



School Accessibility Plan

2024-2025

	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 2024		
8	Version number	9		
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 2024		
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
- GPs and paediatricians

- Barnardo's WRAP
- 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, WRAP, 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.

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.



THORPEPARK

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>	<p>Sensory pathways designed and installed. KS1 will need replacing as texture of floor not suitable and did not last after a few months. Flooring changed in KS2 and this has lasted longer. Pupils are using throughout the day for sensory breaks.</p> <p>CPD delivered to all support staff regarding sensory circuits and packs developed. Autumn term. More pupils accessing sensory circuits or movement breaks</p> <p>Sensory room set in KS1 for SEN unit. Building work happening in summer term so sensory room to be relocated and additional space created for calming/ sensory needs for KS1 classes to use.</p> <p>KS2 sensory room set up, but adaptations to be made for September to provide 3 designated spaces.</p> <p>Sensory equipment purchased and used in SEN unit and by other pupils.</p>
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are	EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs.	<p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Ongoing</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 -	<p>All training in place and allocated staff to attend. Training reviewed and booked for September so all staff will be informed of medical needs for pupils in cohort.</p>

<p>met educational, physically and personally.</p>	<p>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.</p>	<p>Ongoing Ongoing September 2023</p>	<p>SENDCo, Teachers, Support staff SENDCO SENDCO £1500 training cost</p>	
<p>Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.</p>	<p>SMT/SENDCO ensure adaptive approach to quality first teaching is effective for all pupils, especially SEND. Drop ins, books looks, assessments and discussions with pupils. Annual reviews planned and completed. Termly review dates for graduated response forms and my support plans to be reviewed and copied for parents. 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</p>	<p>March 2020 Ongoing Nov, Jan, April, June Ongoing Ongoing Ongoing Termly Ongoing Ongoing Ongoing</p>	<p>SENDCO SLT £3,500 – SENDCO time Teachers SLT SENDCO HoS £1500 – most probably be through pupils plans</p>	<p>SENDCO worked alongside SEN and inclusion Director Venn to look at adaptive teaching strategies (learning walk and book scrutiny). Support and advice given to teachers and support staff to implement it into practice. Staff have a better understanding of adaptive strategies, further work needed 2024-2025. All annual reviews completed 2023-2024. All graduated response forms updated, including parent and pupils views. Observed through learning walks with SENDCO and Venn Director. Advice and strategies from professionals acted on and included in plans. Additional resources purchased for pupils. All attended and any actions completed.</p>

	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.	<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 skills, personal development and basic skills.</p> <p>Allocation and delivery of AQA planned across the school and celebrated through celebrations assemblies when pupils achieve.</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> <p>£500</p>	A range of AQA completed across the school focusing on social and personal development. School continued to use AQA, but need to develop further to create their own basic offer. This needs to continue for next year.
Ensure all pupils can access all educational visits and provisions offsite, i.e swimming, Downright special, WHU.	<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.</p> <p>Resources and risk assessment for individual pupils when accessing swimming and any PE activities.</p> <p>Alternative provision and activities planned for educational visits that are not suitable for children not engaging in subject-specific study.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SBM</p> <p>SENDCO</p> <p>SBM/ Senior Admin</p> <p>(Cost of taxis to steps to success / WHU £4500)</p>	<p>All pupils accessed swimming this year.</p> <p>All pupils accessed educational visits. London visit parents came as additional support for SEN or medical needs.</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>Additional fencing for FS2 area to ensure all pupils, especially SEND are safe.</p>	May	£11072.40	<p>All building work completed. Lift maintained and in working order. Site checks continue and some repairs on paving due to trip hazards, for example tarmac section of KS2 playground. Walking ropes purchased and used at dinner times for EYFS and school trips.</p>
	<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	

2024-2025 action plan				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment and provision to benefit individual pupils and staff.	<p>Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.</p> <p>Replacement of sensory stickers for KS2. KS1 sensory stickers to be replaced, possibility of changing flooring so sticker last longer.</p> <p>New sensory space for KS2, calming area and hub.</p> <p>New KS1 calming space.</p> <p>SEN unit extended in summer holidays and additional equipment ordered to support sensory needs.</p>	<p>Ongoing</p> <p>Autumn term</p> <p>September</p> <p>September</p> <p>August 2024 Ongoing</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>Lifting and handline required due to new starters with physical disabilities.</p> <p>Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners,</p>	<p>Nov, Jan, April, June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing</p> <p>September 2024</p>		

	<p>physiotherapists, CAMHS nurses, etc. Review training needs as required. Whole school training if necessary.</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>SMT/SENDCO ensure adaptive approach to quality first teaching is effective for all pupils, especially SEND. CPD delivered by Venn SEN and inclusion director. 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>SEN unit curriculum further developed and planning written.</p>	<p>September November</p> <p>Ongoing</p> <p>December April July</p> <p>Ongoing</p> <p>Ongoing</p> <p>Each term</p> <p>September – October</p>		



	Networking with other specialized settings.	½ termly		
SEND pupils to achieve AQA units focusing on personal development, life skills and basic functional skills for reading, writing and maths.	<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 skills, personal development and basic skills.</p> <p>Allocation and delivery of AQA planned across the school and celebrated through celebrations assemblies when pupils achieve.</p>	<p>October</p> <p>Autumn term</p> <p>January</p>		
Ensure all pupils can access all educational visits and provisions offsite, i.e swimming, Downright special, WHU.	<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.</p> <p>Resources and risk assessment for individual pupils when accessing swimming and any PE activities.</p> <p>Alternative provision and activities planned for educational visits that are not suitable for children not engaging in subject-specific study.</p>	Ongoing		



<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>Reception classes refigured so more space for pupils starting with physical disabilities.</p> <p>SEN unit extended to provide a discrete teaching area and sensory exploration space.</p>			
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