Trust Policy

Accessibility Plan

Approver: Trustees
Review Cycle: Triennial

Revision History			
Date	**Version**	**Short Description of Changes**	**Approved by:**
May 2024	V1.0	Policy adopted for schools to customise	Trustees
November 2024		Reviewed and amended by SLT	

This Policy Applies To:
Secondary Schools
Primary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	All schools
Development and Consultation:	Developed in line with legal requirements and best practice
Dissemination:	Available on school websites and the school area of the Staff Hub
Implementation:	Schools to adapt the template policy as appropriate
Training:	As required
Review Frequency:	Triennially
Based on:	Delta Academies Trust Policy
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Chief Operating Officer
Approval by:	Trustees
Version:	V1.0
Approval Date:	23 November 2024
Next Review Due:	Nov 2027

If you require this policy in a more accessible format, please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This template policy should be adopted by schools to meet their individual circumstances. The Trust template will be reviewed triennially, and schools should review their customised policy triennially.

Coast and Vale Learning Trust

ACCESSIBILITY PLAN

Scarborough UTC **Approved by:**	Helen Dowds	**Date:** 12th November 2024
Last reviewed on:	November 2024	
Next review due by:	November 2027	

Contents

1   Accessibility Plan Regulatory Requirements

1.1   Schools and academies 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 pupils can participate in the curriculum.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and school visits.
- **Improve the physical environment of the school** to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled learners.** This will include planning to make the written information normally provided to learners by the school available to disabled learners.

2   Definitions

2.1   Disability is defined in the Equality Act 2010 as: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities."

2.2   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 dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3   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 learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.4   This policy complies with our funding agreement and articles of association.

3   Aims

3.1   We aim to ensure that all learners, regardless of disabilities or learning needs, have equal access to the school. We strive to ensure that every learner can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the school's facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

4 Publication

4.1 The accessibility plan will be made available online on the school website, and paper copies are available upon request.

5 Links with other policies

5.1 This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Special educational needs (SEN) and disability policy
- Supporting pupils with medical conditions policy
- Complaints policy

Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which pupils with disabilities can participate in the curriculum	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs curriculum is reviewed to ensure it meets the needs of all pupils • No child is excluded from any activity on the grounds of their disability, but with parental partnership	• Return to adaptive teaching processes and ensuring that practice is inclusive at all times. • Continue to remind students about the protected characteristics to keep this fresh and live.	SENDCo/AVP AAT	Ongoing	Pupils are able to make progress in line with their peers. Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination

| | adaptations are made to meet need. | | | | |

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Improve access to the physical environment to increase the extent to which pupils with disabilities can take advantage of education and the wider curriculum offer	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Key staff in the SEND team have had evac chair and Stoma bag training.	Write a PEEP for each relevant pupil when this occurs Review day to day practice for those with prescription medicines. Arrange termly evacuation rehearsal and record this on Every	SENCO/ Head teacher/Pastoral Lead	Ongoing	Staff and pupils can evacuate the building safely and promptly in event of fire All children with medical needs are known are medicated appropriately as this occurs

Improve the availability of information to pupils with disabilities	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Coloured resources • Use of TA to verbalise information • Pictorial or symbolic representations	Review website and ensure key information for pupils is easily found Ensure that curriculum and SEND sections of website are jargon- free and that any technical language is clearly explained	SENDCO Teaching staff VP - SIte	Dec 2024	All pupils can access information about the curriculum and support for learners with SEND

Appendix 2: Accessibility Audit Template

School	Scarborough University Technical College
Date	12 November 2024
Audit Team	Mrs Helen Dowds (Principal) and Mr. John Connell (Vice Principal)

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y		Flat route (sloping but designed at appropriate angle), dusk to dawn sensor lighting, appropriate signage			
Are there separate entrances for cars and pedestrians?	Y					
Is the route wide enough, and free of kerbs?	Y					
Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	Y		Sign post at the front			
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y					
Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	N/A		Level approach to entrance from car park, no steps			
If no permanent ramp is provided, can a portable ramp be made available?	N/A					
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	N/A					
Schedule 4: Main Entrance, Lobby & Reception Areas						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
If fitted, are door control systems fitted at heights suitable for all users?	Y		Internal lobby intercom at wheelchair height			
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	N/A		Doors are automatically sensor operated			
Does the door pressure allow ease of access for all users?	N/A		Doors are automatically sensor operated			
Are thresholds flush and level, and mat wells firmly fixed?	Y					
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y					
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Have front line staff (reception) had access awareness/ equality training?	Y		National College			
Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y					
Do any windows (natural light), or artificial light provide glare or silhouettes?	Y		Use of lighting mitigates this, as does positioning within the room.	Ensure those with a disability can move to a better position if required		
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	N		No induction loop fitted, students with hearing impairments have personal devices			
Are suitable signs provided, from both standing and seated positions, where necessary?	Y					
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					
Schedule 6: Doors						

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Is the door/s necessary, can it/they be removed?	n/a	n/a				
Can fire doors be held open on magnetic devices (corridors)?	Y					
Are doors well contrasted from their surroundings?	Y					
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y					
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If double doors, does one leaf allow 800mm clear opening width?	Y					
Schedule 7 - Vertical movement, internal level change (ramps, steps)						

