



Thorpepark

SCHOOL ACCESSIBILITY PLAN

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Caroline Knight	Governing body	July 2021	Version 5	July 2022

School Accessibility Plan

Updated July 2020

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 **Equality action plan** 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 pupils and staff, 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:

- The Equality action plan
- 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
- SEND Team Advisory Teacher for SEND
- CAMHS
- Advotalk
- Downright special
- GPs and paediatricians
- School Nurse Team
- Park's Children centre
- Social Care and Early Help
- 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
- 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.

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.

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	Additional resources purchased from recommendations e.g. cutlery, non-slip plates, rulers, slopes etc. Resources purchased for individual sensory bags as per recommendations. Review of seating positions for individual pupils. Air cushions purchased when recommended. Resources audited and recommended for individual pupils e.g. fidget toys, chews, sensory items.
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 £1,000 £2,500 – staff release time £2,490	SENCO researched software to be purchased. Additional subscription to applied psychology service purchased for more sessions throughout the year. Bulk order of dyslexia screening and additional dyscalculia screeners completed. Assessment / diagnostic tool to be purchased 2020-2021 and used as a baseline for all SEN pupils with cognition and learning difficulty. Staff discussed with SENCO how to administer dyslexia and dyscalculia screener. Reports shared with staff and parents.
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 £800 Site manager School business manager Head of School £250 website cost Admin staff £250 admin	All boards and directions updated early in autumn term inline with year groups and classes. Since Covid new signage used to encourage 2 metres and one way systems in place. New welcome board with range of languages now located in the office area. Translation button now installed on website and parents can choose on home page language or for audio. Communication effective through letters for events and additional provision planned for for example wheelchair access during Christmas performances.
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	£1,000 SENDCo, Teachers, Support staff SENDCO SENDCO £1,000	All graduated responses reviewed termly detailing the provision in place for SEND pupils. EHCP's reviewed until COVID-19. Discussions with parents for annual reviews to take place once children return to school. All medical plans completed annually and shared with parents. Training by professionals for high level medical needs e.g. diabetes, stoma bag. Training delivered to lunchtime supervisors. Individual training given by physiotherapists, occupational therapists to ASA's when required. Training reviewed and professionals contact when further training is required.
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	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. SEND coordinator to attend Venn Trust SENDCO meetings and LA SEND	March 2020 Ongoing Nov, Jan, April, June Ongoing Reviewed Feb 2020 and June 2020 Ongoing Ongoing	£150 £3,500 – SENDCO time £500	Annual review through until Spring 2 (lockdown) completed. All annual reviews to be completed in Autumn term with new teachers. Graduated responses shared with parents termly. Moderation on books, personalised learning documents show that teachers are effectively using steps assessment tool to deliver differentiated / personalised curriculum. Range of resources used to support SEN pupils. Evidence seen during moderations and scrutiny of books. Referrals made to a range of agencies; Tweendykes, Northcott outreach, WHU outreach. All have evaluated and assessed individual pupil's needs, giving personalised, individual training to ASA's and teachers, inputting in graduated response plans, target setting. SENCO attended VENN SEND meetings and participated by giving advice and sharing good practice with other SENDCOs. SENCO attended local authority SEND network meetings, receiving updates on new processes.

