



**Crewe Engineering
& Design UTC**

Accessibility Plan

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Approving Body	<i>Board of Governors</i>
Document Author	Will Chitty - Principal

Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
20.6.24	Whole Document	Annual review – no changes	
1/12/25	Action plan	Updated with MIS changes, SEND nomenclature	Scheduled review

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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.

The Accessibility Plan contains relevant and timely actions to:-

- Increasing the extent to which disabled students can participate in the school curriculum; Improving the physical environment of the school to enable disabled students to take better advantage of education and associated services
- Improving the availability of accessible information to disabled students.

Monitoring, evaluation and development of the Accessibility Plan

A full review of the Accessibility Plan takes place every 3 years. There is annual monitoring and evaluation of the priorities set out below.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan priorities 2025-2028 in accordance with the Equality Act 2010.

Aim 1 – to increase the extent to which disabled pupils can participate in the college curriculum.

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Forward planning for pupils with disabilities in the next academic year's intake.	Liaise with previous school to review potential intake for new academic year	To identify pupils who may need additional to or different from provision for new academic year.	Ongoing	Procedures/equipment/ideas in place by for each new year
Keep up to date on a regular basis with any policy changes and react accordingly.	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	All policies to clearly reflect inclusive practice and procedure.
Close liaison with parents/carers.	To establish close liaison with parents	To ensure collaboration and sharing between the college and families.	Ongoing	Clear collaborative working approach producing best outcomes for students

Aim 2 – to improve the physical environment of the college to increase the extent to which disabled pupils can take advantage of education and associated services.

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Improve physical environment of the college.	The college will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of both sites.	Improved access, lighting and colour schemes and more accessible facilities, fixtures and fittings.	Ongoing	Access for all
Ensure all with a disability can be involved.	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of IHP process 	Greater engagement with the curriculum and college life for all	Ongoing	Enabling needs to be met where possible.
Ensure disabled parents have every opportunity to be involved.	Use disabled parking spaces for disabled drop off and collection of students	Improved access to the building.	Ongoing	To ensure disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Fully compliant buildings and site	Identify physical barriers requiring significant capital funding and build into capital bid process.	Remove all physical barriers.	Ongoing	Fully accessible buildings and site.

Aim 3 – to improve the delivery of information to disabled pupils and parents.

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Parents with visual/hearing impairment	<p>Regular communication with parents. Interpreter provided for parents' evening, shows and functions.</p> <p>The majority of communications are sent via email in an accessible font and font size.</p>		Ongoing	Two-way communication in place for all.
To ensure all children with ASC have access to the curriculum..	<p>Regular parental communication.</p> <p>Individualised multi-sensory teaching strategies used for ASC children.</p>		Ongoing	ASC pupils to be able to access curriculum.

Regularly review pupils' records ensuring staff fully aware of any disabilities	<ul style="list-style-type: none"> • Information collected about new children. • Records passed to each class teacher. • Annual reviews • EP meetings • Medical forms updated annually. • Personal health plans. • Significant health problems – information linked on Arbor 		Annually	All teaching and staff members to be aware of disabilities of children in their classes.
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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 Principal.

It will be approved by the governing board.

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 pupils with medical conditions policy