



**Aylesbury**  
UTC

## ACCESSIBILITY PLAN

September 2025

**AUTC Local  
Governing Body**

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Version Control	
Policy	Accessibility Plan
SLT	JD
Reference	MTOAT AUTC Accessibility plan_2025-28_FinalApproved
Committee	AUTC LGB
Circulation	Website
Status	Approved
Version	<p>July 2025: First draft prepared based on available models.</p> <p>September 2025: Minor amendments incorporated as requested by governors.</p>
Governing body approved	11/09/25
Review cycle	Every three years

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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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

Our UTC 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 UTC supports any available partnerships to develop and implement the plan.

Our UTC's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 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 are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all students, including those with a disability.</li> <li>Students with SEN have an IEP or SEN Plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>IEP's are up to date and forms key part of the planning and assessing process for all staff.</li> </ul>	Review every term	<ul style="list-style-type: none"> <li>Class</li> <li>Teachers and SENCo.</li> </ul>	<ul style="list-style-type: none"> <li>Updated every term.</li> </ul>	<ul style="list-style-type: none"> <li>Students with SEN are included in their learning of the curriculum provision.</li> <li>Learner profiles in place highlighting support for the needs of individual students.</li> </ul>
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of the students who require support to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate Quality First teaching into all planning, including Walkthru training.</li> </ul>	<ul style="list-style-type: none"> <li>Review during termly learning walks/observations.</li> <li>SENCo in class to regularly review needs of students are met.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>SENCo.</li> </ul>	<ul style="list-style-type: none"> <li>Updated every term.</li> </ul>	<ul style="list-style-type: none"> <li>Improved access to the curriculum for all students.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Adapt the environment and presentation of the curriculum for students or staff with visual or hearing disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the curriculum is adapted to take into account visual and hearing disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Review during termly learning walks/observations.</li> <li>SENCo in class to regularly review needs of students are met.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>SENCo.</li> </ul>	<ul style="list-style-type: none"> <li>Updated every term.</li> </ul>	<ul style="list-style-type: none"> <li>Improved access to the curriculum for all students.</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor how well students with disabilities are achieving academically and socially.</li> <li>Targets are set which appropriate for students with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which students with disabilities are SEN and those who are not.</li> <li>Include personalised learning plans, as appropriate.</li> <li>All new staff to be aware of any needs plans through induction.</li> </ul>	<ul style="list-style-type: none"> <li>Review at each data point in student progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>SLT</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Updated every term.</li> </ul>	<ul style="list-style-type: none"> <li>Systems in place to monitor academic and social progression and differentiation.</li> <li>Parents/carers are involved in process and feel informed of their child's progress.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>The curriculum is reviewed to ensure it meets the needs of all students. Use data to analyse extra SEN data.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt curriculum if needed for children with SEN e.g. some students have interventions or differentiated work.</li> </ul>	<ul style="list-style-type: none"> <li>Review at each data point in student progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Updated every term.</li> </ul>	<ul style="list-style-type: none"> <li>All students make progress from their starting points.</li> <li>Increased student participation.</li> <li>Improved access to the curriculum for all students, which creates individual support for students.</li> <li>Monitor SEN achievements, evaluate support and interventions that are adapted to the needs of the students, ensuring SEN students make progress.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Promote positive attitudes towards students and all others with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate and highlight key national and local events such as autism week, deaf awareness week, dyslexia awareness, and mental health week.</li> <li>Promote outside visits from key groups.</li> </ul>	<ul style="list-style-type: none"> <li>Invite speakers of different abilities into UTC to support student's awareness</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>LAs</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Update every term.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrating that they understand and have a positive attitude towards disability including SEN.</li> </ul>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> <li>Lift</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Adjustable desk heights</li> <li>Wheelchair access</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Keep under review and adapt as and when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments and health and safety audits are completed.</li> </ul>	<ul style="list-style-type: none"> <li>Site team</li> <li>Governors</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Access to UTC buildings and site meet the needs of the school and community.</li> </ul>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• Access to the UTC building and site can meet the diverse students' and parents' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep under review and risk assessments ongoing.</li> <li>• Review site access to ensure we can meet diverse students' and parents' needs.</li> <li>• Continue to audit disabled toilets as necessary.</li> <li>• Disabled car parking spaces are available in the spaces closest to the building.