY PLAN

Document Owner: Principal	Document History: Draft: May 2017 Board Review: May 2017, November 2018, July 2020
Date Published: July 2017	Date of Next Board Review: July 2023
<p>Comments</p> <p><i>This policy is regularly monitored by the Principal and Governing Body to ensure that it is working as effectively as possible.</i></p>	
<p>Monitoring, Evaluation & Review</p> <p><i>The Principal and Governing Body will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.</i></p>	

Contents

1. AIMS.....	2
2. LEGISLATION AND GUIDANCE	2
3. ACTION PLAN	4
4. MONITORING ARRANGEMENTS.....	11
5. LINKS WITH OTHER POLICIES	11

1. AIMS

1.1. The 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 students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

1.2. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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

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

1.5. The school supports any available partnerships to develop and implement the plan.

1.6. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

1.7. We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

2. LEGISLATION AND GUIDANCE

2.1. 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](#).

- 2.2. 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.
- 2.3. 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.
- 2.4. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN

3.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	Continue to develop teachers' use of the Big Picture Trackers to ensure the curriculum is planned in the short, medium and long term for all learners.	Check BPTs are being used correctly by departments, and include appropriate differentiation strategies.	SLT link for all teaching departments	By July 2020 (date may be reviewed due to Covid-19 closure).	<p>Progress outcomes for students with SEND are in line with progress of students with no SEND.</p> <p>Students with SEND are included in published success stories, both internally and externally.</p> <p>Students with SEND understand how their curriculum has been planned with their needs in mind. Their parents have the same understanding.</p>
	Strategies are shared with teaching staff that are specific to the needs of students with impairments.	Ensure appropriate technology is available for students with SEND to allow them to fully participate in learning.	Complete an audit of technology needs for all students with SEND.	Deputy SENCO. Learning Support team.	March 2020. By July 2020 (date may be reviewed due	Include students with SEND in exams analysis by reporting specifically on this group.

	<p>Students with SEND are tracked in other ways in addition to their academic progress.</p> <p>Students with SEND and their parents have good relationships with Key Workers, Mentors and other staff.</p> <p>The SENCO and all trip leaders support the inclusion of students with impairments into the extended curriculum including trips and visits.</p>		<p>Include students with SEND in planning potential future technology purchases.</p> <p>Ensure staff are trained to integrate technology use appropriately and purposefully into lessons.</p> <p>Ensure SEND students' technology use is reviewed regularly to ensure its safe and effective use.</p>	<p>SENCO.</p> <p>Deputy SENCO.</p>	<p>to Covid-19 closure).</p> <p>By July 2020 (date may be reviewed due to Covid-19 closure).</p> <p>By July 2020 (date may be reviewed due to Covid-19 closure).</p>	<p>Continue to deliver CPD programmes.</p>
		<p>Deliver Continuing Professional Development for all staff specifically to enhance the experience of students with impairments and other educational needs</p> <ul style="list-style-type: none"> • Short term - ensure opportunities are planned for 2019/2020 • Medium term – include plans for professional development in this 	<p>Plan and deliver CPD on curriculum inclusion.</p> <p>Ensure ongoing CPD opportunities are ring fenced for staff to focus on students with impairments and additional needs.</p> <p>Ensure the needs of students with impairments and additional needs are included in school and department improvement plans and</p>	<p>SENCO to deliver CPD.</p> <p>SLT to ensure time is protected for CPD.</p> <p>Subject managers and SLT links to ensure all students' needs are met.</p>	<p>Throughout 2019/20.</p> <p>Time in morning briefings as well as CPD time.</p> <p>Ongoing in line with departmental and data review cycles.</p>	

		<p>area in school strategic planning.</p> <ul style="list-style-type: none"> • Long term - continue to plan time for this into the school calendar. 	<p>evaluated through SEF processes.</p>			
		<p>Ensure assessment tracking systems for students with SEND are robust to ensure their progress is reported meaningfully.</p> <ul style="list-style-type: none"> • Short term – continue to develop uniformity of practice in tracking and monitoring for learners with SEND. • Medium term – further develop reporting to parents about progress of those with additional needs. • Long term – evaluate the impact of assessment tracking and continue to refine. 	<p>Ensure the parents of students with SEND understand assessment and tracking data and know who to speak to if they have questions about their child’s progress.</p>	<p>Director of Progress to ensure wording on reports is clear and easy to understand.</p> <p>SENCO to contact SEND parents to ensure they know who to contact if they have questions.</p>	<p>By July 2020 (date may be reviewed due to Covid-19 closure).</p> <p>By July 2020 (date may be reviewed due to Covid-19 closure).</p>	

