



Energy Coast UTC

Accessibility Plan

2025-28

Date for Review: May 2028

Approved: Curriculum and Standards

Revision History:

Revision History			
Revision	Date	Owner	Summary of Changes
0	May 2025	RDP	New policy
1			
2			
3			
4			

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Energy Coast UTC's ethos is for 'Equality of opportunity for all, which means that all employees and students will:

- Show respect in valuing themselves and recognising the values of others.
- Uphold the values of the local, national and international community.
- Be able to challenge injustice and possess the compassion, courage and understanding to do

so fairly.

- Be provided with appropriate interventions and enhancement programmes to allow all to have a broad and positive educational experience and to take advantage of the changing nature of progression and work.

We aim to empower our students to make informed choices so they are better prepared for the opportunities, responsibilities and experiences of life within their community. We endeavour to promote positive relationships with parent/carers, governors and members of the wider community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the Energy Coast UTC community and a common understanding of the pivotal role of equal opportunities in the context of ethos and the UTC's values, in particular, the recognition that the role of all employees is crucial in the delivery of the objectives of the policy.

We expect all our employees to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as harassment in the services we provide to the public and our wider community. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if these physical features make it impossible or unreasonably difficult for disabled people to make use of services. In addition, the UTC as service providers of children and young people, we have an obligation to think ahead and address any barriers that may impede disabled people from having access to services we provide.

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 school supports any available partnerships to develop and implement the plan. Cumberland County Councils policy and guidance for accessibility in schools can be found at:

<https://legacy.cumberland.gov.uk/childrensservices/schoolsandlearning/schoolsandlearning.asp>

Our school'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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil 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	CURRENTGOOD 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 a disability	Energy Coast UTC offers a differentiated curriculum for all pupils: <ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short Term</p> <ul style="list-style-type: none"> Ensure compliance with the school's aims, the Equality & Diversity Policy, and the operation of the school's SEN Policy Liaise with mainstream and other UTC's to share good practice and strategies <p>Medium Term</p> <ul style="list-style-type: none"> Ongoing support for teachers on differentiating the curriculum Improve access to curriculum by use of assistive technology 	<p>Staff and Local Governing Body informed of requirements and obligations regarding the Accessibility Plan</p> <p>Arrange visits for staff to observe working practices as well as reciprocal visits to ECUTC</p> <p>Ensure pathway curriculum is fully rolled out and embedded across the school. Further refinements to continue on an ongoing basis to ensure the curriculum remains exceptionally well-matched to pupils' needs</p> <p>To consult with OHC&AT on assistive technology</p> <p>Observe examples of assistive technology supporting pupils effectively in other schools</p>	SENDCo, DSL,	1/9/26	Staff and Local Governing Body aware of requirements.
				SENDCo, DSL,	1/9/27	Increased staff confidence and competence in delivering the curriculum to pupils with disabilities
						Teachers are able to fully meet the requirements of pupils' needs in accessing the curriculum.
						Increased student communication skills
						Increased pupil independence accessing the curriculum

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Improve and maintain access to the physical environment	<p>The school building is of modern construction and complied with access legislation at the time.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Passenger lifts • Corridor width • Door width • Disabled parking bays • Disabled toilets, changing and shower facilities. • Suitable evacuation alarms and equipment 	<p>Long Term</p> <ul style="list-style-type: none"> • Ensure Energy Coast UTC students have regular opportunities to feed back on effectiveness of initiatives in the local community • To continue to develop new and improved resources that increase pupils' access to learning • To ensure annually that all stakeholders are consulted on their views on accessibility to and across the site 	<p>Development of pupil 'Safeguarding Ambassadors'. Participation at local meetings on a range of issues that potentially affect ECUTC students</p> <p>To further develop our links with the OHC&AT Digital Learning team and to continue to research new technologies in support of our curriculum</p> <p>To develop stakeholder voice and participation in the school community/environment</p>	SENDCo, DSL	1/9/28	<p>Students at ECUTC have a greater say on what works well and what needs to be further improved for them in their local community</p> <p>Improved use of technology to support learning across the curriculum</p> <p>Improved access/modifications to the school environment and stronger stakeholder 'buy in' of the school</p>

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Improve the delivery of information to pupils with a disability	<p>Energy Coast UTC uses a range of communication methods to make sure information is accessible. This includes (where required):</p> <ul style="list-style-type: none"> • Internal signage • Induction \ heading loops 	<p>Long Term</p> <p>Develop range of access available to go beyond legislation and best practice.</p>	<ul style="list-style-type: none"> • Classroom induction loops to be serviced and tested. <p>Staff updated by SENDco</p>	<p>Site Team</p> <p>SENDCo, DSL, Ops Mgr</p>	1/9/26	Students attending UTC are able to access resources beyond the curriculum as a result of using technology.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the board of governors.

It will be approved by Chair 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 Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy