

Accessibility Plan

Reviewed by:	Local Governors
Frequency of policy review:	3 years
Last Reviewed:	1st December 2024
By Dan Sydes	
Ratified by Local Board of Governors on:	11th December 2024
By Derek Marshall	
Next Review Date:	1 December 2027

Version History

Date of review	Summary of Changes
1st December 2024	<ul style="list-style-type: none"> • updated house style • reviewed accessibility table and added transport and participation rows

Introduction & Aims

Schools and colleges are required under the Equality Act 2010 to have an accessibility plan. The purpose and aim 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
- The UTC supports any available partnerships to develop and implement the plan.
- The plan will be made available online on the UTC website, and paper copies are available upon request

North East Futures UTC aims to treat all its pupils fairly and with respect.

- Providing access and opportunities for all pupils without discrimination of any kind.
- Ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

North East Futures UTC seeks to create, develop and maintain:

- A passion for learning
- An enterprising spirit amongst its students and staff
- An education that focuses emphatically on providing opportunities for success for all, recognizing and celebrating the achievements of everyone in all aspects of life at the UTC
- An inclusive curriculum that provides opportunities for all students within a world-class, high quality environment, designed for lifelong learning.

The TCAT Complaints Policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this Policy sets out the process for raising these concerns.

Legislation & 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 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.



Here is the information presented in a table format:

Accessibility Plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Monitoring
Transport	Arrangements are made to ensure that transport issues do not prevent the participation of an individual in activities, particularly those taking place out of school.	Continue to provide support for those individuals who struggle to get to the UTC site.	Audit student voice to check for issues relating to getting to UTC. Pastoral team to monitor individual attendance and identify any transport issues.	SENCo Pastoral	24-25	SLT Self-evaluation cycle Feedback from students

Participation	We have a medication officer whose role includes liaison with parents/carers and professionals to ensure all medical needs are met and a pastoral team to ensure social and emotional needs are met. We have a separate policy on the dispensing of medication in schools.	<p>Ensure special arrangements, which may include, personal support during breaks and lunchtimes are provided. This could include early access to lunch or eating in a private area. It could also include a safe place to access at breaks or during stressful periods. Special toileting arrangements or individual time tables may be necessary and organised by the SENDCo in consultation with the pupil and their parent/carer.</p> <p>All pupils with a disability shall be encouraged to become part of the school democratic process through the school council. All pupils will be consulted and in particular the views of those with disabilities</p>	<p>Monitor the need for and use of special passes for breaks, lunches and toilets.</p> <p>Record and accurately report on barriers to participation, ensuring medical evidence is provided when appropriate.</p> <p>Encourage all students regardless of disability to take an active part in school life by ensuring they are involved in stakeholder voice.</p> <p>Seek</p>	SENCo Pastoral	24-25	SLT Self-evaluation cycle Feedback from students
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		will be recorded to ensure any new arrangements or changes to existing policies do not cause discrimination. All pupils, regardless of their gender, will be encouraged to take part in school life and all views respected and celebrated.	representation for disabled people on the student council.			
Improve delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Different coloured paper 	Develop more accessible teaching resources for students with SEND, including more access to IT resources Work with external agencies and across TCAT to identify and implement best practice on delivery of information to students with a disability	Curriculum Leads to ensure a strong focus on accessibility when developing teaching materials and purchasing textbooks All new purchases should meet accessibility criteria wherever possible. Increase use of videos on the academy website to share key information with students and parents, thus ensuring equality	Curriculum Leads SENDCO SLT	ongoing	External review SLT Self-evaluation Feedback from student voice

			of access			
Increase access to the curriculum for pupils with a disability	Use of resources appropriate to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.	Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the SEND Code of Practice. Continue to develop confidence and knowledge of staff in delivering the curriculum to students with SEND Enhance access to, and participation in, the curriculum an	All new staff are trained in responsibilities under the SEN Code of Practice. Training delivered or organised by SENDCO in liaison with SLT. Refresher training for all staff should take place every two years led by the SENDCO Develop training to enable curriculum access for students with disabilities, Training to be delivered by the most appropriate means and when most appropriate during the academic year	ongoing	ongoing	External partners SLT Self-evaluation cycle Feedback from student voice

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevator • Disabled toilets and changing facilities 	<p>To reduce physical barriers to inclusion by adapting physical accessibility in response to changing student needs. E.g. If a hearing impaired student is admitted and needs an induction loop, we would install as required.</p>	<p>Ensure accessibility is considered in all future purchase decisions of relevant equipment. A continual review of the availability of physical aids to access the curriculum e.g. laptops, tablets, support for students with Dyslexia</p>	<p>Facilities Manager Business Manager SENDCO TCAT IT Team</p>	<p>ongoing</p>	<p>External review School SLT Self-evaluation cycle Feedback from student voice</p>
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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 local governing board.