



Thorpepark

SCHOOL ACCESSIBILITY PLAN

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Governors	September 2019	September 2019	4	September 2020

School Accessibility Plan

Updated September 2019

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.

This plan and the supporting SEND Local Offer meets the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

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. Early identification for a child with SEND is crucial and the LA Early Years SEND advisors supports practitioners to identify and signpost/refer to appropriate services and agencies.

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
- CAMHS
- Advotalk
- Downright special
- GPs and paediatricians
- School Nurse Team
- Park's Children centre
- Social Care and Early Help

- 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
- Sensory processing
- 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, resilience training
- 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, memory.
- 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 via school referrals
- Paediatric First Aiders
- Life Skills and certificates through AQA modules.
- Transition arrangements, planning and support for SEND to secondary or special school settings.

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.

3.4.2 Initial discussion with class teacher and coordinator to support pupil's specific needs.

3.4.3 Meeting with parents to ensure pupil's are able to access all information.

3.4.4 SENDCO would liaise with external agencies and or providers who could provide such resources, specialised assessments or advice. SENDCO to work with all school-based staff to ensure pupils are not disadvantaged in any way through being unable to access any information.

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.

2018-2019 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff	<p>The use of ICT software to support learning-clicker for particular pupils.</p> <p>Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.</p>	<p>Aut 2018</p> <p>Ongoing</p>	<p>£14,000 – new computers</p> <p>SENDCO</p> <p>SLT</p> <p>Teachers, support staff</p>	<p>Clicker purchased and used for some pupils in school. Support from Barnsley regarding communicator in place for pupil. Computer suite set up in summer term. New computers ordered due to other machines not working. LEXIA now installed and accessed for developing English, basic skills.</p> <p>Specialised equipment ordered including writing slopes, wobbly cushions, pencil grips, fidget objects, cutlery, booster seats, extendable tables, colour page exercise books. Toilets reassessed to ensure accessible for pupils.</p>
Information and site are accessible for all parent/carers	<p>Site is accessible for disabled parents. Parents requiring lift key for access to year 6/5 classrooms available.</p> <p>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.</p> <p>Open events and celebrations – make sure available room for parent/carers to access site.</p> <p>Questionnaires to parents asking for any ideas to make sure information and site is accessible for all.</p>	<p>Aut 2018</p> <p>Ongoing</p> <p>Ongoing reviews when sites planned</p> <p>Jan 2019</p>		<p>Overlays offered to parents whom are dyslexia. 1 parent prefers this then having it printed on colour paper. EAL parent – translator booked for meetings to discuss child/children's needs.</p> <p>During all events over the year, disabled access available to all areas of the school. No parent/carer not excluded from school site.</p>
Training for all staff on specific SEN, 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.</p>	<p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£1,000</p>	<p>All EHCP, graduated response forms, medical and intimate care plans reviewed at beginning of the year and throughout the year. Parents given paper copies of documents and invited to met with SENDCO to discuss their child's needs. Feedback and uptake for SENDO meetings was high and parents felt they could express their concerns.</p> <p>Bespoke training booked and delivered to staff to support pupils, including nursing and specialist teams, Down Right special, BVWHU, Northcott.</p> <p>8 staff completed the mental health awareness course online. All staff completed sensory processing training and interventions for SEND. Training delivered throughout the year by SENDCO has ensured the quality of graduated response forms and</p> <p>Review in early spring identified training needs for support staff. Training arranged and delivered to cover aspects i.e. memory through recall and processing speed, sensory processing, ASD, SEMH, reading, dyslexia, SALT. This happened in the summer term. Outcomes for SEND pupils is good, with pupils making good progress towards Step targets and other targets set.</p>
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<p>Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes</p> <p>SEND yearly review by SLT. Through moderation cycle and lesson observations SEN evaluated.</p> <p>Annual reviews planned and completed.</p> <p>½ termly review dates for graduated response forms and my support plans to be reviewed and copied for parents.</p> <p>Steps used for pupils working 2 or more years behind.</p> <p>Additional resources used to support and scaffold learning. This is evident in the classrooms.</p> <p>Other professionals from different agencies to support with evaluating, supporting and offering advice for provision, for example Northcott outreach, WHU outreach, IPASS.</p>	<p>March 2019</p> <p>Ongoing</p> <p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Reviewed Feb 2019 and June 2019</p> <p>Ongoing</p>	<p>£150</p> <p>Cost of SLT time - £1,000</p> <p>£2,000 for additional EP – Applied psychology</p>	<p>EHCP completed for the year and submitted to LA SEND team to be update plans.</p> <p>Taxis and mini bus used to transport pupils and planning for schools trips to support disabled pupils is in place. For example 1 year 5 girl visited London and taxis organised to move across London due to underground access not suitable/ wheelchair friendly. Any barriers are overcome to ensure all pupils are included in school trips.</p> <p>Parents have received copies of the graduated response, my support plan and updated EHCP. SENDCO invited parents in for meetings to discuss their child's progress and to address any concerns they have with their child.</p> <p>Steps reviewed and amended to fall inline with changes in expectations for end of KS1 and KS2. Speaking and listening steps written and to be used from September 2019.</p> <p>Reports and advice given to the school is acted upon and resources purchased to support individuals. This means the pupils are well supported in the classrooms.</p>
Sensory provision	<p>Use offsite sensory provision until school creates own provision.</p> <p>Purchase a summerhouse or develop a space that can be adapted to create a sensory environment that can be used for specific pupils.</p>	<p>Aut 2018</p> <p>March 2019</p>	<p>£10,000</p> <p>£600 – sensory light and other resources purchased.</p>	<p>School has used the sensory provision at the Parks Children centre for two SEND boys.</p> <p>Summerhouse/ outbuilding quotes obtained, but not cost effective. SBM is still looking at other possibilities. A small sensory room set up in KS1, and resources purchased. This has been useful and beneficial for pupils in KS1 that have sensory processing issues or need time away form the classroom environment. Plans are to develop a sensory provision in KS2.</p>

Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom.	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.	Jan 2019	£500	Repairs completed on paths and borders filled with soil. Additional work completed on KS2 playground due to uneven pathing and cracks. This was completed in the summer holidays and now is a smooth and safe surface (no longer trip hazard).
	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.	Jan 2019	£135,000	New modular building in place with wheelchair access and disabled toilet. Link corridor not built this year, but will be included in the accessibility plan 2019-2020. Handrail painted yellow to ensure visible.
	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.	April 2019		Advice sought by IPASS but samples of furniture no different from current furniture. SLT agreed not to invest in new furniture. Agreed after consultations with other agencies, that pupils requiring wheelchair use are not allocated upstairs classroom due to time wasted using the lift. This would result in hours lost of lesson time over the year.
	FS2 area more accessible by painting yellow visible lines outside and adapting sandpit area.	April 2019	£150	Sandpit adapted so pupils can access freely. Agreed yellow visible lines not needed outside, but handrails to be in yellow to ensure visible.

2019-2020 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff.	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development. Audit current resources and identify which resources and equipment would support individuals.	Ongoing October 2019	£1,000 SENDCO	
Early identification and diagnostic tools to identify Special educational needs for a pupil in order to plan appropriate provision to meet needs.	Research different diagnostic tools to identify specific learning and cognitive development to use to assess pupils. Purchased and train relevant staff regarding assessment tool. Agree how assessment will be used to plan graduated response forms, my support and included EHCP annual reviews. This to be communicated through training for staff. Applied Psychology invested to provide assessments, advice and training to support SEND. This is an addition to LA EP service.	SENDCO SLT SENDCO Teachers/ support staff SENDCO Teachers/ support staff	£895 year licence £ £	
Information and site are accessible for all parent/carers.	Site is accessible for disabled parents. Regular checks to ensure access is available in classrooms and around the school. Information boards around site are correct and signpost parents to appropriate places. New welcome boards in office area to include range of different language. Website translate button added so parent/carers can access it in different language. Letters offered to be translated for parent/carers on request. Include special requirements for parent/carers in invites to the school for open events, celebrations, parent evenings. For example, this could be disabled access for wheelchair and mobility scooters.	ongoing Sept 2019 Sept 2019	Site manager Site manager School business manager £++++ Head of School Admin staff	
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,	Nov, Jan, April, June Ongoing Ongoing	£1,000 SENDCo, Teachers, Support staff SENDCO SENDCO	