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments and health and safety audits are completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Site team</li> <li>• Governors</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Where it can be reasonably achieved, the UTC building continues to be accessible for all.</li> <li>• Access to the UTC site meet the needs of the UTC and community.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• Clear signs around the UTC premises and within the building.</li> <li>• Disabled toilets accessible for adults and students on each floor.</li> </ul>	<ul style="list-style-type: none"> <li>• UTC site is clean and safe as well as accessible for all of the UTC and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments and health and safety audits are completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Site Team</li> <li>• Governors</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Where it can be reasonably achieved, the UTC building continues to be accessible for all.</li> <li>• Students and adults have access to a disabled toilet with adequate fixtures/ fittings.</li> </ul>
	<ul style="list-style-type: none"> <li>• Appropriate evacuation provision for each floor.</li> <li>• PEEPS (Personal Emergency Evacuation Plans) where appropriate for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• All students, staff, visitors are safely evacuated from the building in the event of a fire.</li> <li>• Individual students with disabilities, temporary injury have PEEPS in place that staff are aware of.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments.</li> <li>• PEEPS where appropriate.</li> <li>• Training of relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Site team</li> <li>• Governors</li> <li>• SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• All students, staff and visitors have a safe accessible exit points to vacate the building if necessary.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• Decoration and alterations carried out regularly to maintain high standards.</li> </ul>	<ul style="list-style-type: none"> <li>• UTC site is clean and safe as well as accessible for all of the UTC students and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments and health and safety audits are completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Site team</li> <li>• Governors</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Where it can be reasonably achieved, the UTC building continues to be accessible for all.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	<ul style="list-style-type: none"> <li>• Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage.</li> <li>• Large print resources if requested.</li> <li>• Documents printed on different colour paper.</li> <li>• Pictorial or symbolic representations, including pictograms used as part of the teaching and learning non-negotiables.</li> <li>• Induction loop available.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The school office will support and help parents to access information and complete forms.</li> <li>• 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.</li> <li>• Where possible, access to translators, sign language interpreters to be considered and offered for any meetings.</li> <li>• Where possible AI auto translate used in online meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• Admin staff</li> <li>• Estates team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers to feel welcome in the UTC.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• Provide information and letters in clear print.</li> <li>• For EAL students, use of translation dictionaries provided where required.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information to parents in simple English so that messages are clearly understandable.</li> <li>• Translate, wherever possible, letters for parents who are EAL in their spoken language.</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• Office staff</li> <li>• Teaching staff</li> </ul> (Some can translate to different languages)	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers will feel confident to ask questions and welcome in the UTC.</li> </ul>
	<ul style="list-style-type: none"> <li>• Raise staff awareness of disability and SEN students.</li> <li>• Improve ease of access to information regarding SEND including mental health to staff, students, parents, governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Information shared at staff Monday briefings.</li> <li>• INSET training: staff &amp; governors.</li> <li>• CPD training.</li> <li>• Learner profiles, IEPs provided to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate training through feedback.</li> <li>• Identify further training and raising awareness to parents, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff able to deliver confidently tailored and differentiated lessons.</li> <li>• Parents can use information.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• Reception office will support and help parents to access information and complete forms if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• School office will support and help parents to access information and complete school forms if necessary.</li> </ul>	As required	<ul style="list-style-type: none"> <li>• Office staff</li> <li>• SENCo</li> <li>• Teaching staff</li> </ul>	• Ongoing	<ul style="list-style-type: none"> <li>• Parents and carers will feel welcome at the UTC.</li> </ul>
	<ul style="list-style-type: none"> <li>• UTC website and all documents, including newsletters, policies and other information accessible via the UTC website, can be used and accessed by all community users.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information to parents in simple English so that messages are clearly understandable.</li> <li>• 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.</li> </ul>	• As required	<ul style="list-style-type: none"> <li>• Marketing team</li> <li>• Admin office, where applicable.</li> <li>• SLT</li> </ul>	• Ongoing	<ul style="list-style-type: none"> <li>• Website is fully accessible for all.</li> <li>• Parents/carers are fully informed about what is happening at the UTC.</li> </ul>

#### **4. Monitoring Arrangements**

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

It will be approved by the principal and the governing body.

#### **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 (SEN) information report
- SEND policy
- Supporting students with medical conditions policy