



School Accessibility Plan

2023-2024

	Summary	School Accessibility Plan			
2	Responsible person	Caroline Knight			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Governing body			
7	Approved by and date	Governing Body, September 2023			
8	Version number	8			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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School Accessibility Plan

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
- Steps to success
- 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
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants, ASA's, 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, AQA units
- Access to different outreach services, including Ganton, Tweendykes and Steps for Success.
- 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
- 3 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.
- Opportunities to gather pupil voice through MOMO

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.



2022-2023 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>Sensory exercises and circuits to be timetabled in to the school day. Resources to be purchased to support the circuit. Staff CPD to model how to use the circuits and the benefits of completing the exercises.</p> <p>Sensory boxes and resources available for each year group.</p>	<p>Ongoing</p> <p>March 2023</p> <p>Nov 2022</p>	<p>SENDCO Release time for SENDCO consult with other professionals £500 for resources</p> <p>£250 for resources</p>	<p>Any equipment recommended by professionals purchased. Specialised chair purchased for one child in 2-year-old provision.</p> <p>Sensory equipment purchased and SENDCO organised weekly timetable. CPD delivered to TAs regarding sensory circuits and resources available for use.</p> <p>Sensory equipment purchased and new sensory rooms set up. Need to develop year group resource boxes.</p> <p>Next steps will be making sensory pathways through school for pupils to use to self-regulate and to use as sensory breaks.</p>

<p>Information and site are accessible for all parent/carers.</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>Review application forms and information collected regarding parent's special requirements e.g. accessing the building.</p>	<p>Ongoing</p>	<p>HoS Site manager SBM</p>	<p>All areas accessible for parent/carers. Outside entrance changed so one way system to the office.</p> <p>Application form for school admissions includes special requirements for parents</p>
<p>Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.</p>	<p>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. Training for sensory exercises and sensory circuits. Emotional coaching training for all staff WOWW – Working on what works – whole class strategy training for Year 4 staff.</p>	<p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2022</p>	<p>£1623 of SENDCo time to review EHCP so 1hour meeting x 16 EHCP + writing plans 16 hours and cost of graduated responses 80 children - SENDCo, Teachers, Support staff SENDCO £1500 training cost</p> <p>Free CPD</p> <p>Applied Psychology SLA allocation.</p>	<p>Reviewed training needs of all staff and CPD booked. CPD for all staff this year included: sensory circuits, emotional coaching/ trauma-based approach, adaptive teaching strategies, SEND update and paperwork. Additional training from specialized nursing team focusing medical/ physio care for particular individual pupils for example diabetes, epilepsy, etc. WOWW successfully completed with year 4 staff and pupils. Individual staff attended training for SALT and worked with range of outreach providers to implement strategies and support for SEND pupils.</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. 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. Moderation of steps judgements 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 consultations to ensure practice and policy is inline.</p>	<p>March 2020 Ongoing Nov, Jan, April, June Ongoing Ongoing Ongoing Termly / Half termly Ongoing</p>	<p>SENDCO SLT £3,500 – SENDCO time Teachers SLT SENDCO HoS £1500 – most probably be through pupils plans</p>	<p>Curriculum reviewed through moderation, book looks and observations. Adaptive training CPD delivered for all staff and expectations of all SEND pupils to be inclusive in the classrooms. Steps reviewed and no longer used across the school. School continue to work with a range of agency support to ensure provision and strategies are in place for all learners to achieve. New temporary enhanced provision set up and a bespoke curriculum and assessment in place. Advice from Northcott and Ganton in setting up the provision.</p>
<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. Resource boxes to be purchased to suit AQA units. 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.</p>	<p>October Ongoing June/July</p>	<p>Membership £350 £500 EBWL SENDCO Teachers/ TAs TA cost to deliver £2,500 £500</p>	<p>AQA continue to be used across the school. Some resources purchased, however to extend the library of resources would still be beneficial.</p>

	Parents / carers invited to complete AQA units alongside their pupils. Homework projects set up linked to the AQA units.			
Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.	<p>Pupils Outcome stars completed for every welfare referral. ELSA sessions POWER Advotalk MOMO</p> <p>Staff SENDCo to deliver whole school ELSA approach. Working party established to develop ELSA toolkit / resources for attachment / bereavement / anxiety / self-esteem etc... Roll out of resources and CPD to all staff.</p> <p>SLT training for MOMO Implementing and reviewing the impact</p> <p>Parent/carers Website resource bank to support parents with children with anxiety and mental health concerns. Leaflet created to direct parents for additional support or to offer in school support.</p>	<p>Ongoing</p> <p>Autumn 1 / 2</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Ongoing</p> <p>October</p>	<p>LJT time</p> <p>Cost for ELSA £895</p> <p>Cost of resources £200 Teachers, TA and SLT 1 x twilight session for all staff ELSA / SENCO 1 x training session SLT Teachers, TA, SWL, EBWL</p> <p>Cost for website £3000 to set up etc and time HoS/ DH</p>	<p>ELSA continued throughout the year. My Star completed as baselines and to focus on ELSA needed. POWER not delivered due to changes in staffing, however will be reinstated 2023-2024. Advotalk and Child centre counselling sessions completed. End assessments show impact on pupils' self-esteem and happiness. MOMO used with pupils open to social care or vulnerable. Good communication tool and pupils using in and outside of school to express emotions and feelings.</p> <p>CPD whole school approach for ELSA. CPD delivered and ELSA approaches used within the classrooms. ELSA referrals in house are for pupils who need additional support. Increase in referrals through parent/carers.</p> <p>SLT and whole staff training on MOMO completed. Still only using for a small minority of pupils.</p> <p>Website developed further with mental health and well-being pages. Newsletters and fliers created to inform parents regarding different services and support within school.</p>

