

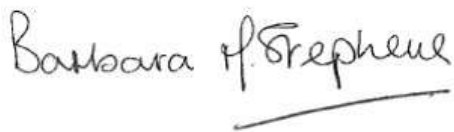


**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES  
(SEND) POLICY  
(including accessibility plan)**

**2025-2028**

**Approved:** Barbara Stephens, Chair of Governors

**Signed:**



**Date:** May 2025

**Date for Review:** May 2028 *but will be updated as necessary in line with current/new legislation*

**Revision History:**

Revision History			
Revision	Date	Owner	Summary of Changes
0	June 2016	LM	Updated content
1	<b>September 2016</b>	<b>LM</b>	References made to peer-to-peer bullying in: Background and Purpose of the SEND Policy Aims and Objectives of the SEND Policy Anti-Bullying Policy added to Associated Policies section
2	<b>May 2017</b>	<b>BLS</b>	Checks made with regards to latest DFE guidance and policies. Mentions of "Assistant Principal" changed to Vice Principal. Behaviour Policy added to Associated Policies section
3	April 2019	CBT	Updated content
4	May 2022	KAW	Updated content
5	May 2025	RDP	New accessibility plan drafted

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## **1. Background and Purpose**

This policy sets out the arrangements regarding the application, enrolment and on-course delivery to students with special educational needs and disabilities (SEND) at Energy Coast UTC.

Students with SEND will be supported by philosophy and practice which values and promotes the inclusion of all, recognises diversity and supports access to education for all. SEND students will have access to a relevant, inclusive education in line with National Curriculum guidance, and wherever possible, learn alongside their peers. The UTC will consider the needs of the student in a holistic manner and staff will be alert to signs of any possible bullying or intimidation of students with SEND by their peers, whether face-to-face or on-line.

Energy Coast UTC has a responsibility to ensure that support needs are identified, assessed, provision is made and that reasonable adjustments to the learning and teaching environment are identified and delivered. The UTC has a responsibility to address students' needs as they arise and to provide support to meet those needs.

## **2. Defining Special Educational Needs and/or Disabilities**

The UTC defines a person as having SEND in accordance with definitions in Section 20 of the Children and Families Act (2014), whereby a young person has a learning difficulty or disability if they have:

- (a) a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools/colleges or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because their first/home language is different from the language in which they will be taught.

## **3. Aims and Objectives of the SEND Policy**

The UTC aims to provide every student with access to a broad and balanced education, including specialist provision in Engineering and Civil Engineering. This includes the National Curriculum, where relevant to this age group, in line with the Special Educational Needs Code of Practice (2014).

In order to meet the individual needs of students, the College will:

- a. **Identify those who have SEND (Special Educational Needs and/or Disability)** at the earliest opportunity by gathering information from parents/carers, feeder

schools and other providers, the Local Authority and education, health and care services prior to joining the UTC.

- b. **Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other individual needs have full access to the curriculum. This will be co-ordinated by the SENDCO (Special Educational Needs and Disability Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- c. **Inform and support staff at the UTC** in meeting individual needs through sharing baseline testing information, access plans, targets, attainment, progress, reviews and strategies.
- d. **Have regard to the views, wishes and feelings of the child or young person,** and their parents/carers.
- e. **Work with parents/carers** to gain a better understanding of their child and their education and to take their views into consideration. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and the effectiveness of this policy and the College's SEND work.
- f. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring by teachers of those students with SEND will help to ensure that they are able to reach their full potential.
- g. **Work with and in support of outside agencies** when the students' needs cannot be met by the College alone.
- h. **Create an environment in the College where students feel safe to voice their opinions of their own needs.** This means providing regular one-to-one meetings between students and their teacher or SENDCO and will be made effective through careful monitoring of students' progress. This will include consideration of the student's well-being, with staff being alert to any signs of bullying or intimidation by individuals or groups of students, face-to-face and/or on-line.
- i. **Provide on-going training** for all staff working with students with SEND in order for the UTC to present a unified approach across staff and partners to ensure all barriers to learning are removed and students are enabled to achieve.