Improve and maintain access to the physical environment	<p>The GPU TC building has been designed to be an accessible environment.</p> <p>Accessibility measures include:</p> <ul style="list-style-type: none"> • Elevator. • Corridors wide enough to accommodate the physically impaired. • Disabled parking bays. • Disabled toilets and changing facilities. • Flexible work spaces that allow for use by students and adults with physical impairments. • A medical room and regularly maintained medical care plans ensure access for students with medical needs. 	<p>Ensure Health and Safety audits take into account students and adults with SEND, including physical and sensory impairments.</p> <ul style="list-style-type: none"> • Short term – arrange a thorough SEND/impairment audit. • Medium term – ensure SEND/impairment elements are included in all Health and Safety discussions and plans for building work. • Long term – ensure ongoing needs of students and adults with SEND are considered in all plans for building work. 	<p>Arrange a SEND/impairment audit.</p> <p>Review Health and Safety and building works plans.</p>	<p>Director of Operations and SENCO.</p> <p>SLT.</p>	<p>By July 2020 (date may be reviewed due to Covid-19 closure).</p> <p>By July 2020 (date may be reviewed due to Covid-19 closure).</p>	<p>Progress outcomes for students with SEND are in line with progress of students with no SEND and above national averages.</p> <p>Students with SEND are included in all curriculum areas, trips and visits and the extended curriculum.</p>
	<p>The needs of students with SEND are considered in all planning of trips and events.</p>	<p>Ensure that trips and events are accessible to students with SEND as far as possible.</p> <ul style="list-style-type: none"> • Short term – continue to ensure the EVC procedures are followed when trips are planned. 	<p>Ensure EVC procedures are followed.</p>	<p>EVC.</p>	<p>All by July 2020 (date may be reviewed due to Covid-19 closure).</p>	

		<p>Continue to ensure the events planning procedures are followed for internal events.</p> <ul style="list-style-type: none"> • Medium term – ensure staff are trained to consider how they can make trips and events inclusive to all learners. • Long term – ensure ongoing needs of students and adults with SEND are considered in all plans for trips and events. 	<p>Ensure events planning procedures are followed.</p> <p>Ensure EVC training is included in staff the CPD schedule on a regular basis.</p> <p>Ensure the school calendar includes an appropriate breadth of opportunities for all students to participate in trips and events.</p>	<p>Director of Operations.</p> <p>EVC, SLT.</p> <p>EVC, SLT.</p>		
	<p>The needs of students with SEND are considered in critical incident strategy planning.</p>	<p>Ensure that all students with disabilities are safe in the event of a serious incident on the school site.</p> <ul style="list-style-type: none"> • Short term - Review evacuation procedures for students and adults with impairments and SEN. • Medium term – review expertise in the fire warden team 	<p>Ensure appropriate planning is in place for the needs of current students and staff and any regular visitors.</p> <p>Liaise with the Local Authority Health and Safety Officer to ensure the correct procedures are followed for students and staff with specific disabilities.</p>	<p>Director of Operations and SENCO.</p> <p>Director of Operations and SENCO.</p>	<p>All by July 2020 (date may be reviewed due to Covid-19 closure).</p>	

		<p>and ensure a shared strategy for the evacuation of students and adults with SEND.</p> <ul style="list-style-type: none"> • Long term – Regularly evaluate plans for critical incidents. 	<p>Ensure Risk Assessments are completed for students and staff with SEND who would find evacuation procedures challenging.</p>	<p>Director of Operations and SENCO.</p>		
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where required • Pictorial or symbolic representations where required • Access to Local Authority specialists for SEND and sensory impairments • Our student-centred annual review process means there is high quality liaison between students, parents and professionals. The pastoral structure of mentors and Student Managers, in liaison with the SENCO means students have a package of support to meet 	<p>Plan for known needs of each intake of students with disabilities and regularly assess and review need as impairments emerge, change or develop.</p> <ul style="list-style-type: none"> • Short term – Plan for needs of the cohort in 2020/21 by liaising with students, parents and previous centres. • Medium term – Share known information that will enhance student and parent experience and improve information systems to do this. • Long term – Evaluate the effectiveness of information sharing 	<p>Monitor information from the application process, which include students' and parents' accessibility needs.</p> <p>Devise action plans, where necessary, for each individual with accessibility needs, including strategies and any relevant staff training.</p> <p>Disseminate advice regarding use of specialist technology and equipment, where necessary.</p> <p>Continue to identify needs of parents regarding accessibility of school communication and ensure clear communication</p>	<p>Admissions team and SENCO.</p> <p>SENCO and Deputy SENCO.</p> <p>SENCO.</p> <p>Admissions team and SENCO.</p>	<p>All ongoing.</p>	<p>Progress outcomes for students with SEND are in line with progress of students with no SEND.</p> <p>Parents with accessibility needs are not put off attending school functions by a lack of accessibility.</p> <p>Students and parents report, through student and parent voice, that they are included and have a clear understanding of the work of the school to include them.</p>

	<p>their physical and sensory needs.</p>	<p>through student and parent experience and plan for improvement.</p>	<p>systems are in place for all parents.</p> <p>Review Medical Policy and individual student risk assessments and disseminate where necessary</p>	<p>Director of Operations and SENCO.</p>		
--	--	--	---	--	--	--

4. MONITORING ARRANGEMENTS

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

4.2 It will be approved by the governing board.

5. LINKS WITH OTHER POLICIES

5.1 This accessibility plan is linked to the following policies and documents:

- [Health, Safety and Welfare at Work Policy](#)
- [Equality Policy](#)
- [SEND Policy and Information Report](#)
- [Supporting Students with Medical Needs Policy](#)