



Accessibility Policy/Plan

Approved by:	Assistant Principal	Date: 1 st January 2021
Last reviewed on:	December 2020	
Next review due by:	1 st January 2023	

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1. Aims

Schools and Academies are required under the Equality Act 2010 to have an accessibility plan/policy. 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

Bucks 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.

Bucks UTC principles and values which relate to equality and inclusion.

Bucks UTC is committed to enabling all pupils to achieve their full potential and be successful in life, learning and their future careers. Our values promote a culture of valuing difference and challenging negative attitudes about disability, special educational needs and accessibility, and developing a culture of awareness, tolerance and inclusion.

Bucks UTC and the Governing Body recognises its duty under the Disability Discrimination Act 1995 (DDA) (as amended by the SEN and Disability Act) to:

- Not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not treat disabled persons less favourably
- Make reasonable adjustments to avoid putting disabled persons at a substantial disadvantage

The UTC has a dedicated Special Educational Needs & Disability Coordinator (SENDco) who maintains SEN plans for individual pupils as required.

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

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

The UTC supports any available partnerships to develop and implement the plan including Buckinghamshire County Council Schools Web.

Bucks UTC complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility at the UTC, 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: pupils, staff and governors.

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 and Academies 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 disability	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability Pupils with SEN have an IEP or SEN Plan in place 	<ul style="list-style-type: none"> IEP's are up to date and forms key part of the planning and assessing process for all staff. 	Review every term	<ul style="list-style-type: none"> Class Teachers and SENDco 	<ul style="list-style-type: none"> Updated every term 	<ul style="list-style-type: none"> Pupils with SEN are included in their learning of the curriculum. Provision Learner profiles in place highlighting support the needs of individual pupils
	<ul style="list-style-type: none"> We use resources tailored to the needs of the pupils who require support to access the curriculum 	<ul style="list-style-type: none"> Incorporate Quality First teaching into all planning 	<ul style="list-style-type: none"> Review during termly learning walks/observations SENCO in class to regularly review needs of pupils are met 	<ul style="list-style-type: none"> Class Teachers SENDco 	<ul style="list-style-type: none"> Updated every term 	<ul style="list-style-type: none"> Improved access to the curriculum for all pupils.
	<ul style="list-style-type: none"> Monitor how well pupils with disabilities are achieving academically and socially Targets are set which appropriate for pupils with additional needs 	<ul style="list-style-type: none"> Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of any needs plans through induction 	<ul style="list-style-type: none"> Review at each data point in Pupil Progress meetings. 	<ul style="list-style-type: none"> Class teachers SLT SENDco 	<ul style="list-style-type: none"> Updated every term 	<ul style="list-style-type: none"> Systems in place to monitor academic and social progression and differentiation. Parents/Carers are involved in process and feel informed of their child's progress.

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	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils. Use SISRA to analyse extra SEN data. 	<ul style="list-style-type: none"> Adapt curriculum if needed for children with SEN e.g. some pupils have interventions or differentiated work. Consolidate the new system for Tracking Progress of all SEN children 	<ul style="list-style-type: none"> Review at each data point in Pupil progress meetings 	<ul style="list-style-type: none"> Class teachers SLT 	<ul style="list-style-type: none"> Updated termly 	<ul style="list-style-type: none"> All pupils make progress from their starting points. Increased pupil participation Improved access to the curriculum for all pupils which creates individual support for pupils Monitor achievements of SEN, evaluate support and interventions and is adapted to the needs of the pupils ensuring SEN Pupils make progress
	<ul style="list-style-type: none"> Promote positive attitudes towards pupils and all others with disabilities 	<ul style="list-style-type: none"> Celebrate and highlight key national and local events such as Autism Week, deaf awareness week, Dyslexia awareness, mental health week Promote outside visits from key groups. 	<ul style="list-style-type: none"> Invite speakers of different abilities into UTC to support pupil's awareness 	<ul style="list-style-type: none"> Class teachers LA's SENDco 	<ul style="list-style-type: none"> Update termly 	<ul style="list-style-type: none"> Pupils are demonstrating that they understand and have a positive attitude towards disability including SEN.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Adjustable desk heights • Wheelchair access • LRC shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Keep under review and adapt as and when necessary. 	<ul style="list-style-type: none"> • Risk assessments and health and safety audits are completed. 	<ul style="list-style-type: none"> • Estates Team • Health & Safety Committee • SLT 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Access to UTC buildings and site meet the needs of the school and community
	<ul style="list-style-type: none"> • Access to the UTC building and site can meet the diverse pupils and parents needs 	<ul style="list-style-type: none"> • Keep under review and Risk assessments On-going • Review site access to site to ensure we can meet diverse pupils and parents needs • continue to audit disabled toilets as necessary. • Disabled car parking spaces are available in the spaces closest to the building. 	<ul style="list-style-type: none"> • Risk assessments and health and safety audits are completed 	<ul style="list-style-type: none"> • Estates Team • Health & Safety Committee • SLT 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Where it can be reasonably achieved, the UTCI building continues to be accessible for all. • Access to the UTC site meet the needs of the UTC and community