	consultations to ensure practice and policy is inline.			
SEND pupils to achieve AQA units focusing on personal development, life skills and basic functional skills for reading, writing and maths.	AQA units to be identified for pupils with SEND to complete. Time allocated for the delivery of AQA units and completion. Assessors check criteria is met and submitted to examination board for accreditation. Parent/carers invited to celebrate achievements at the end of the year awards.	October 2019 Ongoing June/July 2020	Membership £350 Staff cost £2,500 £500	43 pupils identified as SEND that would benefit from one or more of the units. Uptake and delivery of AQA more successful than previous year. SEND coordinator led well, checking staff planning and delivering units. Compared to last year 38 more pupils involved with 184 more units completed in total. Certificates sent home due to covid. 43 pupils achieved 190 certificates in total for 2019-2020. This would have been more if the school had not closed for covid in March 2020.
Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.	Pupils Taught through jigsaw curriculum, SWAP (school well-being activity programme) for year 5 and 6 , Headstart resilience, POWER group and ESLA) Cost for 2 x ELSA to deliver group and 1 to 1 sessions.	Ongoing	£14,000	All children taught the jigsaw curriculum. SWAP completed by all year 5 and 6 pupils 121 in total. Feedback from pupils and staff that the programme was worthwhile and pupils can identify ways to promote their own well-being. 36 children benefited from ELSA Sept to March 2020. During lockdown some pupils came in for sessions and some attending school. 28 children accessing ELSA from March to July. Children university provided well-being resources that were given out to identified pupils struggling mentally with covid lockdown.
Ensure all pupils can access all educational visits offsite, i.e swimming.	Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes. Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for. Alternative or specialised settings	Ongoing	Taxi costs £900 – Downright special/ WHU Additional cost for alternative provision may occur	Taxi costs covered for pupils and staff to access training or provision offsite, ie downright special and WHU. Taxi company used, all drivers are DBS checked. Mini bus is used for main school trips for children whom require wheelchair access or need correct posture when travelling. No child missed out on a school trip due to disability.
Sensory provision developed in KS2 to support SEND pupils.	Sensory provision to be created in KS2 building. Equipment to be purchased, focusing on light sources and tactile objects. Support from Northcott outreach service in developing provision and to fits the needs of the pupils. Pupil and parent voice collected for views of sensory provision and how this could be developed further. Sensory provisions audited and new resources.	Dec 2019 Jan 2020 May 2020 June 2020	£1,000 – sensory light and other resources purchased. £1,000	Two sensory rooms set up, one in KS1 and one in KS2. Resources purchased and children identified that the sensory rooms would be beneficial for and added as a provision on graduated response forms. Children used room well. SENDCO and EBWL visited school that have a daily sensory circuit to find out how it works and how we could incorporate into Thorpepark timetable for the pupils. Due to covid this was not developed further, but something to consider for Sept 2020. Due to covid pupil and parent views not collected regarding views of the sensory provision. Audit completed and new resources for September ordered.
Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom and outdoor provisions.	Link corridor from modular building to main building to be built. This will have a slope and step removed for wheelchair access. 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. 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. EYFS outdoor area to be re-surfaced in parts as wood chip and membrane needs repairing regularly to avoid trips hazards. 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.	May 2020 When possible Sept 2019 Jan 2020 Jan 2020	£10,000 £150 £12,000 £2,000	Not completed due to covid, now awaiting for planning for building upper floor. No children identified as needing the chair this year as decision made for child with wheelchair to stay on the ground floor. SLT tested to see if suitable to be used. If child needs the chair agreed, risk assessment completed and staff practise using up and down the stairs. EYFS resurfaced and wood chip area replaced with fake grass. No trip hazards and surfaces levelled. Fence installed so area safe and sightlines in place , especially for SEND pupils.