Students without a statement of special education needs who make a disclosure of a disability, or medical condition are covered by the Disability Act (2010).

#### 4. Transition

All students joining the UTC will undergo initial assessment and diagnostics in relation to literacy, numeracy and any specific additional support needs, and full use will be made of all transfer information, including Key Stage 2 SATs results where available. Students will also be offered the opportunity to attend a pre-transfer visit to the UTC.

When students transfer or join the UTC with an existing Statement of SEND or ECHP, the SENDCO will assess the circumstances of each individual utilising their records of support and plans, liaise with appropriate agencies, meet with parents/carers, and determine specific arrangements in consultation with appropriate UTC teaching and support staff to ensure a complete 'picture of need' is identified. These arrangements will be outlined in the Individual Education Plan, monitored every six weeks and annually reviewed.

## 5. Responsibility for Co-ordination of SEND Provision

The overall management of special educational needs at the UTC is the responsibility of the **Senior Leadership Team (SLT)**, who ensure that the College adopts an inclusive culture where individual student's strengths and abilities are identified, recognised and nurtured, and that the SEND policy is implemented.

**The Governing Body** has a responsibility to fulfil its statutory duties to students with special educational needs, by securing appropriate resources, establishing, delivering and reviewing this policy and where required, participating in training, as appropriate.

**A member of the Governing Body** has specific responsibility for SEND. This Governor will keep in regular contact with the SENDCO at the UTC.

The **SENDCO** will keep up-to-date with, and monitor the SEND provision in the UTC and produce the annual SEND report to the Governing Body. The SENDCO, or designate, will also be responsible for ensuring that arrangements are in place for SEND provision throughout the College, including:

- a. Responsibility for the day-to-day operation of this policy;
- b. Ensuring that the policy and procedures are adhered to by all teaching staff, teaching assistants (TAs) and support staff;
- c. Leading periodic reviews of practice leading to amendments where necessary;
- d. Maintaining a register of students with SEND, and ensuring that SEND student records are up-to-date;
- e. Working closely with the Principal, the Senior Leadership Team (SLT) and other staff in co-ordinating provision for students with SEND;
- f. Working with the Vice Principal manage TAs employed to work with individual or groups of students with SEND to ensure that appropriate support, differentiation and access arrangements are in place to support learning and teaching.
- g. Liaising with the Designated Safeguarding Lead (DSL), UTC Attendance Officer and others who have responsibility for child protection, attendance and family support issues;
- h. Liaising with those outside the UTC who have responsibility for child protection, attendance and family support issues;

- i. Working closely with the parents/carers of students with SEND;
- j. Liaising with outside agencies to gain advice and support for students with SEND;
- k. Contributing to in-service training for staff on SEND issues.

**All staff** are required to ensure all SEND students are able to access learning and have their needs met. Staff must also maintain accurate records which will be used, where necessary, to inform intervention strategies for the student. Assessment information will be used in SEND monitoring and reporting procedures for internal and external audiences, including Ofsted.

The **student** is responsible for making optimum use of the provision available to them, and contributing their views to the assessment of their needs and their provision.

**Parents/carers** are responsible for working in partnership with the UTC and through support for their child outside of College hours.

## 6. Admission and Accessibility Arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act (2010). This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

The UTC complies with all relevant accessibility requirements. In line with the Equality Act (2010), the Governors and Principal of the UTC have in place up-to-date Accessibility Plans. These ensure that all staff and students have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

## 7. Arrangements for Co-ordinating Provision for Students with SEND

The SENDCO will hold details of all SEND support records for individual students.

All staff can access:

- The UTC's SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs, including action plans, targets set and copies of their individual Education, Health or Care plans or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs via the SENDCO;

- Information logged onto on SIMS in relation to individual students and their special needs and requirements.

In this way, every staff member has complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students. Staff may also request access to the SEND documents held by the SENDCO.

## **8. Allocation of Resources for Students with SEND**

All students with SEND have access to resources from the relevant budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Pupil Premium and other funds may also be accessed to support the requirements of PP students with SEND.

