



London Design & Engineering UTC

Accessibility Plan

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Acknowledgements	Leadership Team
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Policy Approved by	Board of Directors
Version	5.0
Next Policy Review Date	December 2026

Version Control Table

Version	Date	Amended by	Rationale
1.0	01/07/2016		Version approved by Directors
1.1	01/12/2020	Gloria Gold	Policy completely re-written following review
2.0	10/12/2020		Version approved by the Board of Directors
2.1	14/08/2023	Gloria Gold	Plan reviewed and minor amendments made to Pages 3 -7
3.0	21/09/2023		Version approved by the Board
3.1	12/12/2024	Gloria Gold	Action Plan updated on pages 5 - 8
4.0	19/12/2024		The version approved by the Board
4.1	15/12/2025	Gloria Gold	Policy reviewed, but no changes made
5.0	18/12/2025		The version approved by the Board of Directors

Guidance on Version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc, until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up, it's about getting the policy right – it's all fine.

ACCESSIBILITY PLAN

Policy Coverage

THE POLICY APPLIES TO OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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

The London Design & Engineering (LDE) UTC aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

The college is committed to creating technology and employer-led education that provides learners with the ability to exceed their potential, celebrate their diversity and embrace the opportunities of the fourth 'industrial revolution'

At the LDE UTC, we aim to prepare all our learners to have the skills and knowledge to fully embrace the vast range of pathways available to them post-16 and post-18 by providing opportunities, information and guidance to increase confidence and raise aspirations. This means preparing our learners so that they are resilient, confident, motivated and equipped with the skillset at both personal and professional levels so that they thrive in the fourth industrial revolution, regardless of their choices.

We commit ourselves wholeheartedly to preparing our learners to be the very best they can be, and we recognise that together we can make a positive contribution to filling the skills gap in industry. We are determined that, with our support, our learners will take responsibility for their achievements in their journey as they make their way from the LDE UTC into the wider world of work or higher education.

We take pride in the destinations our learners go on to and remain excited for the future of our young people.

The plan will be made available online on the college website, and paper copies will be available upon request.

Our college is also committed to ensuring staff are trained in equality matters with reference to the Equality Act 2010, including understanding disability.

The college supports any available partnerships to develop and implement the plan and works closely with Newham Local Authority.

Our college's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility at the LDE UTC, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Directors of the College, learners, parents, staff and the Chaplaincy.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 and colleges are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the LDE UTC's 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for learners with a disability</p>	<p><i>Our college offers an adapted curriculum for all learners. A variety of learning pathways is offered, and lessons within those pathways are adapted accordingly.</i></p> <p><i>We use resources tailored to the needs of learners who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all learners, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for learners with additional needs.</i></p> <p><i>The curriculum is reviewed regularly to ensure it meets the needs of all learners.</i></p>	<p>Ensure all teaching spaces have the technology to support learners and staff.</p> <p>Ensure learners in need have the relevant resources to be able to work from home in case of long-term sickness/absence due to ill health.</p> <p>Use evidence from teachers to track the progress of those with disabilities.</p> <p>Ensure the curriculum is reviewed regularly.</p>	<p>Ensure all Cameras, speakers and microphones in all teaching spaces are maintained.</p> <p>Teaching resources are effectively adapted.</p> <p>Curriculum Plans are updated on a regular basis.</p>	<p>AGT</p> <p>Teachers / TAs – HOYS to identify learners who require further support – all learners have been issued with their own laptop</p> <p>Heads of Faculty alongside the Deputy Head – Teaching & Learning</p>	<p>Yearly – September</p>	<p>Teachers can use technology to broadcast live lessons if learners are unavoidably not in.</p> <p>Learners are able to access home learning, particularly during a period of industrial action and/or emergency events.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of learners as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Lift for access to higher floors</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Height of desks/counters/work surfaces, etc. - provision and accessibility</i> • <i>Evac chairs - location and access</i> • <i>Refuges - locations, signage and means of escape</i> • <i>Door widths - principle entrances, internal doors, space and mobility, signage</i> 	<p>Lift available</p> <p>Disabled parking bays are available.</p> <p>Disabled toilets on each floor</p> <p>Consideration of the needs of building users, ensuring inclusive design on all relevant projects, whether major or small works</p>	<p>Ensure the lift is in working order at all times.</p> <p>Ensure facilities are maintained to a good standard at all times</p>	Estates	Ongoing	<p>Learners and staff able to access stairs can use the lift</p> <p>Personal emergency evacuation plans are in place for learners, staff and visitors in the event of an emergency, with staff aware of the process for completion.</p> <p>All works undertaken by the college will be completed, ensuring that all applicable guidance and legislative information is applied and where required, specialist advice is sought.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> Alarms, visual and acoustic - safety systems Floor finishes - non-slip, colour Lighting and emergency lighting - levels, control 					
Improve the delivery of information to learners with a disability.	<p><i>Our college uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> Internal signage Large print resources Induction loops (where required) Pictorial or symbolic representations Signage – easily readable and non-reflective 	<p>To ensure that learners who are hard of hearing have recommended hearing devices in the classroom / or their own personal hearing device as per professional recommendations.</p> <p>To improve the accessibility of policies on the college's website.</p>	<p>Installation of recommended technology</p> <p>An acknowledgement</p>	<p>Assistant Head – SENCO</p> <p>Estates</p> <p>Deputy Head – Pastoral</p>	<p>On a personal basis</p> <p>Over the lifetime of the plan</p>	<p>Main reception induction loop in place and maintained</p> <p>Individual arrangements are put in place to ensure that those who require technology assistance are catered for</p> <p>Signage in different languages is in place</p> <p>Accessible policies with appropriate reading ages on the website.</p>

4. Monitoring Arrangements

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

It will be approved by the Full Board of Directors.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

The table below contains some examples of features you might assess as part of an audit of the college's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				