



Unified Academy Prospectus



Supporting each other, achieving together



Unified Academy

Welcome



Welcome to Unified Academy. We are a special school for boys aged 9 to 16 years who have social,

emotional and mental health needs. All of our students have an Education, Health and Care Plan (EHCP).

Students are at the heart of everything we do. We want our students to become well-rounded, confident adults with high aspirations for their future.

We deliver a highly personalised approach to education with an emphasis on meeting the different needs, abilities and interests of our students in order to secure the best possible outcomes for them.

Class sizes are small with no more than six students in each teaching group. Lessons are tailored, carefully planned and as a result,

learning is more purposeful and engaging. As well as teaching staff, classroom assistants provide additional support for students helping to build their confidence and self-esteem whilst supporting their academic, social and developmental needs.

Students have access to a range of therapies including; Trusted Adults, Speech and Language Therapy (SALT) and Canine Assisted Learning (CAL). Additionally, Unified Academy has a full time Home School Link Worker (HSLW) to support families with the management of behaviour, improving their child's attendance at school and facilitating access to other Health and Social Care services.

Students are encouraged and nurtured to get the most out of their school experience and their individual contributions are valued and celebrated.

If you are considering a place at Unified Academy for your son, please contact us at info@unifiedacademy.org or **01737 215 488**.

Annabelle Thomas, Principal



Vision and Ethos

Our Vision

Supporting each other, achieving together.

At Unified Academy we use a highly personalised approach that caters to the different needs and abilities of our students in order to secure the best possible outcomes for them. Our aim is that they develop high aspirations for the future with the skills and knowledge to achieve them so they are able to positively contribute to the wider community.

Our Ethos

Unified Academy follows a nurture-based, reflective and restorative approach, which includes educating students about appropriate behaviour and responses, rather than using a consequence-based approach.

We have the highest standards and expectations for all children to experience success, lead empathetic lives and fill productive roles as members of society. Their individual contributions to school life will be valued and their talents celebrated.

Students, staff, parents and visitors will show respect for, acceptance of and responsibility to ourselves, each other and the wider community.

Together we will build a fun, safe and caring school that promotes the joy of learning, high personal achievement, respect for individual differences, dignity for all and equal opportunities by eliminating discrimination.

We will nurture, encourage and listen to every voice in our community, including students, parents and carers, friends and staff. Maximising the potential of every student will be placed at the heart of all decision making.

We will always be a strong advocate for Unified Academy; being proud of our school and membership of the family of schools within Orchard Hill College Academy Trust.

Our Values

CURIOUS

We are curious to experience and discover the world around us



RESPECTFUL

We are respectful of ourselves, each other and our community



COMPASSIONATE

We are compassionate of the needs and feelings of others



INSPIRED

We are inspired to achieve our full potential and to see new possibilities



EMPOWERED

We are empowered to make positive choices so that we can contribute to our community



Our Students

Our students are boys aged 9 to 16 years who have social, emotional and mental health needs. Some students also have moderate learning and attachment difficulties. This means that students struggle to form strong, healthy and sustainable relationships with others and can present with challenging behaviour. All students have an Education, Health and Care Plan (EHCP).

Home School Partnership

Our Home School Link Workers (HSLW) are the link between home and Unified Academy and work preventatively with families, children and the School to provide early intervention, signposting support and guidance in times of change and stress.

A HSLW plays a significant role within the school community, helping to bridge the gap between parents and school. They are part of the school team but work independently, uniquely connected to the child and his family's needs.

Home-school liaison is a child and parent-centred partnership that builds positive relationships, enabling improved attendance and behaviour by reducing family and environmental barriers to learning. Any emerging difficulties can be tackled at an early stage with targeted interventions, guidance and support.

HSLW support includes:

- working with individual and groups of students and parents;
- working closely with the SENCO and CPO to support families;
- liaising with outside agencies (school nurse, social care, CAMHS, health visitors, GPs) and signpost parents to appropriate additional support;
- improving your child's attendance;
- reducing exclusions and attending re-admission/governor exclusion meetings with you;
- helping with transition to Unified Academy;
- supporting families in times of crisis by visiting at home or meeting with you in school;
- helping parents with form filling;
- providing advice regarding benefit entitlement, domestic violence, housing, health and bereavement counselling;
- ensuring those who are entitled to free school meals actually receive them;
- attending meetings in and out of school with you and your child so that your views are appreciated and respected at all times.

Research has shown that work by HSLWs not only helps to raise children's educational achievements and attendance but are influential in increasing parents' and carers' knowledge of school life.

Curriculum

Curriculum Approach

Unified Academy's curriculum approach is underpinned by nurture principles.

Staff support, encourage and develop students to become independent, confident learners. We focus on developing quality relationships that build resilience, improve self-esteem and drive students to make good decisions for themselves and those around them. Students learn social empathy by being thought about, valued and encouraged.

The classroom offers a safe base.

There is a consistent structure to each day. Staff create a supportive learning environment where clear boundaries are set and provide security and reassurance for students.

Nurture is important for the development of self-esteem.

Nurture is:

- listening
- being responsive
- remembering and engaging
- shared activities such as play, having meals, reading, talking about events and feelings

Students respond to being valued and being thought of as individuals.

Language is a vital means of communication.

Language is more than a skill to be learnt, it is the way of putting feelings into words. Students can 'act out' their feelings when they find it difficult to describe how they feel. Staff facilitate informal opportunities for talking and sharing, for example, welcoming students into the group or having breakfast together is as important as the more formal lessons teaching language skills.

Staff create opportunities for students to use words instead of actions to express their feelings, such as, extended conversations or encouraging imaginative play to understand the feelings of others.

All behaviour is communication.

Understanding what a student is communicating through behaviour helps our staff to respond in a consistent but not-punitive way.

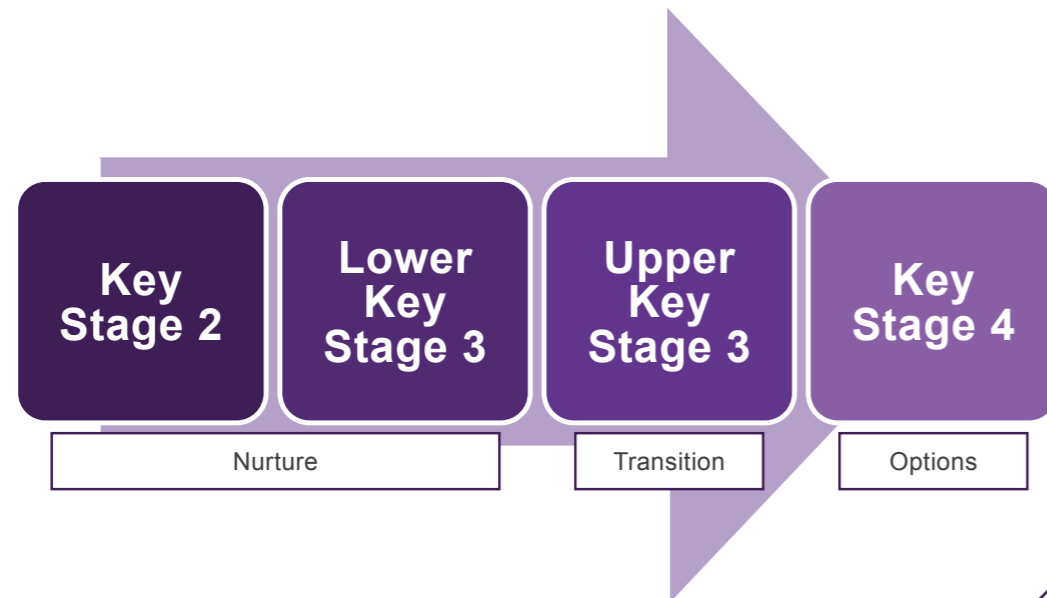
When a student can sense their feelings are understood this can help to diffuse difficult situations and challenging behaviour. Staff will think, 'Given what I know about this student and their development, what are they trying to tell me?'.

Transitions are significant in the lives of children.

We understand that some students find the transition from home to school difficult. There are also numerous transitions throughout the school day. Staff are prepared for and carefully manage and support students between sessions, classes and different teachers.



Curriculum School Nurture Model



The curriculum at Key stage 2

At key stage 2 we offer a curriculum that builds on student's knowledge and skills in a wide range of subjects. Students undertake the following subjects at key stage 2:

- English
- Maths
- Science
- Art
- Food & Nutrition
- Geography
- History
- ICT
- PE
- PSHE (incorporating religious education and SMSC)
- Personal Development

The curriculum at Key stage 3

At key stage 3 our curriculum offer comprises a range of academic and vocational subjects for Years 7, 8 and 9.

- English
- Maths
- Science
- Art
- Food & Nutrition
- Geography
- History
- ICT
- PSHE (incorporating religious education and SMSC)
- PE
- PSHE
- Personal Development

The curriculum at Key stage 4

At key stage 4 we offer a range of academic and vocational qualifications for Years 10 and 11.

The core curriculum includes GCSEs, Functional Skills or Entry Levels in English and maths; as well as PSHE, PE. In the wider options curriculum, students work towards externally accredited qualifications in:

- Art
- Duke of Edinburgh
- PE
- Science (Entry Level)
- ICT (Entry Level)
- Food & Nutrition
- Mechanics
- Photography



I would like to thank all the staff that have made my son feel welcome at Unified Academy. After last year at his old school we never thought we could help him feel happy and want to go to school. Now we are 100 % positive we made the right choice.

Parent 2021

Personal Development

At Unified Academy we offer Personal Development experiences that see students access a variety of extra-curricular activities in the format of bite sized tasters, facilitated by external and internal practitioners. This enables all students to choose, explore and experience new activities. The offer also embeds key areas of our PSHE and well-being curriculum.

These experiences provide opportunities for students to enhance their; cultural, creative, digital, social, cognitive and physical development.

Boxing

Learn self-discipline, how to follow instructions, develop fitness and tolerance of others

Sporting Chances

Work with ex-professional footballers, develop ball skills, football strategies and work with others

Hair & Beauty

Work with a professional beautician; develop self-care routines, personal hygiene, self-expression and aspirations for future employment

Mixed Sports

Work with a professional coach, develop team working, ball skills, hand-eye co-ordination, and how to follow instructions and tolerance of others

Creative Enterprise

Work with a variety of materials to create a range of decorative items, including Jewellery

Art Students

Learn to express yourself artistically through a variety of mediums and techniques

ICT/Gaming

Utilise the ICT suite, develop skills related to online and stand-alone platform gaming

Canine Assisted Learning (CAL)

Learn how to express your emotions in a safe and supportive environment. Develop knowledge of animal care and welfare

Film and Media Production

Analyse a range of film making techniques through the use of different media.



The staff at Unified Academy have applied their knowledge and understanding to my son's individual needs. Now he is excelling within an educational environment and has developed the most amazing cooking skills that he reproduces at home. He now loves learning and is making outstanding progress within social and educational settings.

Parent 2021



As a parent, I was apprehensive about my son attending a new school, but the experience for him has been fantastic. Having had a tough time in previous schools, his attitude to attending school has been difficult. Unified Academy has changed his attitude towards school and that is thanks to the positivity of all the staff. My son finally feels accepted and that is a great weight off my shoulders!

Parent 2021



Therapeutic Offer

Therapeutic interventions

Unified Academy offers a structured range of therapeutic interventions to support each student's progress in-line with their Education and Health Care Plan, including:

- Speech & Language Therapy (SaLT)
- Canine Assisted Learning therapy (CAL)
- Emotional Literacy Support Assistant (ELSA)
- Child and Adolescent Mental Health Services (CAMHS)
- Healing Together
- Drum/Music intervention
- Therapeutic Art intervention



My son settled into Unified Academy quite quickly. He enjoys spending his time at school and has made a very nice group of friends that he also interacts with outside of school. I have seen a great improvement with his manners and self esteem and he is much more focused on his schooling, I am very proud of him and he should be proud of himself.
Parent 2021

Open Events

Visit www.unifiedacademy.org for the latest information about Open Events, or contact info@unifiedacademy.org for more details



School Address
Chart Lane South, Dorking,
Surrey, RH5 4DB



**For more information about
our school visit**

www.unifiedacademy.org

or email

info@unifiedacademy.org

or call 01737 215488.



Orchard Hill College Academy Trust (the Trust) and Orchard Hill College (the College) together form Orchard Hill College and Academy Trust (OHC&AT), a family of specialist education providers for over 1500 pupils and students from nursery through to further education across London, Surrey and Sussex.

Pupils and students within the OHC&AT family of providers have a wide range of learning abilities and additional needs including complex autism; speech, language and communication difficulties; social, emotional and mental health; and physical disabilities including multi-sensory impairment and complex health needs.