

## **ACCESSIBILITY PLAN:**

Unsted Park school & 6th form 2025-2026

### **Introduction**

The accessibility plan shows how school access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments where ever practicable.

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

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.

### **Key Aims**

To increase and eventually ensure for children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and
- full participation in the school community

### **Principles**

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
  - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled children and young people less favourably
  - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
  - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross reference in the SAR/SEF as appropriate

### **Increasing Access for disabled children and young people to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits.*

#### **List key actions here:**

- IPPs created in line with EHCP and Annual review documentation and, specifically, in conjunction with parents and carers to ensure identification of key SMART targets that will remove barriers to education. These are created and reviewed on a termly basis.
- PBS - Positive behaviour support plans created for each pupil as a pro-active measure to ensure all staff are aware of triggers that may lead to dysregulation in pupils and subsequently effective strategies to support pupils.
- Termly assessment identifies, through teacher assessment and question level analysis, academic gaps that are preventing each young person to be in line with their age-related expectation. A robust intervention programme is implemented to ensure that gaps identified can be closed.
- Personalisation of the curriculum. Identified in planning and considers the academic and personal barriers each individual young person has.
- Wide variety of resources used to support the varying needs of pupils.
- In-house therapy provision to ensure that pupils social, emotional, sensory integration and social communication needs are met and removed as a barrier to accessing the curriculum.
- Staff CPD and development through QA process to ensure training is implemented to support understanding of variety of needs e.g. Rosenshine principles (since Sept 21) and training to be delivered on regulation / relationship / reason
- Use of ICT to enhance learning within the curriculum.

## Improving access to the physical environment of the school

*This includes improvements to the physical environment of the school and physical aids to access education.*

### List key actions here:

- The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and other visitors.
- Pupils with visual impairments are supported by visits from the STAVI (from their local authority, where necessary) to provide us with specialist information regarding the requirements for the physical environment of the young person.
- Layout and class allocation of classrooms in the school is decided on with recognition and consideration of physical needs of the pupils. Currently no pupils with a physical disability which restricts movement. Primary classes currently in downstairs classrooms but this can be amended if required e.g. a secondary pupil being admitted with physical disability needs. There two lifts to access all levels within the site except for the very top floor currently used as an examination centre. If a student with a physical disability meant they were unable to access the top floor, accommodation for the exam would be made in one of the accessible rooms elsewhere in school.
- Pupils sensory needs are considered, specifically around noise and light, and adjusted accordingly based upon needs of the cohort.
- Ensure ease of access to reception area for all.
- Ensure all needs are considered regarding evacuation of pupils and staff including the use of Peeps where required for emergency evacuation.
- Ensure monitoring of visual and auditory environment of the school through timely audits (conducted by the in-house therapy team).

## Improving the delivery of written information to disabled children and young people

*This will include planning to make written information that is normally provided by the school to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats and be made available within a reasonable time frame.*

### List key actions here:

- Develop delivery of information in writing in an appropriate format where require i.e. visual impairments
- Ensure information can be presented in other languages where identified as a need
- Review information sent to parents/carers to ensure it is accessible
- Ensure staff are aware of guidance through induction period

## Financial Planning and control

The Head teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

### List key actions here:

- Currently there are no further changes to be made to the physical layout of the building. The lifts were both refurbished during the summer of 2021. There is no possibility of extending the lift to the top floor of the school.
- Any student admitted with an identified need that requires specific training or equipment: to be budgeted, tendered and delivered through the normal financial instruments within school.

## Accessibility Action Plan:

Unsted Park School 2025-2026

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

## ACCESS TO THE PHYSICAL ENVIRONMENT

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
<b>Ensure access to main site and reception for all</b>	<ul style="list-style-type: none"> <li>- Accessibility on site with listed building status restricts what can be provided.</li> <li>- Accessibility to all floors available through the lift with the exception of the old top floor (old healthcare regional office for Priory). Now used as exams centre for the school. Any student unable to access the top floor would undertake exams in another room with the fabric of the school building.</li> <li>- Checks to be complete with all new starters (staff and pupils) and all visitors to ensure temporary access support can be implemented</li> </ul>	Headteacher and Deputies	As and when required		
<b>Ensure all can be safely evacuated in an emergency.</b>	<ul style="list-style-type: none"> <li>- Ensure all staff through training are aware of their responsibilities</li> <li>- Ensure Peeps in place for those young people who require additional considerations in the event of an emergency evacuation.</li> <li>- Ensure drills carried out and all staff aware of fire marshalls within the site.</li> </ul>	SLT  SLT and site support services manager	Ongoing		