	<p>school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc.</p> <p>Review training needs as required.</p> <p>Whole school training if necessary.</p>	<p>Ongoing</p> <p>Ongoing</p>		
<p>Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.</p>	<p>SEND yearly review by SLT. Through moderation cycle and lesson observations SEN evaluated.</p> <p>Annual reviews planned and completed.</p> <p>½ termly review dates for graduated response forms and my support plans to be reviewed and copied for parents.</p> <p>Steps used for pupils working 2 or more years behind.</p> <p>Additional resources used to support and scaffold learning. This is evident in the classrooms.</p> <p>Other professionals from different agencies to support with evaluating, supporting and offering advice for provision, for example Northcott outreach, WHU outreach, IPASS.</p> <p>SEND coordinator to attend Venn Trust SENCO meetings and LA SEND consultations to ensure practice and policy is inline.</p>	<p>March 2020</p> <p>Ongoing</p> <p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Reviewed Feb 2020 and June 2020</p> <p>Ongoing</p> <p>Ongoing</p>	£150	
<p>SEND pupils to achieve AQA units focusing on personal development, life skills and basic functional skills for reading, writing and maths.</p>	<p>AQA units to be identified for pupils with SEND to complete.</p> <p>Time allocated for the delivery of AQA units and completion. Assessors check criteria is met and submitted to examination board for accreditation.</p> <p>Parent/carers invited to celebrate achievements at the end of the year awards.</p>	<p>October 2019</p> <p>Ongoing</p> <p>June/July 2020</p>		
<p>Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.</p>	<p>Pupils</p> <p>Taught through jigsaw curriculum, SWAP (school well-being activity programme) for year 5 and 6, Headstart resilience and POWER groups.</p>			
<p>Ensure all pupils can access all educational visits offsite, i.e swimming.</p>	<p>Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes.</p> <p>Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for.</p> <p>Alternative or specialised settings</p>			
<p>Sensory provision developed in KS2 to support SEND pupils.</p>	<p>Sensory provision to be created in KS2 building. Equipment to be purchased, focusing on light sources and tactile objects.</p> <p>Support from Northcott outreach service in developing provision and to fits the needs of the pupils.</p> <p>Pupil and parent voice collected for views of sensory provision and how this could be developed further.</p> <p>Sensory provisions audited and new resources.</p>	<p>Dec 2019</p> <p>Jan 2020</p> <p>May 2020</p>	£1,000 – sensory light and other resources purchased.	
<p>Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom and outdoor provisions.</p>	<p>Link corridor from modular building to main building to be built. This will have a slope and step removed for wheelchair access.</p> <p>Evacuate chair to be assessed if most appropriate for transporting pupils from upstairs to ground floor level. Training for staff and pupils identified if this is needed.</p> <p>Any child that may have medical need, will need an evacuation plan/ risk assessment in place to ensure staff are aware what to do in case of a fire, bomb scare, etc.</p>			

	<p>EYFS outdoor area to be re-surfaced in parts as wood chip and membrane needs repairing regularly to avoid trips hazards.</p> <p>Fence to be installed in FS2 provision to ensure boundary area is clear for all pupils and staff can retain sightlines. This would support pupils with SEND to be safe within the outdoor provision and high level of supervision at all times.</p>			
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