Resources can include:

- Staff expertise and time including specific intervention through in-class support;
- A range of books, materials and tasks to suit students of differing abilities;
- A range of information technologies, portable computers and mobile devices etc;
- Out-of-class support including supervision on breaks;
- Support with personal care;
- Support with medical care in line with the College Policy

## **9. Identification of Students' Needs**

### **9.1 Monitoring and Assessment**

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: 'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.'

The UTC regularly and carefully reviews the quality of teaching for all students, including those at risk of under-achievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

In recording student needs on a central register, the criteria for entering a student includes:



- Previous support such as information from previous schools and outside agencies;
- Evidence of little progress despite quality teaching from subject teachers;
- Considering individual student progress in the UTC, alongside national data and expectations of progress. This includes formative assessment, using effective tools and early assessment materials.

## 9.2 SEND Support

Where it is determined that a student does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help the UTC ensure that effective provision is put in place and so remove barriers to learning. The support is structured and provision regularly reviewed to ensure the current needs of the student are met.

Before any support is provided, the SENDCO will analyse the needs of the student, drawing upon teachers' assessments and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and any discrepancies will be kept under review.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

The SENDCO will work with subject teachers and PLMs to plan the kinds and levels of support which are deemed necessary to meet the student's needs. The student and their parent/carer will be consulted as part of this process, and where possible, their views will be taken into account.

The UTC sees parents/carers as an integral part of the process of ensuring SEND students achieve or exceed their potential, by providing support to the student out of College; in this way a holistic approach is provided.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The subject teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility for students' progress. They will work closely with

the SENDCO/TAs and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the student's progress and any further amendments/refinements of the strategy will be provided by the SENDCO.

The effectiveness of the support as gauged by the student's progress will be regularly reviewed by subject teachers in conjunction with TAs and the SENDCO.

The review process will evaluate the effectiveness of the support given and the impact on the student's progress. Work Scrutiny and Data Capture processes as identified in the annual Quality Assurance Cycle will provide data which will be used to analyse whether the student is making expected progress against College targets and national benchmarks. Where necessary, adjustments will be made to better fit the student's needs.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place with additional meetings as necessary.

## **10. Inclusion and Integration Arrangements**

All students at the UTC have access to all aspects of College life and curriculum, and are encouraged to participate fully. Buildings and facilities have been designed in line with the Disability Act (2010) and curriculum areas have spaces that can accommodate learners with specific access needs. Students with SEND are integrated into mainstream learning and teaching and are encouraged and supported to participate in all additional activities, enrichment and extra-curricular activities.

Where participation in additional activities, enrichment and extra-curricular activities is not possible, alternative provision is designed.

For students with an EHCP, the provision specified in their plan is made through adapted learning resources and delivery methods in collaboration between teachers and TAs under the direction of the SENDCO. On-going support, small group work, and 1:1 support is carefully planned to ensure progress and attainment in line with individual plans.

## **11. Statutory Assessment and Annual Review**

The SENDCO may request a Statutory Assessment, which contains information provided by all agencies and parents/ carers. The assessment will identify suitable provision and arrangements and these will be detailed in an EHCP. An Individual Education Plan will be devised following recommendations in the plan, supported by an annual review to discuss progress which involves all parties.

All students with an EHCP at the UTC will participate in a formal annual review meeting to evaluate progress, to include: parents/carers, Form Teacher, Head of Key Stage 4 or 5, SENDCO and appropriate external agencies.

## **12. Transition Reviews**

Transition Reviews are held towards the end of each Key Stage and involve INSPIRA (Careers Education Information Advice and Guidance -CEIAG) professionals, in association with the appropriate external advisors. The purpose is to develop a Career Plan for each student with a statement of special educational needs and option choices for the future are considered with the student and their parent/carer.