2020-2021 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff.	<p>Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.</p> <p>Purchase tracker balls/ joysticks for children with physical disability to access the computing curriculum.</p> <p>Adaptations and resources needed to be purchased to support children with visually impairment. IPASS has provided advice regarding resources.</p> <p>Audit current resources and identify which resources and equipment would support individuals.</p>	<p>Ongoing</p> <p>Oct 2020</p> <p>Oct 2020</p> <p>Dec 2020</p>	<p>SENDCO</p> <p>Release time for SENDCO consult with other professionals</p> <p>£500 for resources</p> <p>SENDCO</p> <p>SENDCO</p> <p>Teachers</p>	
Early identification and diagnostic tools to identify Special educational needs for a pupil in order to plan appropriate provision to meet needs.	<p>Purchased and train relevant staff regarding assessment tool for diagnosis tool for cognition and learning.</p> <p>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.</p> <p>Applied Psychology invested to provide assessments, advice and training to support SEND. This is an addition to LA EP service.</p>	<p>Ongoing training Aut 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£895 year licence</p> <p>SENDCO</p> <p>SLT</p> <p>SENDCO</p> <p>Teachers/ support staff</p> <p>£1,000</p> <p>SENDCO</p> <p>Teachers/ support staff</p> <p>£2,490 not sure if this is correct for applied psychology</p>	
Information and site are accessible for all parent/carers.	<p>Site is accessible for disabled parents. New signage to be purchased due to covid restrictions, ie one way systems.</p> <p>Also year groups moved locations to ensure pupils with physical disabilities are not sited in upstairs classroom. New signage needed for classroom.</p> <p>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.</p>	<p>Aug 2020</p> <p>Aug 2020</p> <p>Ongoing</p>	<p>£1200</p> <p>HoS</p> <p>Site manager</p> <p>SBM</p> <p>£400</p> <p>SBM</p> <p>SENDCo'</p> <p>HoS</p> <p>£cost of adapting invites admin cost</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>Ongoing</p>	<p>Cost of SENDCo time to review EHCP so 1 hour meeting x 16 EHCP + writing plans 16hours and cost of graduated responses 80 children -</p> <p>SENDCo, Teachers, Support staff</p> <p>SENDCO</p> <p>SENDCO</p> <p>£750 training cost</p>	
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<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 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>	<p>SENDCO</p> <p>SLT</p> <p>£4,500 – SENDCO time may be higher than this</p> <p>Teachers</p> <p>SENDCO</p> <p>HoS</p> <p>£1600</p>	

	SEND coordinator to attend Venn Trust SENCO meetings and LA SEND consultations to ensure practice and policy is inline.			
SEND pupils to achieve AQA units focusing on personal development, life skills and basic functional skills for reading, writing and maths.	AQA units to be identified for pupils with SEND to complete. Time allocated for the delivery of AQA units and completion. Assessors check criteria is met and submitted to examination board for accreditation. Parent/carers invited to celebrate achievements at the end of the year awards.	October 2019 Ongoing June/July 2020	Membership £350 EBWL SENDCO Teachers/ TAs TA cost to deliver £2,500 £500	
Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.	Pupils Taught through jigsaw curriculum, SWAP (school well-being activity programme) for year 5 and 6 , Headstart resilience, POWER group and ESLA) Cost for 2 x ELSA to deliver group and 1 to 1 sessions. Expected that more provision will be needed to recover from covid. Higher % of pupils may need additional support to return to school, feel safe and may need 1 to 1 or specialised support with their own well-being and mental health. MODULAR BUILDING Staff Staff training, support and strategies in place to support pupils on return after covid. Identified members of SLT to support staff with well-being and mental health. Weekly or fortnightly support sessions of required. External counselling can be provided. Any other ideas? Parent/carers Website developed as a tool for parents to access to support their own child's well-being/mental health and signpost support for adult services.	Ongoing Ongoing Ongoing Ongoing Sept 2020	Cost for ELSA Teachers, TA and SLT ESLA Teachers, TA, SWL, EBWL £135,000 £2500 SBM HoS/ DH teachers Cost for website – new pages set up etc and time HoS/ DH	
Ensure all pupils can access all educational visits and provisions offsite, i.e swimming, Downright special, WHU.	Mini bus rented so no issues transporting pupils which need wheelchair or specific seating for body posture for travelling. Additional cost for transport (taxi) or provision offsite, for example swimming for a child with physical disability or child to access sessions at alternative provision/ agency.	Ongoing Ongoing	SBM Site manager £3366 SENDCO SBM/ Senior Admin £6000	
Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom and outdoor provisions.	KS1 wildlife garden and pathways to be levelled and gaps between paving and grass filled so not a trip hazard. Pathways accessible for wheelchair use. Computer and Library area to be redesigned to ensure accessibility for pupils and parents to access with wheelchair and mobility scooter. Ramps to be installed for undercovering seat areas located on KS1 and KS2 playground areas so pushchair and wheelchair access is available. Willow structures maintained to ensure no trip hazards or loose branches that could injure a child. Bins to be secured to the ground to avoid blocking areas for pedestrians.	Aug 2020 Sept 2020 Jan 2021 Aug 2020 Sept 2020	£6000 £4000 £600 £300 Site manager /HoS/ DH/SBM	