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N		Rear ramp does not have rails both sides	Consider the introduction of rails at rear	D	JCO/Trust
Are surfaces slip resistant, with kerbs at the edges?	Y					
If no permanent ramp is provided, can a portable ramp be made available?	N/A					
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y					
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y					
Schedule 8 - Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					
Are there suitable landings provided at intermediate levels on stairs?	Y					
Is suitable visual and tactile information fitted at each floor level?	N			Consider review of the site for those with visual disability	C	
Is there suitable lighting?	Y					
Schedule 9- Vertical movement, lifts and stairlifts						
Is a passenger lift provided within the school?	Y					
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm)min, and is the lift fitted with suitable support rails on three sides??	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)	Notes			
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y					
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y					
Does the lift have audible announcements and visual displays?	Y					
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	N					
Are controls clearly identifiable and within reach of all users?	N/A					
Does the stairlift platform when not in use automatically revert to folded position?	N/A		Manual operation and key			
Schedule 10 - WC Provision Generally						

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y		Disable toilet access available in all areas			
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					
Are the floors slip resistant?	Y					
Are fittings easily distinguished from their background?	Y					
Are compartment doors controls easily gripped and operated?	Y					
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y					
Schedule 11 - Accessible WC Provision						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					
Are floor finishes slip resistant?	Y					
Are management procedures in position to maintain viability of facility?	Y					
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y					
Schedule 12: Changing & Shower Facilities						
Are there changing facilities?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Is a shower compartment provided which is suitable for use by people with disabilities?	Y					
Is the height of the shower head variable?	Y					
Have a tip-up seat and suitable handrails been provided?	Y					
Is there a dressing cubicle and does it comply with required size and layout?	Y					
Are lockers easily reached and operated?	Y					
Are all fittings readily distinguishable from their background?	Y					
Does the floor have a slip resistant finish?	Y					
Schedule 13 – Bathrooms/Disabled Shower Room						
Is there a bathroom?	Y					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A.B.C.D	
Are all fittings easily reached and operated?	Y					
Are all fittings readily distinguishable from their background?	U					
Does the floor have a slip resistant finish?	Y					
Is a hoist provided?	Y		Staff trained to use			
Are there reception counters, services desks or serveries?	**Y**					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	Y	80%	No induction loops – see above			
Is glare or silhouetting avoided at these counters (design and positioning)?	Y					
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Y					
Do tables allow for wheelchair access?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N		Telephone not in bathroom. Pullcord.			
Are telephones equipped with induction couplers for hearing aid users?	N/A					
Is a text phone available?	N/A					
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N		LED lighting, no requirement for adjustable			
If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N		All replaced with LED			
Is the environment free of unnecessary noise e.g. heating units?	Y		As required, heating units, radiators, air warm system			
Are induction loops fitted wherever information is given or meetings are being held?		Partial	Induction loops in lift only			

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are tea/coffee facilities and vending machines accessible by all?	N		Not available for student. Tea coffee for staff and visitors			
Schedule15: Kitchens						
If provided, does the kitchen have fittings suitable for use by disabled people?	Y					
Is the kitchen of adequate size and layout for disabled people ?	N		Whilst there are lower surfaces there are very narrow walkways, a wheelchair could not access these, nor gain entry to the servery	Make known to Trust for review -very limited footprint available	D	JCO
Are all fittings readily distinguishable from the background?	Y					
Is lighting adequate?	Y					
Does the floor have a slip resistant finish?	Y					
Schedule 17: Means of Escape						
Is there an audible alarm system?	Y					
Is the audible fire alarm supplemented by a flashing light system?	Y					

Are ground floor exit routes as accessible as the main entrance routes?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y					
If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	N/A		Main building has 4 evac chairs on the top floor situated next to chairs, all personnel can be evacuated			
Are there Personal Emergency Egress Plans in place members for staff/students who may require assistance?	Y		Completed as required			
Schedule18: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y		Snow and ice plan in place during winter			
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y		Available in front carpark			
Is door ironmongery regularly maintained?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are lifts, platforms and stairlifts regularly serviced?	Y		6 monthly			
Are accessible WC's kept clear and not used for storage?	Y					
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					
Do you consider tonal and colour contrast before a redecoration scheme?	N		To use Delta specification for future decorating			
Do new signs integrate effectively with current signage?	Y					
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					
Are induction loops and infra-red systems clearly signed and checked regularly?	N		None in college, personal devices are monitored under medical condition policy			
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y		As per policy			

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Is there a fire escape strategy for visitors who may require assistance?	Y		Visitors always accompanied by staff			
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y		Yes, as above			
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y		Standard review on projects			
Schedule 19: Curriculum						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		Part of induction and ongoing training			
Are your classrooms optimally organised for disabled pupils?	Y		Access to height adjustable tables, chairs. Layout always clear for wheelchair access.			
Do lessons provide opportunities for all pupils to achieve?	Y					
Are lessons responsive to pupil diversity?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y					
Are all pupils encouraged to take part in music, drama and physical activities?	Y		Note no Drama or Music at the UTC			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y		As required, staff notified pupil passports in place			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y					
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y					
Do you provide access to computer technology appropriate for students with disabilities?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y		RA's in place			
Are there high expectations of all pupils?	Y					
Do staff seek to remove all barriers to learning and participation?	Y					
Schedule 20: Materials in other Formats						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Y		As required			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y					

Question	Provision Made?		Comments/Site	Recommendations	Priority	Responsibility
	Y/N	Partial (%)	Notes		A,B,C,D	
Do you have the facilities such as ICT to produce written information in different formats?	Y					