## **13. Learning and Teaching Provision**

Students with SEND are given access to the curriculum through the specialist SEND provision provided by the UTC. This is in line with the needs of the student and the wishes of their parents/carers as far as possible. In order for this to be as effective as possible, the UTC will:

- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. It is an expectation of the UTC that all staff are up-to-date with teaching methods which will aid the progress of all students including those with SEND;
- Ensure that maximum use is made of class facilities and space;
- Use in-class provision and support effectively to ensure that the curriculum is differentiated where necessary;
- Ensure that individual or group tuition is available where it is felt that students would benefit;
- Provide group teaching outside of the classroom following discussion with the SENDCO to ensure there is a holistic approach;
- Set appropriate, yet aspirational individual targets that motivate students and ensure their achievements are celebrated.

For students with an EHCP the provision specified in their plan is made through adapted learning resources and delivery methods in collaboration between teachers and TAs under the direction of the SENDCO.

#### **14. Staff Training and CPD**

The SENDCO will ensure that materials and strategies are available to teachers to support inclusion and that relevant and up-to-date CPD is delivered to all staff. Training and CPD programmes at the UTC are designed to ensure all staff are up-to-date on SEN policy, practices and legislation, and that good practice is known and shared. The SENDCO is responsible for the design and co-ordination of an annual training and CPD plan, integrated into the College-wide training strategy and plan.

#### **15. External Agencies**

This is an indicative list of agencies with whom the UTC may liaise and may not represent all external agencies that have a voice in the application, enrolment and learning and teaching experience of students with SEND.

- The Educational Psychology Service
- Educational Welfare Officer
- Hearing Impaired Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social Care

#### **16. Facilities and Physical Access**

The College has ensured that the following facilities are appropriately distributed around the premises, making reasonable adjustments to support the learning of all students.

- Disabled toilets
- ICT facilities

#### **17. Dealing with Complaints**

If students or their parents / carers are concerned about the provision discussed with them at reviews or during a meeting, they are encouraged to forward their views in line with the Complaints Policy of the College, a copy of which is available on the UTC website.

#### **18. Associated Policies**

This Policy should be read in conjunction with the following policies:

- Admission Policy;
- Anti-Bullying Policy
- Complaints Policy;
- Data Protection Policy;
- First Aid Policy;
- Health and Safety Policy;
- Safeguarding and Child Protection Policy.
- Behaviour Policy

## **19. Monitoring and Review**

The Head of School will review this policy every three years and assess its implementation and effectiveness and make an annual report to the Governing Body. The policy will be promoted and implemented throughout the UTC.

# Energy Coast UTC

## **Accessibility Plan**

### **2025-28**

Date for Review:

Revision History:

Revision History			
Revision	Date	Owner	Summary of Changes

20.

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### 21. 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.

## **22. 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.

### 23. 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"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>Ensure compliance with the school's aims, the Equality &amp; Diversity Policy, and the operation of the school's SEN Policy</li> <li>Liaise with mainstream and other UTC's to share good practice and strategies</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>Ongoing support for teachers on differentiating the curriculum</li> <li>Improve access to curriculum by use of assistive technology</li> </ul>	<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&amp;AT on assistive technology Observe examples of assistive technology supporting pupils effectively in other schools</p>	SENDCo, DSL,	1/9/26	<p>Staff and Local Governing Body aware of requirements.</p> <p>Increased staff confidence and competence in delivering the curriculum to pupils with disabilities</p> <p>Teachers are able to fully meet the requirements of pupils' needs in accessing the curriculum.</p> <p>Increased student communication skills Increased pupil independence accessing the curriculum</p>

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
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"> <li>• Passenger lifts</li> <li>• Corridor width</li> <li>• Door width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets, changing and shower facilities.</li> <li>• Suitable evacuation alarms and equipment</li> </ul>	<p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• Ensure Energy Coast UTC students have regular opportunities to feed back on effectiveness of initiatives in the local community</li> <li>• To continue to develop new and improved resources that increase pupils' access to learning</li> <li>• To ensure annually that all stakeholders are consulted on their views on accessibility to and across the site</li> </ul>	<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&amp;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>



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"> <li>• Internal signage</li> <li>• Induction \ heading loops</li> </ul>	<p><b>Long Term</b></p> <p>Develop range of access available to go beyond legislation and best practice.</p>	<ul style="list-style-type: none"> <li>• Classroom induction loops to be serviced and tested.</li> </ul> <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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## **24. 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.

## **25. 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