



Accessibility Plan 2023-2026

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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 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, this 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 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 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.

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 <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by:	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p><i>UTC Swindon offers a differentiated curriculum for all students, in line with Quality First teaching.</i></p> <p><i>The Assess, Plan, Do Review process is implemented on a cyclical basis.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Access Arrangements are allocated to students who meet the criteria as stipulated by the JCQ.</i></p> <p><i>Coloured overlays are provided to students who experience visual stress.</i></p> <p><i>Small group intervention sessions are provided for students who require a supplement to their literacy and numeracy skills.</i></p> <p><i>Students in receipt of an EHCP are monitored through the Annual Review process, ensuring progress is being made.</i></p>	<p>Continue to monitor Teaching and Learning to ensure all staff are differentiating the curriculum and resources appropriately to meet the needs of all students</p> <p>Maintain existing target setting policy.</p> <p>Continue to track the progress of students with disabilities to ensure they are on track to achieve targets. Provide intervention if not.</p> <p>Continue to review the curriculum annually to ensure it meets the needs of all students.</p>	<p>NMi</p> <p>HD</p> <p>HD</p> <p>HD</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students with disabilities make progress in line with peers.</p>

	<p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>CATS test scores are used as a baseline for predicted grades and students are then monitored through regular subject assessments.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	<p>Targets are set in line with prior performance and reviewed by SENDco</p> <p>Assessment point cycle os applied to all students including SEND. SISRA is utilised for analysis</p> <p>Match to the assessment cycle</p> <p>Annual review of curriculum</p>	<p>SLT</p> <p>AP for data and assessment</p> <p>AP for data</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Elevator</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> 	<p>N/A</p>	<p>N/A</p>	<p>Ongoing</p>	<p>The needs of students with disabilities are met.</p>
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<p>Improve the delivery of information to students with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Interpreters</i> 	<p>Interpreters for profoundly deaf student and note taker are employed for specific support</p>	<p>HD</p>	<p>N/A</p>	<p>Information is accessible to people with disabilities.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be monitored by a member of SLT and SENDCo and approved by the LGC

5. Links with other policies

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

- Health and Safety Policy
- Equality Opportunities Policy
- Special Educational Needs (SEN) Information Report