



VTC – 3 Year Accessibility Plan

Approved by:

The Proprietor &
The Advisory Board

Date: July 2026

Last reviewed on:

Next review due by:

July 2027

Applicable Sites:

- School Site: Centre 2000, St Michael's Road, Sittingbourne, Kent, ME10 3DZ (Leased Building)
- College Site: Glenmore Business Centre, Sittingbourne, Kent, ME10 3GL (Proprietor-Owned Building)

1. Purpose & Framework

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 (Schedule 10), the Children and Families Act 2014 (Section 100), and the SEND Code of Practice 2015. VTC Independent School is committed to providing an inclusive environment that allows all pupils and learners to thrive across both its school and college provisions.

Given our tight-knit, collaborative team layout, responsibilities are shared directly between the Proprietor, the Headteacher / Senior Leadership Team (SLT), and All Staff to ensure quick, clear communication and accountability across both sites.

The plan focuses on three core areas over a three-year cycle:

1. Physical Environment: Improving physical access, navigating environmental hazards, and implementing operational adjustments across the dual-site infrastructure.
2. Curriculum Accessibility: Increasing the extent to which disabled learners, including those with visual and sensory impairments, can fully participate in both academic and technical/vocational curricula.
3. Information & Communication: Ensuring alternative, accessible formats for written information shared with stakeholders.

2. Disability & Inclusion Statement

At VTC Independent School, we aim to reduce, and where possible eliminate, barriers to access for pupils, learners, staff, parents/carers, and visitors. We actively work to promote equality of opportunity, eliminate unlawful discrimination or harassment, and implement reasonable adjustments tailored to individual physical, sensory, and learning needs. This includes dedicated support for individuals with sensory needs, visual impairments, and long-term health conditions.

3. Site Context & Scope

VTC Independent School operates a dual-site model, which dictates our approach to physical modifications and space management:

- The School Site (Centre 2000): This is a leased building. Structural changes require landlord consultation and approval. The focus here remains on highly effective operational reasonable adjustments, portable physical/sensory aids, and negotiated structural access improvements.
- The College Site (Glenmore Business Centre): This building is owned by the proprietor. While this allows for greater long-term flexibility regarding capital investment, installing a passenger lift to the first floor is not reasonably feasible for the foreseeable future. Accessibility to first-floor spaces will be managed entirely through non-structural, operational strategies.

4. 3-Year Accessibility Action Plan (2026 – 2029)

Area 1: Physical Environment (Including Visual & Sensory Adaptations)

Site / Objective	Current Good Practice / Status	Actions & Targets	Responsibility	Monitoring	Timeframe
Visual & Sensory Navigation <i>Both Sites</i>	Core infrastructure utilises clear signage where appropriate.	High-Contrast Environmental Audits: Conduct a dedicated review of stairs, steps, changes in floor levels, and door frames to apply high-visibility tactile indicators or high-contrast safety tape for visually impaired stakeholders. Lighting Enhancements: Review and adjust internal lighting, targeting areas with heavy glare or dimness to assist those with visual sensitivities or sight impairments.	Headteacher / SLT & All Staff	Advisory Board	Year 1 Target (By July 2027)
School Site (Centre 2000) <i>Leased Building</i>	Floor levels are accessible; temporary risk assessments and Personal Emergency Evacuation Plans (PEEPs) are created prior to entry.	Proprietor to liaise with the landlord regarding any complex structural modifications needed for incoming pupils. Focus on portable physical, sensory, and ICT aids to bridge gaps. All staff to ensure fire drills account for leased layout constraints.	Headteacher / SLT & All Staff	Advisory Board	Ongoing (Reviewed annually)
College Site (Glenmore Business Centre) <i>Proprietor-Owned</i>	Built with low-threshold entrances, access ramps, and DDA-compliant ground-floor toilets.	Utilise the allocated proprietor capital budget for direct physical improvements. Develop a dedicated ground-floor sensory room / provision	Proprietor & Headteacher / SLT	Advisory Board	Year 1 Target (By July 2027)

Site / Objective	Current Good Practice / Status	Actions & Targets	Responsibility	Monitoring	Timeframe
Operational Multi-Story Management <i>Both Sites</i>	Classes are assigned based on student intake data.	Ground-Floor Delivery Policy: Formally mandate that any class, vocational workshop, or therapeutic session involving a pupil, staff member, or visitor with mobility restrictions is scheduled in ground-floor rooms. Resource Replication: All staff to ensure specialised upper-floor learning materials or resources can be duplicated or relocated to the ground floor if required. Digital Access: Deploy video links or hybrid options for specialised upper-floor resources that cannot be physically moved.	Headteacher / SLT & All Staff	Advisory Board	Year 1 Target (By July 2027)
Dual-Site Medical Safety	Individual Healthcare Plans (IHPs) are produced for all learners with medical conditions.	Implement a triage system during transitions to audit both sites for adaptive equipment. Focus PEEPs heavily on robust ground-floor evacuation routes to mitigate multi-story limitations.	Headteacher / SLT & All Staff	Advisory Board	Years 1–3 (Annually from Sept 2026)

Area 2: Curriculum Accessibility (Academic, Therapeutic, and Technical)

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
Staff Training & Inclusion	Relational / trauma-informed approaches are integrated	Embed core SEND and Inclusion training directly into the staff induction programme. Provide specialised training focused on supporting pupils with visual and hearing difficulties.	Headteacher / SLT & All Staff	Advisory Board	Year 1 Target (By December 2026)

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
	across both sites.	Headteacher to establish an online "Training Hub" for staff to easily access specialist CPD guidance.			
Alternative & Vocational Provision	Small group learning with high adult support; offsite work-related learning matched to stage.	All staff to ensure alternative sports / PE programmes exist for learners with restricted mobility or sensory impairments to allow participation. Personalise work-related learning to match each learner's physical and sensory needs.	Headteacher / SLT & All Staff	Advisory Board	Year 2 Target (Academic Year 2027–28)
Assistive Technology & Differentiation	Individual learner needs are mapped into Learner Provision Plans.	Roll out digital assistive technologies (enlarged computer screens, high-contrast / enlarged keyboards, or screen-reading software for visually impaired learners). All teaching staff to maintain a strong, daily focus on differentiated worksheets and tasks.	Headteacher / SLT & All Staff	Advisory Board	Years 1–3 (Ongoing rollout to 2029)

Area 3: Access to Information & Communication

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
Accessible & Format-Flexible Documentation	Contact with families utilises multiple channels (phone, email,	Visual Impairment Material Standards: All staff to systematically provide larger print handouts, worksheets, and textbooks to pupils where necessary. Provide school newsletters and home-school information in alternative forms, such as audio, illuminated text, or screen-	Headteacher / SLT & All Staff	Advisory Board	Year 2 Target (By July 2027)

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
	face-to-face) based on preference.	reader-ready digital formats upon request. Headteacher / SLT to standardise key policies and student / parent handbooks into an "Easy Read" format.			
Digital Accessibility	The school website is mapped and presented logically.	Launch a secure parent portal via the Management Information System (MIS) to safely streamline information sharing. Headteacher to ensure website and portal architectures are fully compatible with text-enlargement and screen-reading software utilities.	Headteacher / SLT	Advisory Board	Year 3 Target (By July 2028 / Ongoing to 2029)