



Thorpepark

SCHOOL ACCESSIBILITY PLAN

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Person responsible for this policy: Caroline Knight

VERSION V3.0

School Accessibility Plan

Updated October 2018

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. **The plan is to be reviewed and updated every year.**

2. Schools Aims

2.1. At Thorpepark Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Thorpepark Academy aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and / or disabilities

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability are consulted to ensure all needs and areas of concern are addressed.

2.4. As stated above, Thorpepark Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Thorpepark Academy's Special Educational Needs & Disabilities (SEND) Local Offer
- Thorpepark Academy's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school is committed in providing the best care and provision for children with disabilities and we work closely with other agencies to adapt the environment to meet their needs. All staff working with a child with disabilities is provided with the relevant support and guidance to be able to support their needs.

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. Thorpepark Academy has a good working relationship with feeder nurseries and pre-schools. Transition for children starting school with a disability starts as soon as possible and a plan will be agreed. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Hull SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo will ensure the EHCP is in place and additional resources and provision available for the individual.

3.2.3. The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Speech and Language Therapists
- IPaSS
- Occupational Therapists
- Physiotherapists
- Northcott Outreach
- Whitehouse Outreach
- Educational Psychology Service
- SEND Team Advisory Teacher for SEND
- CAMHS
- Advotalk
- Downright special
- GPs and paediatricians
- School Nurse Team
- Park's Children centre
- RAP
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants and lunchtime assistants

have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Safeguarding team to access Early Help and other agencies, e.g. Young Carers
- SENDCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Jigsaw taught across the school
- Developing social skills through lego intervention, friendship groups, Power
- Access to Whitehouse PRU outreach service
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe, LEXIA, Stile Tiles.
- Staff deliver 1:1 personalised programmes linked to a child's EHCP focusing on fine and gross motor skills
- 2 staff trained ELSA (Emotional Literacy Support Assistants) to deliver 1:1 or group interventions
- Support and guidance by safeguarding and welfare officer regarding support for the family through support groups and referral for other agencies

- Access to ALL extra-curricular activities and clubs, school visits, residential and appropriate risk assessment
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Life Skills and certificates through AQA modules.
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. **Current Actions: improving access to the physical environment of the school**

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited access to and the school continues to make minor adjustments to improve access and support the needs of its current community.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4. **Current Actions: Improving the delivery of information to persons with a disability**

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. The school previous plan and current plan is available in Appendix 1.

4.4. Information on how to view this plan is included on the school website.

2017-2018 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff	<p>Assessment on pupils needs, identifying specialised resources to support pupil physical and educational needs</p> <p>Reports and recommendations through different services followed up by SENDCO</p> <p>EHCP and statement annual reviews discussions may be made regarding specialised equipment</p> <p>Costings for resources and equipment with best value sought</p> <p>Equipment/ resources purchased and relevant training or support to use if needed.</p> <p>Specialised chair purchased.</p>	2017-2018	<p>HS, SENDCO</p> <p>£2000</p> <p>£63658</p> <p>£2000</p> <p>£2500</p>	<p>Range of equipment purchased including the following:</p> <ul style="list-style-type: none"> Air cushion Cutlery and plate holders Pencil grips, writing slopes Table raisers Overlays and coloured exercise books <p>Equipment purchased to for children can develop independence, health care skills and to achieve academically.</p> <p>SENDCo was proactive and ensured specialised equipment was ordered when recommended by different agencies.</p> <p>Training throughout the year was delivered by range of professionals for individual staff to support pupils. Reports indicate that pupils needs are met and staff fulfil roles.</p> <p>Chair purchased and used by the child. Support through professionals for purchasing correct chair.</p>
Ensure disabilities does impact on learning and development.	<p>Swimming for year 4 with disabilities</p> <p>Transport to alternative provisions eg Fredrick Holmes, Downright Special.</p>	Autumn 2017	£500	<p>Child attended number of swimming lessons at Fredrick Holmes. This was planned for the full year, however the child did not enjoy and on request of parent was cancelled.</p> <p>Child in nursery attended Downright special weekly and staff attended with the child to ensure strategies could be implemented into the setting.</p>
Training for all staff on specific SEND, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	<p>EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs.</p> <p>Training needs identified to support pupils with medical needs and specialised care plans.</p> <p>Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc.</p> <p>Review training needs as required.</p> <p>Whole school training if necessary. For example, Makaton all staff will be trained in September 2017.</p>	<p>Autumn 2017</p> <p>Autumn 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT</p> <p>SENDCO</p> <p>Training cost £2500</p>	<p>Training for all staff completed on SEND non-negotiables/ new graduated response forms. Planned times across the year for reviewing plans and support given to teachers through SEND coordinator. SENDCO attended all LA training and forums.</p> <p>Teachers completing cause for concern forms and identifying needs via school SEND coordinator. SEND coordinator making appropriate referrals and ensuring plans are fit for purpose. Provision adapted when needed.</p> <p>The following agencies have delivered bespoke training for staff to support individual needs of a pupil. These include Northcott, CAMHS, SALT, Physio therapy, IPASS, occupational therapy, Downright special, School nurse/ health visitors, specialist nursing team i.e stoma nurse. EP, WHU, Wheelchair services, Barnsley technology, Advotalk.</p> <p>Training needs has been reviewed throughout the year and if agencies suggested relevant training this has been completed.</p> <p>Whole school training on Makaton, graduated response forms, SEND code of practice and non-negotiables, Steps and SEMH plans. Individual staff have attended training regarding needs of specific children.</p>
Curriculum for disabled and SEND pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<p>Audit SEND provision with agencies to ensure teaching and learning is meeting needs.</p> <p>School evaluation through lesson observations, book scrutinies, planning scrutinies and discussions during pupil progress reviews identify SEND group making judgement of quality of teaching and learning.</p> <p>Staff work with agencies to improve outcomes for pupils.</p> <p>Annual reviews for EHCP and statements SENCO to support and challenge practice for SEND to ensure best outcomes</p> <p>Training attended or coaching through agencies, for example speak and language programmes.</p> <p>Steps programme to be used for pupils working significantly behind. Assessment data collected half termly and analysed to check pupils are making good progress.</p>	<p>Autumn</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers</p> <p>Support staff</p> <p>SENDCo</p> <p>SLT</p> <p>HS</p> <p>£10,000</p> <p>£19,834</p>	<p>SENDco completed termly provision for ASD pupils with Northcott outreach advisor and implemented changes and strategies recommended. Toilet provisions reviewed with IPASS and accessibility for wheelchair access reviewed with multi agencies.</p> <p>Through school evaluation provision for SEND has been reviewed and next steps in place to improve provision. Evidence in moderation file 2017-2018.</p> <p>All EHCP reviewed annual and sent to LA.</p> <p>Pupil progress meetings included SEND coordinator and cause for concerns can be discussed if a child is not making expected progress. SEND pupils discussed and support via SEND coordinator and other agencies identified. Referral forms submitted as a result of the pupil progress meetings and reviews graduated responses.</p> <p>Steps reviewed and re-written in line with new pre-Key stage standards and training given to all staff. These are now in place and used for all children working at least 2 years behind peers. Also, assessment steps consistent so it is easier to make a judgement regarding progress made.</p>
Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom.	<p>Risk and site audits completed.</p> <p>Evaluate layout of classrooms and how pupils in wheelchairs can access the room and move around. We are aware due to furniture this sometimes restricts movement for pupils with limited mobility. Plan and purchase furniture for classrooms to provide easier access for wheelchair uses. Advice from IPASS could be sought. Transition to be planned to ensure classrooms are</p>	<p>2017-2018</p> <p>Autumn 2017</p>	<p>Site managers</p> <p>SBM</p> <p>HS</p> <p>SENCO</p> <p>£6,000</p>	<p>Audits completed throughout the year and repairs completed when required/</p> <p>Agreed to move year 5 downstairs and reduce class sizes to 20. This means that less furniture and children in the room, so more access for the child in year 5 to move around room in wheelchair. School have purchased some alternative tables which can be adjusted for height. The school still intends to look at planning and purchasing furniture to provide more flexibility for wheelchair uses to move around the classroom and school building.</p>