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	<ul style="list-style-type: none"> • Clear signs around the UTC premises and within the building • Disabled toilets accessible for adults and pupils on each floor 	<ul style="list-style-type: none"> • UTC site is clean and safe as well as accessible for all of the UTC and community 	<ul style="list-style-type: none"> • Risk assessments and health and safety audits are completed. 	<ul style="list-style-type: none"> • Estates Team • SLT • Health & Safety Committee 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Where it can be reasonably achieved, the UTC building continues to be accessible for all. • Pupils and adults have access to a disabled toilet with adequate fixtures/ fittings.
	<ul style="list-style-type: none"> • Appropriate evacuation provision for each floor • PEEPS where appropriate for individual pupils 	<ul style="list-style-type: none"> • All pupils, staff, visitors are safely evacuated from the building in the event of a fire • Individual pupils with disabilities, temporary injury have PEEPS in place that staff aware of 	<ul style="list-style-type: none"> • Risk assessments • PEEPS where appropriate • Training of relevant staff 	<ul style="list-style-type: none"> • Estates Team • Health & Safety Committee • SENDco 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All pupils, staff and visitors have a safe accessible exit points to vacate the building if necessary
	<ul style="list-style-type: none"> • Decoration and alterations carried out regularly to maintain high standards 	<ul style="list-style-type: none"> • UTC site is clean and safe as well as accessible for all of the UTC pupils and the community. 	<ul style="list-style-type: none"> • Risk assessments and health and safety audits are completed 	<ul style="list-style-type: none"> • Estates Team • SLT • Health & Safety Committee 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Where it can be reasonably achieved, the UTC building continues to be accessible for all.

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources if requested • Documents printed on different colour paper • Pictorial or symbolic representations • Induction loop available 	<ul style="list-style-type: none"> • The school office will support and help parents to access information and complete forms. • Our admin team and the marketing team ensure that the website and all documents that are accessible via the UTC website can be accessed by all. • Where possible, access to translators, sign language interpreters to be considered and offered for any meetings. 	<ul style="list-style-type: none"> • As required 	<ul style="list-style-type: none"> • Admin staff • Estates Team 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Parents/Carers to feel welcome in the UTC
	<ul style="list-style-type: none"> • Provide information and letters in clear print • For EAL pupils use of translation dictionaries provided where required 	<ul style="list-style-type: none"> • Provide information to parents in simple English so that messages are clearly understandable • Translate, wherever possible, letters for parents who are EAL in their spoken language. 	<ul style="list-style-type: none"> • As required 	<ul style="list-style-type: none"> • Office staff • Teaching Staff • (some can translate in different languages) 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Parents/Carers will feel confident to ask questions and welcome in the UTC.
	<ul style="list-style-type: none"> • Raise staff awareness of disability and SEN pupils • Improve ease of access to information regarding SEND including mental health to staff, pupils, parents, governors 	<ul style="list-style-type: none"> • Information shared at staff Monday briefings • INSET training: staff & governors • CPD training • Learner profiles, IEP's provided to staff 	<ul style="list-style-type: none"> • Evaluate training through feedback • Identify further training and raising awareness to parents, staff and pupils 	<ul style="list-style-type: none"> • SENDco 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Staff able to deliver confidently tailored and differentiated lessons • Parents can use information

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	<ul style="list-style-type: none"> Reception office will support and help parents to access information and complete forms if necessary 	<ul style="list-style-type: none"> School office will support and help parents to access information and complete school forms if necessary. 	As required	<ul style="list-style-type: none"> Office staff SENDco Teaching Staff 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Parents and Carers will feel welcome at the UTC
	<ul style="list-style-type: none"> UTC website and all documents including newsletters, policies, information accessible via the UTC website can be used and accessed by all community users 	<ul style="list-style-type: none"> Provide information to parents in simple English so that messages are clearly understandable. Our marketing team, SLT and admin team ensure that the website and all documents that are accessible via the UTC website can be accessed by all. 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> Marketing team Admin Office where applicable SLT 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Website is fully accessible for all. Parents/Carers are fully informed about what is happening at the UTC
	<ul style="list-style-type: none"> Provide interpreters/signers where appropriate for pupils or prospective pupils and parents who may have difficulty with hearing or language problems 	<ul style="list-style-type: none"> Access to translators, sign language interpreters to be considered and offered where required Translate, simply wherever possible, letters for parents who are EAL into their spoken language. 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> SEND team Office/ staff 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Website is fully accessible for all. Parents and Carers are fully informed with what is happening in the UTC Parents and Carers will feel welcome in the UTC

* COVID Risk Assistant in place: Visitors, External Agencies to enter the building **only** if necessary (virtual meetings taking place currently)

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and Board of Governors

5. Links with other policies

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

- Risk assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) Policy and SEND information Report
- Behaviour Policy
- Complaints procedures