



*Nourishing the fitrah of each unique child*

## Accessibility Policy

The Prophet (peace and blessings be upon him) said:

*"Make things easy for the people, and do not make it difficult for them."*

(Sahih Bukhari 6125)

Updated: January 2025	Review date: January 2026	Health and Safety Officer: School Administrator
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## Accessibility Policy

At Unique Academy, our values reflect our commitment to a school where there are high expectations of everyone.

We strive to ensure that children are provided with learning opportunities so that they attain and achieve all that they can. Everyone in our school is important and valued. We promote an environment of care where every member of our school community feels that they truly belong.

We work hard to ensure there are no invisible children here, recognising everyone's uniqueness. We recognise learning in all its forms and are committed to nurturing seekers of knowledge.

Definition of disability is defined by the Disability Discrimination Act 1995 (DDA).

*"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". This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.*

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled pupils" DfE.

Unique Academy trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

### Objectives

At Unique Academy, our main objective is to reduce and eliminate barriers to access to the curriculum by providing opportunities for pupils to participate fully in the life of the school irrespective of background or disability. We also aim to eliminate barriers for staff, trustees, visitors, parents, and the community.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their background, education, social, spiritual, emotional, and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.

We recognise and value parent's knowledge of their child's abilities and we respect the parent's and child's right to confidentiality.

Unique Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given time frame and anticipating the need to make reasonable

adjustments to accommodate their needs where practicable.

## **Principles**

Unique Academy complies with the DDA in providing equal opportunities and considers the right of every child to be treated equally and recognises its obligations to:

- Not to discriminate against disabled pupils in their admissions and exclusions but acknowledges that there may be cases where adequate education provisions cannot be given and, in these cases, will make the appropriate referrals.
- Not to treat disabled children less favourably
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage
- To monitor the Accessibility Plan.
- To provide support for parents with their child's disability
- To ensure that other children are aware of the importance of valuing each other
- Promote good mental health
- Overcome potential barriers to learning and assessment for individuals

The Accessibility Plan contains relevant and timely actions to: -

- Expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school visits, etc.
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Unique Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

Whole school training will recognise the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Evacuation Plan
- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Trustees. It may not be feasible to undertake all the works during the life of this

accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Trustee' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Trustees.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Trustees**
- **Headteacher**



## Action Plan

### Action Plan A – Improving Physical Access and exits

Ref	Areas	Planned Action	Time Scale	Priority	Cost	Success criteria	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Corridors will be clear from obstruction	Ongoing	School Administrator
2	Disabled toilet	Liaise with the team to complete works required to the disabled toilets.	N/A	Medium	N/A	Works completed and toilets ready to use	31.08.2020	Premises Manager
3	Disabled parking	Designated space provided	N/A	Low	N/A	Disabled parking is available for use	26.06.2020	Landlord
4	Disability/Pushchair ramp	Ramp for wheelchair and pushchair access	N/A	High	N/A	Ease for wheelchair users to access the premises as well as mothers with pushchairs	26.06.2020	Landlord



## ACCESSIBILITY PLAN

### Action Plan B – Improving Curriculum Access

Ref	Question	Strategies	Time Scale	Priority	Cost	Success criteria	Date Completed	Responsibility
1	Differentiation in Teaching	Headteacher to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	Training	IEP, data, records and lesson observations show evidence of progress	Ongoing	Headteacher Class Teachers
2	Interventions	Lesson observations SENCO to audit current interventions and their success/impact on progress.	Ongoing	High	Resourcing costs of identified areas to develop	Intervention records will show interventions and their success and the progress of pupils	Ongoing	Headteacher Class Teachers
3	Classrooms are organised to promote the participation and independence of all pupils	SENDCo to review resources to ensure that activities and learning meet the needs of SEND pupil (s)	Ongoing	High	Sheet resources sheet'	Specific SEND friendly resources to be purchase Records will be kept of the effectiveness of these resources used and pupils responses and their progress	Ongoing	Headteacher Class Teachers
4	Training for staff working with pupils with SEND – focus on key areas of need within the school: social, speech and language and behaviour needs	SENDCo to identify gaps in knowledge and seek external advice liaising with Hounslow SEN Team for the delivery of virtual training sessions	Ongoing	High	None	Good progress will be made by pupils with SEND as a result of more effective support by practitioners	Ongoing	Headteacher Class Teachers

5	School visitors and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability	Ongoing	High	Coach and venue costs – see educational visits plan and risk assessment visits	All pupils are able to access all school trips and meet external visitors and special guests during assemblies	Ongoing	Headteacher Class Teachers
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## ACCESSIBILITY PLAN

### Action Plan C – Improving the Delivery of Written Information

Ref	Question	Strategies	Time Scale	Priority	Cost	Success criteria	Date completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats. The school will make copies of material available in hard copy.	Ongoing	High	Not applicable	Visitors and parents will be able to request school material in alternative formats and this will be able to be made available for them.	Ongoing	Headteacher
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents	Ongoing	Medium	Not applicable	Visitors on the website will be able to read the published information by selecting their preferred language	Ongoing	Headteacher