	wheelchair friendly. KS2 upstairs and downstairs wheelchair friendly classroom. Boy's toilet in key stage 2 adapted to be a disabled toilet in preparation for a child moving up 2018-2019. Also would be beneficial for another child with medical needs. Additional pathways to be costed for reception outside area for easy access to designated areas.	Spring 2018	£2,000	Did not altered toilet but handrails installed for easy access for child. Disabled toilet to be installed in new modular building.
		Summer 2018	£4,000	Tarmac areas in reception area. Still need to continue to fasten membrane and fill with wood chip to maintain areas and prevent trip hazards. This needs to be done yearly.

2018-2019 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff	The use of ICT software to support learning-clicker for particular pupils. Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.	Aut 2018 Ongoing		
Information and site is accessible for all parent/carers	Site is accessible for disabled parents. Parents requiring lift key for access to year 6/5 classrooms available. Information and letters to be adapted if needed, for example for dyslexic parents overlays or printed on coloured paper, visual impairment enlarged copies of text or EAL information in different languages. Open events and celebrations – make sure available room for parent/carers to access site. Questionnaires to parents asking for any ideas to make sure information and site is accessible for all.	Aut 2018 Ongoing Ongoing reviews when sites planned Jan 2019		
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs. Training needs identified to support pupils with medical needs and specialised care plans. Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc. Review training needs as required. Whole school training if necessary.	Nov, Jan, April, June Ongoing Ongoing Ongoing Ongoing		
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/EHCP in place.	Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes SEND yearly review by SLT. Through moderation cycle and lesson observations SEN evaluated. Annual reviews planned and completed. ½ termly review dates for graduated response forms and my support plans to be reviewed and copied for parents. Steps used for pupils working 2 or more years behind. Additional resources used to support and scaffold learning. This is evident in the classrooms. Other professionals from different agencies to support with evaluating, supporting and offering advice for provision, for example Northcott outreach, WHU outreach, IPASS.	March 2019 Ongoing Nov, Jan, April, June Ongoing Reviewed Feb 2019 and June 2019 Ongoing	£150	
Sensory provision	Use offsite sensory provision until school creates own provision. Purchase a summerhouse or develop a space that can be adapted to create a	Aut 2018 March 2019	£10,000	

	<p>sensory environment that can be used for specific pupils.</p>			
<p>Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom.</p>	<p>Risk and site audits completed. Aware that pathways on entry to site, near fish pond area, need repairing due to hot summer weather. Paths uneven, cracked and gap from border and path is a trip hazard.</p> <p>New modular building needs to be raised due to flood risk and will need to include a ramp for access for wheelchair and link corridors.</p> <p>Evaluate layout of classrooms and how pupils in wheelchairs can access the room and move around. We are aware due to furniture this sometimes restricts movement for pupils with limited mobility. Plan and purchase furniture for classrooms to provide easier access for wheelchair users. Advice from IPASS could be sought. Transition to be planned to ensure classrooms are wheelchair friendly. KS2 upstairs and downstairs wheelchair friendly classroom.</p> <p>FS2 area more accessible by painting yellow visible lines outside and adapting sandpit area.</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>April 2019</p> <p>April 2019</p>	<p>£135,000</p> <p>£150</p>	