

## ACCESSIBILITY PLAN

Member of Staff Responsible	SENCO
Board of Directors' Committee Responsible	Audit
Related policies	Disability Policy Inclusion Policy Single Equality Duty Health & Safety Policy Risk Management Policy
Implementation date	2 January 2018
Review date	2 January 2021

### 1. PURPOSE

1.1. 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

Our UTC aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This plan will be published on the UTC website. Paper copies are available on request.

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

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

### 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.

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 are required to make 'reasonable adjustments' for pupils 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 our funding agreement and articles of association.

### **3. ACTION PLAN**

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

### **4. CONSULTATION**

- 4.1. We welcome advice and guidance from interested parties, and would encourage stakeholders to contact us with suggestions of best practice and ideas for how we can improve the accessibility of our curriculum and school.

Aim	Current good practice	Objectives	Who?	When?	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Appointment of teaching assistants specific to the task of working with named high-needs students.</p> <p>Partial timetables and/or catch-up sessions provided so that students can have access to therapy and/or medical appointments as required.</p>	Ensure that our range of enrichment opportunities continues to provide access to those with disabilities.	Deputy Principal	Ongoing	Parents/carers and students feel that school is an approachable supportive and accessible institution.
Improve and maintain access to the physical environment	As a new building the UTC was designed and built in compliance with the Disability Discrimination Act 1995. This means that walkways, ramps, elevators, disabled parking bays, disabled toilets and changing facilities and information desks are designed to meet the needs of all pupils as required.	Where adjustments need to be made to suit particular pupils or groups of pupils, these are made after consultation with parents and our SENCO.	SENCO	Ongoing	Parents/carers and students feel that school is an approachable supportive and accessible institution.
Improve the delivery of information to pupils with a disability	We make use of portable induction loops for those students using hearing aids.	<p>As a small and growing school, we remain adaptive to needs as they arise.</p> <p>As required, we will adapt our delivery to include such things as large print resources and Braille, Makaton, audio files, etc.</p>	SENCO	Ongoing	Parents/carers and students feel that school is an approachable supportive and accessible institution. The school can provide written information in alternative formats.