## ENSURING INCLUSION IN THE SCHOOL COMMUNITY

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
<b>School is aware of access needs of all</b>	<ul style="list-style-type: none"> <li>- Create individual risk assessments for all pupils</li> <li>- Create access plans for individual disabled young people where required.</li> <li>- Information to support pupils included in IPP</li> <li>- Ensure all visitors, including prospective pupils and job applicants have had their needs considered in regards to appropriate access</li> <li>- Work with placing authority specialist advisory teachers to support with specific disabilities and how to meet needs.</li> </ul>	<p>All – SLT</p> <p>Classteachers</p> <p>Pastoral team and Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
<b>Pupils with sensory impairments needs considered</b>	<ul style="list-style-type: none"> <li>- Work with placing authority HI/VI advisory teachers and seek guidance and support.</li> <li>- Follow all physical guidance in relation to ground markings and physical environment of learning spaces.</li> </ul>	JD / CC / (ER during referral process)	As and when required - Ongoing		
<b>Layout and allocation of classrooms best meets needs of pupils within the school</b>	Consider all needs of staff/pupils with disabilities.	Headteacher and SLT	As and when required - Ongoing		
<b>Sensory environments are monitored</b>	<ul style="list-style-type: none"> <li>- Audits and environment checks from in house OT and SENCO.</li> <li>- Ensure considered in line with individual pupils needs.</li> </ul>	SENCO and therapy team (OT from Nov 2022)	Continuous process annually from Summer 2022		

	-Staff to implemented guidance from audits and checks.				
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ACCESS TO THE CURRICULUM					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

<b>Use of IPPs to ensure key milestones and outcomes set in EHCP are met.</b>	<ul style="list-style-type: none"> <li>- Staff training on use of IPP</li> <li>- QA process of T&amp;L to ensure targets are being addressed.</li> <li>- Monitoring of parent/carers involvement in IPP process.</li> </ul>	<ul style="list-style-type: none"> <li>-All staff</li> <li>-CC / SLT</li> <li>-head as part of monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>-Short</li> <li>-Short</li> <li>-Long</li> <li>-Long</li> </ul>	Ongoing	IPP training for new staff in September each academic year
<b>Use of PBS plans for pro-active behaviour management support.</b>	<ul style="list-style-type: none"> <li>- Training delivered to staff</li> <li>- Monitoring of documents by deputy Head</li> </ul> <p>Shared with parents/carers and placing authorities</p>	<ul style="list-style-type: none"> <li>- JD / pastoral</li> </ul>	<ul style="list-style-type: none"> <li>-Short</li> </ul>	<p>Summer</p> <p>Ongoing</p>	PBS training for new staff in September each academic year
<b>Use of effective and accurate assessment to identify gaps in learning.</b>	<ul style="list-style-type: none"> <li>- Training on secure assessment with staff</li> <li>- Training on writing moderation</li> <li>- Writing moderations and use of new system</li> <li>- Implementation of data collection weeks.</li> </ul> <p>Pupil progress meetings and subject lead meetings</p>	<p>SK / SLT / quality support team</p> <p>New assessment system – CC / LC / JS</p>	<p>Short</p> <p>Short</p> <p>Short</p> <p>Long</p> <p>Long</p> <p>Long</p>		



<b>Personalisation of the curriculum</b>	- Training to staff throughout the year on effective personalisation and direction of TA.	All SLT	Long	Termly	
	- Monitoring of planning through QA process.	All SLT	Long	Ongoing	
	- Screenings and assessments by therapy team and SENCO	JT / Therapy team	Ongoing		
<b>Wide variety of resources being used to meet need – Including use of ICT and assisted technologies</b>	<ul style="list-style-type: none"> <li>- Audit of resources by subject leaders</li> <li>- Project team focus</li> <li>- Ensure resources available</li> <li>- Ensure ICT opportunities for all.</li> </ul>	CC and subject leaders	Ongoing	Annually with subject leads	

### ACCESS TO INFORMATION ADVICE & GUIDANCE

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
<b>Develop delivery of information in writing in an appropriate format where required.</b>	<ul style="list-style-type: none"> <li>-Provide suitably enlarged print, braille versions where required, use of coloured backgrounds</li> <li>-Use of matt / tinted laminates for pupils with VI</li> </ul>	Headteacher and SLT – Support from therapy team	As and when required - Ongoing		
<b>Ensure information can be offered in other languages</b>	-Ensure access to translators of other languages, including BSL.	Headteacher and SLT – Support from Admin team	As and when required - Ongoing		

<b>Review information sent to parents to ensure it is accessible</b>	<p>Ensure information is provided is clear and presented in a format which is easily accessible</p> <p>Have awareness of any access needs of parents in regards to accessing information and ensure those needs are accounted for on an individual level.</p> <p>Staff to ensure that parents have support in regards to completion of forms.</p>	SLT – Office team – Inclusion team	As and when required - Ongoing		
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