



# Thomas Telford University Technical College

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## Accessibility Policy

Author	Av Gill	Version	2.0
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Comments	This document will form part of the UTC Improvement Plan		
Monitoring, Evaluation and Review	<p>The Governing Body will review this document at least once every 2 years.</p> <p>Monitoring and Evaluation shall be conducted by the Vice Principal in collaboration with the SENCO as part of the annual SEN report, which will be provided to the Governing Body.</p> <p>This document is intended to identify general adjustments that can and will be made to support students, staff and visitors.</p> <p>Where students or staff join who have specific accessibility requirements, or where student circumstances change requiring additional support, this document will be reviewed to ensure all reasonable adjustments will be made in the light of their needs.</p>		

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## 1. Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with;

- Mobility
- Physical co-ordination
- Manual dexterity
- Contenance
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

In order for everyone to take part in the day to day life of our school and benefit from the educational experiences and service we provide. As a new building, Springfield Campus meets all DDA requirements and regulations with lift access to all floors, automated reception doors and appropriate WC and changing facilities.

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

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

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

## 2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Summary of Actions

- To accomplish these developments we will:
  - Continually review the environment of the UTC, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups;
  - Work to provide an atmosphere where all students feel safe and valued;
  - Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
  - Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding;

### 4. Accessibility Plan

Area of Focus	Action
<p><b>Improving access to the curriculum:</b></p> <ul style="list-style-type: none"> <li>● Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities</li> <li>● The 'Teach to the Top' Agenda is an ambitious curriculum for all. CPD has had a focus on scaffolding and making the curriculum accessible by all. This CPD has supported staff with confidence and competence at being teachers of SEND.</li> <li>● Our SEND Key Priority</li> <li>● 'To ensure that every child and young person has their SEND needs identified quickly and met consistently with targeted support determined by these needs. To be inclusive and have equally high aspirations and ambitions for children and young people with SEND'</li> <li>● Progress is monitored for all and any student identified as struggling is flagged as a concern so a real understanding of the students' needs are understood.</li> <li>● Support staff are deployed to remove any barriers to learning for students with SEND.</li> </ul> <p><b>Improving and maintain access to the physical environment:</b></p>	<ul style="list-style-type: none"> <li>● Common curriculum planning identifies success criteria for all qualification objectives at all levels of performance.</li> <li>● LSA and Technician/Demonstrator recruitment to ensure high quality support within lessons.</li> <li>● Nurture group planned for Y10 with the option for a reduced curriculum and greater support.</li> <li>● L2 pathway for Y12 pupils.</li> <li>● All SEND pupils to meet with SENCO and/or Vice Principal to establish needs and ensure IEPs are fully detailed.</li> </ul>

<ul style="list-style-type: none"><li>• As a new building, Springfield Campus meets all DDA requirements and regulations with lift access to all floors, automated reception doors and appropriate WC and changing facilities.</li><li>• Classroom environments are organised with SEND learners at the forefront of staffs thinking. The school prides itself on having clean and clear classroom spaces.</li><li>• Desks for wheelchairs are in teaching spaces</li><li>• There are disabled parking bays.</li></ul>	
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### 5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Principal. It will be approved by the governing board.

### 6. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy