Unified Academy

SCHOOL ACCESSIBILITY PLAN

2026/2027

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Date of next review	June 2027

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Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by **paragraph 3 of schedule 10 to the Equality Act 2010** and section 69 of the Children and Families Act 2014. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for **disabled** pupils", issued by the Department for Education and Skills (DfES) in July 2002, now known as the Department for Education (DfE). The 'SEN information' specified in schedule 1 to the Special Educational Needs and Disability Regulations 2014 Special Educational Needs and Disability Regulations 2014. Statutory guidance on this is contained in paragraphs 6.79 to 6.82 of the special educational needs and disability code of practice: 0 to 25 years.

Definition of Disability

Disability is defined in the Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities."

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Key Objective

To reduce and eliminate barriers which restrict students' access to the curriculum and participation in the school community.

Principles

Unified Academy seeks to ensure that compliance is consistent with the school's aims, the Equality & Diversity Policy, and the SEN Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against **disabled students** in admissions, exclusions, and provision of education and associated services;
- not to treat **disabled students** less favourably;
- to take reasonable steps to avoid putting **disabled students** at a substantial disadvantage;
- to increase the extent to which **disabled students** can participate in the curriculum
- to improve the physical environment to increase the extent to which **disabled students** can take advantage of the educational benefits, facilities or services provided or offered
- improve the way **disabled students** can access information that is easily accessible to students who are not disabled
- to publish an Accessibility Plan.

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right

to confidentiality;

- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

This curriculum endorses the key principles in the National Curriculum 2015 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Education & related activities

The school will continue to seek and follow the advice of LA services, such as Special Education and Disability Needs (SEND) teachers/advisors, and other appropriate health professionals and consultants. With regard to controlled assessments and examinations, the school will in all cases adhere to the JCQ guidelines on "Access Arrangements, Reasonable Adjustments and Special Consideration".

The academy strives to develop the full potential of everyone within its community and is able to provide a broad and wide ranging curriculum, adapted to meet the needs of individual students. We also offer a student's opportunities through a range of work experience, enrichment activities, alternative learning programmes, therapeutic interventions and partnerships with external agencies. When planning, teacher's set appropriate learning objectives and identify support mechanisms that aide students to break down barriers to learning. The Academy holds regular meetings, including annual reviews, to ensure that each student's individual pathway remains consistent to any changes in their needs.

Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings for **disabled students**. The Academy Trust will continue to identify and plan for any possible improvements that will lead to the school becoming fully accessible in the future.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
Unified Academy's website is maintained by Orchard Hill College Academy Trust and we endeavour to ensure that all information is current and accessible to students, parents/ carers, staff and other stakeholders.
There is a contact form available on the website to enable stakeholders to make direct contact with the school online. Information on the website is available as a hard paper copy free of charge on request, and can also be provided in large fonts.

We have an open door policy at the Academy and encourage collaborative working with parents, carers and other stakeholders.

Financial planning and control

The Principal and the Senior Leadership Team, together with OHC&AT Finance staff and

members of the Local Governing Body, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure theaims of the key objectives of the Accessibility Plan is met (Appendix A).

Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the Health & Safety (H&S) documentation;
- A copy is posted on the school website; https://www.unifiedacademy.org/key-information/accessibility-plan/
- A copy can be emailed or posted on request.

Appendix A

ACCESSIBILITY PLAN 2026/27			
INTENT	STRATEGIES	TIMESCALES AND RESPONSIBILITY	IMPACT/SUCCESS CRITERIA
Curriculum: To continue to develop links with external providers to increase the curriculum participation and to offer the broadest possible range of curriculum pathways	- Partnerships with ALP providers e.g. GASP Motor Project, Winchmore tutors, EDGE and Fast Forward Mechanics, ROAR, Surrey Online Schools.	Ongoing - Reviewed as partof PPG spend AT/SLT	- A wide range of students will access a broad and balanced curriculum catering to individual needs - Improved attendance and outcomes for those struggling to access core curriculum offer. Increasing individual's attendance by at least 15% - Develop personalised transition programmes - Increase whole school attendance by 15% over the course of a year - Reduce barriers to education by providing individualised timetables and access to ALP - Improved mental health for students shown by Improvement in Boxall profile showing an increase of at least 5 points in developmental and decrease of 5 points in diagnostic for those on ALP - Reduction in significant behaviours that challenge recorded on CPOMS by 15%

Physical environment: To continue to assess the physical environment and adjust it to fit the needs of the students	- Continued investment in in the physical environment at Unified Academy	Ongoing CB – Site Manager AT/SLT	- All students will be able to access the required areas of the school Adaptations to the building and school environment will be made where possible in a timely manner
Information: To continue to develop the presentation of information so that it is fully accessible to students, parents and carers. Including but not limited to resources, lessons, and signage.	- Student council to discuss any issues - Safeguarding team to liaise with parents and SLT to disseminate key information about student needs and ensure resources are appropriate - Use of technology to increase accessibility	Ongoing CT/JB/JC – Home School Link Workers SLT	- Effective communication between Unified Academy and parents/carers indicated by an increase in attendance at open days and increased engagement in forums, meetings etc. - Increased engagement in lessons will show in a reduction in behaviours that challenge recorded on CPOMS by 15% - Reduction in barriers to learning will show a rise in average student attainment over the course of the year