VTC Accessibility Plan

Approved by:	The Proprietor & The Advisory Board	**Date:** July 2026
Last reviewed on:	13/10/2026	
Next review due by:	13/10/2027	

VTC Independent School: 3-Year Accessibility Plan

Plan Duration: 3 Years (June 2026 – June 2029)
Review Cycle: Reviewed annually by the Proprietor and the Advisory Board for progress updates; fully rewritten every three years.

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.

Immediate priorities: accessible documentation and adjustments needed by current pupils across both sites will be prioritised. Staff will use EHCPs, existing assessments, provision plans and pupil views to identify the support and formats required.

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 *Both Sites*	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	Proprietor & Advisory Board	Year 1 Target (By December 2026)

Site / Objective	Current Good Practice / Status	Actions & Targets	Responsibility	Monitoring	Timeframe
School Site (Centre 2000) *Leased Building*	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	Proprietor & Advisory Board	Ongoing (Reviewed annually)
College Site (Glenmore Business Centre) *Proprietor-Owned*	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	Proprietor & Advisory Board	Year 1 Target (By July 2027)
Operational Multi-Story Management *Both Sites*	Classes are assigned based on student intake data.	Ground-Floor Delivery Policy: Formally mandate that any class, 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	Headteacher / SLT & All Staff	Advisory Board	Year 1 Target (By September 2026)

Site / Objective	Current Good Practice / Status	Actions & Targets	Responsibility	Monitoring	Timeframe
		options for specialised upper-floor resources that cannot be physically moved.			
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 across both sites.	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 to establish an online "Training Hub" for staff to easily access specialist CPD guidance.	Headteacher / SLT & All Staff	Advisory Board	Year 1 Target (By December 2026)
Alternative & Vocational	Small group learning with	All staff will adapt sports and PE activities to current pupils' and learners' assessed physical,	Headteacher SLT and	HT checks implementat	Initial checks/planni

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
Provision	high adult support; offsite work-related learning matched to stage.	sensory, communication and learning needs, including social, emotional and mental health needs. Use starting-point assessments, EHCPs and current provision and risk plans to select appropriate tasks, instructions, equipment, pace and support. Record agreed adjustments in individual learning plans. Personalise work-related learning to match individual physical and sensory needs. Apply relevant adjustments across school and college programmes. Check whether adjustments enable participation in the intended activity and demonstration of learning. Record what helped, remaining barriers and any changes needed.	teaching staff, with SENCO input.	ion; Proprietor & Advisory Board oversight. Evidence: individual plans, adapted schemes, resource checks and dated lesson examples.	ng by 16 October 2026; immediate adjustments verified by 20 October and before use. Check effectiveness at first use and review by 20 November where evidence is available; at least termly thereafter.
Assistive Technology & Differentiation	Individual learner needs are mapped into Individual Learning Plans.	Identify the accessible materials, task adaptations and assistive technology needed by current pupils and learners. Provide required adjustments before use, including differentiated worksheets, visual or one-step instructions, alternative recording methods, enlarged/high-contrast materials or digital aids according to assessed need. Record preferred formats and support in individual plans. Continue the wider assistive technology rollout over 2026–2029. Current needs must not wait for the wider rollout. Check that pupils and learners can understand instructions, use materials and demonstrate learning with agreed support. Change resources where barriers remain.	Headteacher / SLT & All Staff	SENCO check current needs; Proprietor & Advisory Board oversight. Evidence: resource/access checks, adapted materials and	Current needs checked by 16 October 2026; immediate resources verified by 20 October and before use. Wider rollout continues to 2029. Check at first use and review at least termly.

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
				pupil/learner feedback.	

Area 3: Access to Information & Communication

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
Accessible information and documents	Families are contacted by phone, text, email or face-to-face, according to their preferences.	Identify the formats pupils and learners need, using their EHCPs, communication needs and views, alongside parent/carer feedback. Adapt essential learning, safety and school or college information before it is needed. This may include clear language, visual instructions, larger print, accessible digital text or audio. Provide newsletters and family information in alternative formats where required. Check that the information can be understood and record any further changes needed. Develop Easy Read versions of key policies and the pupil/parent handbook as part of the wider document review.	Headteacher / SLT, teaching and administration staff, with SENCO input. HT oversees prioritisation.	HT checks adapted documents and feedback to confirm information is accessible and understood. Findings and outstanding actions are reported to the Advisory Board.	Identify current needs by 16 October 2026. Put essential adaptations in place by 20 October, and before the information is used. Agree delivery dates for further requests. Complete the wider Easy Read review by July 2027.

Objective	Current Good Practice	Actions & Targets	Responsibility	Monitoring	Timeframe
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)

5. Monitoring & Complaints

This Accessibility Plan is monitored regularly by the Proprietor and the school's Advisory Board. Progress against yearly targets will be reviewed annually by the Headteacher and Proprietor, with a comprehensive plan renewal occurring in June 2029.
Staff will check adjustments when first used and record whether they help pupils and learners participate, understand information and demonstrate learning.
If a pupil, learner, or parent / carer has concerns regarding access or reasonable adjustments, they should initially contact the Headteacher. Escalations follow the formal VTC Independent School Complaints Procedure.