



ACCESSIBILITY PLAN 2025 - 2028

This policy applies to all children at Unicorn School, including those in the EYFS.

This Policy should be read in conjunction with the Admissions Policy, Curriculum and Education Policy, Equal Opportunities Policy, IT Acceptable Use and eSafety Policy (Pupils), Health and Safety Policy, Relationships Education RSE and Health Education Policy, Safeguarding/Child Protection Policy and SEND Policy

RESPONSIBILITY

Staff Members:

SENCO / Bursar

Last Reviewed:

September 2025

Approved by Governors:

November 2025

Next Review:

September 2028

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Introduction

The Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA) introduced a legal requirement on all schools to increase accessibility for disabled pupils. This requirement is now included in the Equality Act 2010. All schools are required to produce a written Accessibility Plan. The School's policy is to meet all legal requirements in this area. This Accessibility Plan therefore sets out how the School is planning to meet the needs of disabled pupils and increase accessibility for them. This Plan will be made available to interested parties at all reasonable times, as required under the legislation. It covers the period 1 September 2021 to 30 August 2024.

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. Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers. The definition of disability covers a broad spectrum of impairments including: cancer, diabetes, epilepsy, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities.

In accordance with the Special Needs and Disability Act, and the Equalities Act, Unicorn School aims to ensure that any disabled pupils are not discriminated against by:

- not treating these pupils less favourably
- taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

In line with our admissions policy, children with medical conditions are entitled to a full education and have the same right of admission to the school as other children.

Increasing Accessibility

In drawing up the Plan, account has been taken of the fact that there are 37 pupils, as of Autumn 2025, who have been identified with Special Educational Needs and are receiving either one-to-one support, learning support, or reasonable adjustments within the classroom. Identified issues both now and in the past have included dyslexia and dyspraxia, speech and language difficulties, ASD, ADHD, and specific medical needs.

The School plans to improve access for any disabled pupils by:

- reviewing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum
- making written information accessible in a range of different ways for disabled pupils where it is provided in writing for pupils who are not disabled.
- considering physical access to education and associated services

Development Area	Target	Strategies/ To be achieved by	Outcome	Person(s) responsible	Review
Curriculum Delivery	All staff working in EYFS and KS1 to have basic knowledge of Makaton.	Nursery teacher, music teacher and SENCO to attend initial Makaton training over the next academic year. Nursery teacher and SENCO to teach TAs and teachers 2-3 signs a week in weekly meetings. Staff to embed Makaton into everyday routines, classroom practice, and songs, supporting children with speech, language and communication needs and those with EAL.	Children, including those with SLCN and EAL, benefit from improved communication and inclusion.	Head of EYFS/SENCO	Consider also expanding to whole school if deemed useful in Years 2 & 3 of the plan
Joint Curriculum /Making Written Information Accessible	To develop consistent and effective use of assistive technologies (e.g. iPads, accessibility features, educational apps) to support pupils with additional needs. 1) Curriculum Delivery 2) Written Information Accessible in different forms 3 Physical Accommodations	Demonstrations for staff on key accessibility features (e.g. voice-to-text and text-to-speech, visual supports). Share good practice examples in staff meetings to promote consistent use across year groups. SENCO to work with class teachers to identify pupils who would benefit most from assistive technology and ensure pupil SEN profiles are updated to reflect this.	Pupils with additional needs demonstrate improved engagement, independence, and access to the curriculum through technology.	SENCO/Head of Teaching & Learning	
Curriculum Delivery	To ensure reasonable adjustments are consistently implemented, reviewed, and updated to meet the evolving needs of pupils with additional needs.	Maintain and regularly update the list of reasonable adjustments and individual pupil profiles to reflect current needs. SENCO to update relevant staff as and when. Encourage staff to share effective adjustments and classroom strategies during meetings or informal discussions. Involve pupils in reviewing their own profiles and identifying strategies that help them succeed. Ensure appropriate equipment and adaptations are available such as standing desks, in all classrooms including specialist rooms. Have a general bank of activities and resources that can be used for movement breaks.	Reasonable adjustments are applied consistently across all classrooms Learning environments are inclusive, flexible, and responsive to changing needs	SENCO	

Curriculum Delivery	To embed the Zones of Regulation approach across the school to support pupils' emotional understanding and self-regulation, particularly neurodivergent children.	Staff to receive Occupational Therapist (OT)–led training on the Zones of Regulation framework and how to apply it in the classroom. Introduce Zones of Regulation to pupils through half-termly form sessions. Have clear, visual and interactive <i>Zones of Regulation</i> displays in every classroom and shared areas to support daily use of the language and strategies. Encourage staff to model <i>Zones</i> language consistently and incorporate it into daily routines and restorative conversations.	Pupils are able to identify and communicate their feelings using the Zones of Regulation framework. Improved emotional awareness and self-regulation across the school, leading to a calmer, more inclusive learning environment. The Zones of Regulation language and visuals are embedded in the daily culture of the school.	PSHE Lead / SENCO	
Parent Support	To strengthen support and engagement for parents and carers of pupils with special educational needs	Hold termly SEN coffee mornings with guest speakers, such as professionals (OTs / SALTs) and experts on Dyslexia and other learning needs. Provide updates on local support services, and SEND information via newsletters.	Parents and carers feel informed, supported, and confident in helping their child's learning and wellbeing. Increased parental engagement and understanding of strategies used in school	SENCO / Head	
Physical Access to Education/The School	Assess whether handrails might be helpful in some areas (ie front door) to support those with limited mobility	Investigate any planning permission required or restrictions given the Listed nature of the building.	Enabling those with mobility issues to access the building and other areas with ease	Bursar/Head	