



School Accessibility Plan

2025-2026

	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, November 2025			
8	Version number	10			
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)	November 2025			
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 to 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 are 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
- Virtual School
- 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

2024-2025 action plan

Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment and provision to benefit individual pupils and staff.	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.	Ongoing	£2,000	All specialized equipment identified by professionals for specific pupils purchased and implemented into practice.
	Replacement of sensory stickers for KS2.	Autumn term	£2,500	Sensory stickers were replaced in both areas. KS1 area relocated to shared area instead of main corridor area as this lasted longer. KS2 stickers used, however moved towards a sensory station that can be used and put back. All pupils needing sensory breaks and circuit can access at any time.
	KS1 sensory stickers to be replaced, possibility of changing flooring so sticker last longer.	September	£5,000	Hub area adapted to provide two different spaces that pupils can access. Pupils can access these when needed.
	New sensory space for KS2, calming area and hub.	September	£5,000	Space allocated for KS1 calming space and resources purchased for calming boxes for pupils when dysregulated.
	New KS1 calming space.	September	£27,600	Sensory rooms and additional equipment purchased for Sen unit to support regulation for pupils. Pupils generally settled well in the setting.
SEN unit extended in summer holidays and additional equipment ordered to support sensory needs.	August 2024 Ongoing			Impact is that pupils needing sensory circuits/ movement breaks or a calm area to self-regulate can access away from the classroom environment.
Training for all staff on specific SEN, disabilities	EHCP, graduated response forms, medical, intimate care plans	Nov, Jan, April, June	£76,900 – SendCo and 1 x hr ASA training	All training delivered by health professionals (NHS) for epilepsy and diabetics, specifically for individual pupils.

<p>and medical needs to ensure pupils' needs are met educational, physically and personally.</p>	<p>reviewed at beginning of term to assess needs. Training needs identified to support pupils with medical needs and specialised care plans. Lifting and handling required due to new starters with physical disabilities. 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 Ongoing Ongoing September 2024 Ongoing</p>	<p>£27,630 1 hour of training for ASAs £3,070 £27,630 1 hour of training for ASAs</p>	<p>National college courses completed by staff for asthma, manual handling and epilepsy. Section Fs in EHC plans implemented and SENCO/ SMT checked provision in place. All health care and medical plans reviewed by teachers and all staff working with the child read and agreed. Impact is that all staff are trained to support all pupils within the school environment.</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. 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,</p>	<p>September November Ongoing December April July Ongoing Ongoing</p>	<p>£15,000 £7,000 £2,500 £5,000</p>	<p>CPD delivered in Autumn term and adaptive teaching approaches could be observed in classrooms and through pupils' work. High focus on reducing cognitive load. Impact is that teachers and support staff are implementing appropriate adaptations to suit the needs of the individual pupil. All annual reviews completed within timeframe. Impact is that all EHC plans reflect the needs of the pupil and provision in place meets their needs. All graduated responses reviewed termly and shared with parents. Impact is that graduate responses improve outcomes for pupils and specifically state provision and strategies needed for the pupil. Widget training delivered through CPD in Autumn term to all teachers and support staff. Impact is that teachers are using widget to adapt learning and support pupils with communication and language issues.</p>

	<p>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. SEN unit curriculum further developed and planning written. Networking with other specialized settings.</p>	<p>Each term</p> <p>September – October</p> <p>½ termly</p>	<p>£1,500</p>	<p>Range of professionals supporting staff. Graduated responses clearly identified who has recommended strategy or provision. Impact is that provision in place for pupils meets needs and staff are supported by specialists.</p> <p>SEN review completed by Trust. Impact is that provision for SEN pupils is good in school.</p> <p>SEN planning for Beanstalk provision written and in place, especially linked to Equals curriculum.</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</p>	<p>£4,700</p>	<p>All pupils attended all school visits this year.</p>

<u>2025- 2026 action plan</u>				
Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of specialised equipment and provision to benefit individual pupils and staff.	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.	Ongoing	SENDCO Release time for SENDCO consult with other professionals £500 for resources	
	Ensure provision in Section F in EHCP can be delivered and resources and equipment purchased.	Sept and ongoing when reviews completed	£500	
	Audit of provision in Willow room and resources. Purchase sensory resources to support regulation and development.	Sept 2025	£1000	
	Further develop gross motor skills need to purchase a range of different size bikes.	Sept 2025	£4717	
	Changing facility tables purchased are moveable so staff do not need to lift pupils.	Sept 2025	£3012	
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are	EHCP, graduated response forms, medical, and intimate care plans reviewed at beginning of term to assess needs.	Nov, Jan, April, June	£3000	
		Ongoing		
		Ongoing	£2000 set aside	



<p>met educational, physically and personally.</p>	<p>Training needs identified to support pupils with medical needs and specialised care plans. Lifting and handling required due to new starters with physical disabilities. Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc. Yearly National college courses to be completed (Venn) Review training needs as required. Whole school training if necessary.</p>	<p>Ongoing Ongoing September September - March Ongoing</p>		
<p>Appropriate space and provision for pupil's care when needing intimate care.</p>	<p>Beech classroom toilets to be modified to ensure changing table can be located in the room and new electric changing table purchased. Electric socket to installed for changing table.</p> <p>Chestnut classroom has a changing table with no access for pupils to climb onto so staff lifting pupils onto changing table. This is not safe for pupils or for staff. Electric changing table purchased and electric socket installed in Chestnut toilet area.</p> <p>SEN unit Beanstalk 2 and 3 classroom need access to a changing facility. Wall to be extended in current disabled toilet area to increase space for an electric changing station. Changing</p>	<p>Nov 2025 Nov 2025 Sept 2025</p>	<p>£2985 £3012 £6875</p>	

	table purchased and electric socket to be installed.			
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<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 staff to attend Champion days by LA SEND for SEN unit and Resource based provisions,</p>	<p>September November</p> <p>Ongoing</p> <p>December April July</p> <p>Ongoing</p> <p>Ongoing</p> <p>Each term</p> <p>Each term</p>	<p>SENDCO time and Executive Principal time when £42,737</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>New SEN unit provision needs ramps installed for access from fire exits.</p>	<p>Sept 2025</p>	<p>£13920 new ramp</p>	
	<p>New signage for SEN unit and McMillan nursery. Audit current signage around both school sites to ensure meets needs.</p>	<p>Autumn 2025</p>	<p>£6000 approximately</p>	
	<p>New Sen unit area outside to secure by installing fencing and paths/ ground to be level to avoid slip hazards. Hard surface for play will need to be developed in this area.</p>	<p>Sept 2025</p>	<p>£4950 paths</p>	
	<p>Outside areas in McMillan to be evaluated and any safety or risks removed. Pathways to be relocated for access to classrooms. Fencing may need relocating or installing to ensure all outdoor areas are safe and secure.</p>	<p>Summer 2026</p>	<p>£7500 approximately</p>	
	<p>Reinstating walls in Chestnut classroom to ensure sightlines can be seen and additional room will be used for interventions, group time and physio etc.</p>	<p>Nov 2025</p>	<p>£3990</p>	
	<p>Redesign of the Year 3 mobile to accommodate 14 additional SEN pupils, including changing area, sensory area, kitchen and two bespoke classrooms spaces.</p>	<p>Sept 2025</p>	<p>£11,730</p>	