

Accessibility plan

UTC Reading



TITLE: Accessibility Plan	REF: GOV036.1	VERSION: V2
APPROVAL BODY: LGC	DATE: June 2022	REVIEW DATE: June 2025
LEAD PERSON: Jonathan Nicholls		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 25.09.19	Principal/Headteacher/CEO	New Document
2. June 2022	Principal/Headteacher/LGC	Full Review

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Action plan.....	3
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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 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 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.

The vision of UTC Reading and that of ALET is Transforming Lives Through Learning. This vision statement is inclusive and does not discriminate. Through this vision and built within our intent of preparing young people for the world of work, all students that attend UTC Reading will have equal opportunity to access learning.

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.

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

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.

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

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 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

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 ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students • 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 • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To increase the number of curriculum resources used with examples of people with disabilities.</p> <p>All UTC offsite visits need to be accessible to all students.</p> <p>Review Sport curriculum to ensure it is accessible to all students</p> <p>Ensure disabled children can take part equally in lunchtime and extra curricular</p> <p>Ensure support staff have specific training on disability issues</p>	<p>Ensure venues and means of transport are vetted for suitability o Develop guidance on making trips accessible</p> <p>Carry out Sports Curriculum review</p> <p>Discuss with staff who run of lunch and break duty and people running extracurricular experiences such as CCF.</p> <p>Identify training needs at regular meetings</p>	Jonathan Nicholls	December 2022	<p>All pupils are able to access all school trips and take part in a range of activities</p> <p>All pupils have access to PE and are able to excel, for example via support from an adult</p> <p>Disabled children feel able to participate equally in out of school activities.</p> <p>Raised confidence of support staff</p>

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 ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The UTC Reading environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and zero threshold entry points • Elevators to all floors of the two towers • Corridor width • Disabled parking bays with flat access to building entry • Disabled toilets and changing facilities • Shelving at wheelchair-accessible height • Power sockets all at appropriate height for wheel chair access • Specialist seating provided 	<p>To modify the outside space to the rear of the UTC to create a more accessible outdoor seating area with greater access</p> <p>Modify the main dining room area to ensure that wheelchair users can better navigate the seating area</p>	<p>Removed Amphitheatre and replace with flat areas and accessible outdoor dining facilities</p> <p>Adjust the layout of the dining room to ensure that those students and staff using wheel chairs are able to access the tables with benches.</p>	Jonathan Nicholls	September 2022	Dining area completed with accessibility programme complete

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 ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our UTC uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Access to sign language where required • Pictorial or symbolic representations 	Review current resources used and ensure that they continue to be accessible.	Audit to be carried out around the UTC to reassess the presentation of information	Jonathan Nicholls	December 2022	Review complete and any recommendations for improvement planned into the annual schedule of work.

4. 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 of the UTC

It will be approved by the Local Governing Committee.

5. Links with other policies

This accessibility plan is linked to the following Activate Learning Education Trust policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy