

Accessibility plan

UTC Oxfordshire



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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 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

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.

The UTC will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The UTC will not 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. As far as resources allow, the needs of all 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 student cannot fully participate, alternative provision will be made

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. These include Oxfordshire County council Children, Education & Families Schools Accessibility Strategy

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students through the choice of specialist pathways • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include extra time, coloured overlays, use of chrome books, large font paper • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students 	<p>Curriculum pathways enable student choice through both science and engineering specialist and differentiates for either an academic or technical approach</p> <p>All students have access to the curriculum</p> <p>Tracking improves outcomes for all groups of students</p> <p>Targets are sufficiently aspirational and achievable</p>	<p>Student options on entry are analysed and reviewed</p> <p>Provision for individual students is reviewed periodically as part of the feedback from assessment points</p> <p>Tracking takes place three times per year through assessment points. Groups of students analyzed</p> <p>Delivery and interventions reviewed</p> <p>Annual target reviews for groups of students</p> <p>Curriculum is reviewed in Term 5 of each academic year</p>	<p>Principal SLT responsible for outcomes and quality of education</p> <p>Heads of Department, classroom teachers, i-hub lead</p> <p>Principal and Quality of Education lead</p>	<p>Annually in Term 3</p> <p>Termly by class teachers</p> <p>After each Assessment Point</p> <p>Ongoing and Annually</p>	<p>Curriculum is fit for purpose and attracts students passionate about science and engineering</p> <p>Accessibility for all students is their normal way of working and reflected in final external exams and assessments</p> <p>Interventions match the needs of the students to improve outcomes reflected by AP data</p> <p>Curriculum change attracts students to UTCO</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Elevators • Corridor width • Disabled toilets and changing facilities 	Access to all science and Engineering specialist areas, in addition to classrooms	Elevator gives access to all floors. When appropriate specialist science work can take place on the lower ground floor. All engineering equipment is accessible from ground floor	Premises Manager and i-hub lead	<p>Ongoing as need arises</p> <p>Flagged by Head of Year on admissions</p>	All students, regardless of need will be able to access the specialist facilities
Improve the delivery of information to students with a disability	<p>Our school 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 • Pictorial or symbolic representations 	All personal and visitors to understand the posters and signage information	Audit of Pictorial or symbolic representations for all significant internal posters and signage needs reviewing	SENDCo and i-hub team	September 2022	Clear signage around the school accessible to all

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 Head Teacher/Principal of the school.

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 students with medical conditions policy