<p>Ensure all pupils can access all educational visits and provisions offsite, i.e swimming, Downright special, WHU.</p>	<p>Additional cost for transport (taxis) or provision offsite, for example swimming for a child with physically disability or child to access sessions at alternative provision/ agency. Resources and risk assessment for individual pupils when accessing swimming and any PE activities. Alternative provision and activities planned for educational visits that are not suitable for children not engaging in subject-specific study.</p>	<p>Ongoing Ongoing</p>	<p>SBM SENDCO SBM/ Senior Admin (Cost of taxis to steps to success / Euler £4500)</p>	<p>Additional risk assessments and provision provided so all pupils could access school trips and visits.</p>
<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>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 injury a child. Trim trail on KS1 with appropriate safety warnings and accessible to all children. Risk assessment to be written once installed. Toilets to be reassessed for pupils with physical needs and adaptations to be made due to changes in classroom location. Termly environment checks for accessibility and site safety.</p>	<p>Aug Jan 2022 Aug Sept</p>	<p>£4000 £3500 £1200 SBM / Site manager</p>	<p>Ramps not installed, however non-slip surfacing added so not a hazard when wet. Willow structures maintained and regularly checked for any hazards. KS1 trim trial assessed. Areas closed and repaired throughout the year. When wet, sections closed due to slipping. All toilets assessed and adaptations added for pupils with physical disabilities. Termly environment checks and site safety completed. Any hazards identified, removed or repaired.</p>

2023-2024 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>Sensory pathways installed in both KS1 and KS2 areas for pupils to use. These will be permanent features.</p> <p>Sensory resource packs and sensory circuit cards created for all staff to use with children.</p> <p>New sensory room for KS2. New KS1 sensory room for enhanced provision. Specialised equipment and furnishings will need to be purchased.</p>		<p>SENDCO Release time for SENDCO consult with other professionals £500 for resources</p> <p>£2,000</p> <p>£250 for resources</p> <p>£2,000</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>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2023</p>	<p>£1623 of SENDCo time to review EHCP so 1hour meeting x 16 EHCP + writing plans 16 hours and cost of graduated responses 80 children - SENDCo, Teachers, Support staff SENDCO</p> <p>SENDCO £1500 training cost</p>	



	Whole school training if necessary.			
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<p>SMT/SENDCO ensure adaptative approach to quality first teaching is effective for all pupils, especially SEND. Drop ins, books looks, assessments and discussions with pupils.</p> <p>Annual reviews planned and completed.</p> <p>Termly review dates for graduated response forms and my support plans to be reviewed and copied for parents.</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. SEND coordinator to attend Venn</p> <p>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>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENDCO</p> <p>SLT</p> <p>£3,500 – SENDCO time Teachers</p> <p>SLT</p> <p>SENDCO</p> <p>HoS</p> <p>£1500 – most probably be through pupils plans</p>	
SEND pupils to achieve AQA units focusing on personal development, life skills and basic functional skills	<p>SMT/ SENDCO to agree range of AQA that school can offer and create resource packs staff can use.</p> <p>School to create own AQA unit offer for the following 3 aspects: Life</p>	<p>October</p> <p>Ongoing</p> <p>June/July</p>	<p>Membership £350</p> <p>£500</p> <p>EBWL</p> <p>SENDCO</p> <p>Teachers/ TAs</p> <p>TA cost to deliver £2,500</p>	



for reading, writing and maths.	skills, personal development and basic skills. Allocation and delivery of AQA planned across the school and celebrated through celebrations assemblies when pupils achieve.		£500	
Ensure all pupils can access all educational visits and provisions offsite, i.e swimming, Downright special, WHU.	Additional cost for transport (taxis) or provision offsite, for example swimming for a child with physically disability or child to access sessions at alternative provision/ agency. Resources and risk assessment for individual pupils when accessing swimming and any PE activities. Alternative provision and activities planned for educational visits that are not suitable for children not engaging in subject-specific study.	Ongoing Ongoing	SBM SENDCO SBM/ Senior Admin (Cost of taxis to steps to success / WHU £4500)	

<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>Additional fencing for FS2 area to ensure all pupils, especially SEND are safe.</p>	May	£11072.40	
	<p>Additional fencing near main entrance to define walkway and as additional safety for KS1 playground area. Signage may be needed to support all visitors to access main office.</p>	Sept	£4576.12	
	<p>Lift to be maintained yearly. Special requirements offered for any parent/carers who will be attending parents evening for a child with an upstairs classroom.</p>	Yearly	£720	
	<p>Site checks daily and half termly environment walk with HOS/SBM and Site staff to ensure all site in and outside is safe and accessible for all.</p>	Each half term	SBM / Site manager	
	<p>Walking ropes to be purchased for EYFS pupils for visits our and for moving around school during busy times.</p>	Sept	LTS £40	