



# Thomas Telford University Technical College

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## Accessibility Policy

Author	Av Gill	Version	2.0
Governor Approved Date	31/05/2015	Last Review Date	22/11/2019
Comments	This document will form part of the UTC Improvement Plan		
Monitoring, Evaluation and Review	<p>The Governing Body will review this document at least once every 1-2 years.</p> <p>Monitoring and Evaluation shall be conducted by the Vice Principal in collaboration with the SENCO as part of the annual SEN report, which will be provided to the Governing Body.</p> <p>This document is intended to identify general adjustments that can and will be made to support students, staff and visitors.</p> <p>Where students or staff join who have specific accessibility requirements, or where student circumstances change requiring additional support, this document will be reviewed to ensure all reasonable adjustments will be made in the light of their needs.</p>		

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## 1. Purpose

**1.1** It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with;

- 1.1.1** Mobility
- 1.1.2** Physical co-ordination
- 1.1.3** Manual dexterity
- 1.1.4** Continence
- 1.1.5** Ability to lift, carry or move everyday objects
- 1.1.6** Speech, hearing or eyesight
- 1.1.7** Memory or ability to learn, concentrate or understand
- 1.1.8** Perceiving risk or physical danger

**1.2** To take part in the day to day life of our college and benefit from the educational experiences and service we provide.

**1.3** As a new building, Springfield Campus meets all DDA requirements and regulations with lift access to all floors, automated reception doors and appropriate WC and changing facilities. The Accessibility Plan will be incorporated into the College Development Plan.

## 2. Summary of Actions

**2.1** To accomplish these developments we will:

- 2.1.1** Continually review the environment of the UTC, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups;
- 2.1.2** Work to provide an atmosphere where all students feel safe and valued;
- 2.1.3** Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
- 2.1.4** Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding;
- 2.1.5** Trigger an investigation of access within our planning cycle so that it is an explicit part of our College Development Plan

## 3. Accessibility Plan

Area of Focus	Action
<b>Improving access to the curriculum:</b> <ul style="list-style-type: none"><li>• Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities</li></ul>	<ul style="list-style-type: none"><li>• Common curriculum planning identifies success criteria for all qualification objectives at all levels of performance.</li></ul>

<ul style="list-style-type: none"> <li>• Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN &amp; disabled students.</li> </ul>	<ul style="list-style-type: none"> <li>• LSA and Technician/Demonstrator recruitment to ensure high quality support within lessons.</li> <li>• Nurture group planned for Y10 with the option for a reduced curriculum and greater support.</li> <li>• L2 pathway for Y12 pupils.</li> <li>• All SEND pupils to meet with SENCO and/or Vice Principal to establish needs and ensure IEPs are fully detailed.</li> </ul>
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4. **DfE Guidance and other documentation** has been used to create this document. The specific guidance documents include:

4.1 [Equalities Act 2010](#)

Other relevant policies include: