



Accessibility Plan 2026-2029

Disability Accessibility Plan Statement

Our School's aims

In line with the school's Christian values and ethos, we strive to create an environment where every member of our community is valued and respected for their own worth. We aim to offer each individual an equal opportunity to grow in understanding and in the acquisition of skills, knowledge and values.

Introduction

This plan/statement should be read in conjunction with the disability audit and the LA Guidance.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: someone who has a physical or mental impairment which has a substantial long term adverse effect on his or her ability to carry out normal day to day activities.

Admissions

The LA is the admissions authority. Under the LA, Dereham Church of England Infant and Nursery Academy will ensure that admission arrangements will not discriminate against a disabled person.

It is, however, the duty of the school to ensure that parents / carers are aware of potential difficulties that a disabled child may encounter in the school environment.

Education and Associated Services

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a disadvantage compared to non-disabled peers.

The Governing Body has three key duties towards pupils with special educational needs and disabilities (SEND), under Part 4 of the Disability Discrimination Act 1995 (DDA):

- Not to treat SEND pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for SEND pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for SEND pupils.

Therefore:

2. In considering what is reasonable the school will take account of

- The need to maintain academic standards
- School budget situation
- The practicalities of making adjustments
- Health and Safety factors



- The interests of other pupils

3. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents / carers will determine strategies to support disabled pupils within school. Relevant information will be passed on to staff to ensure staff awareness.

4. Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g: use of an epipen, asthma, epilepsy, hemiplegia.

5. No pupil will be discriminated against by excluding him / her because of their disability.

Making School Buildings More Accessible

1. It is possible to access all areas of the school. However due to the fact part of the building is old, having narrow doorways and some steps, some difficulties may be encountered. A disabled child/adult would be able to gain access to the main school building and outside classrooms.

2. The school has two toilets for the disabled, one in the main building and one in Pearl class.

3. All step edges are painted.

Curriculum

Dereham Church Infant and Nursery School is committed to ensuring equality of the curriculum access for all its pupils.

This includes a commitment to

a) An appropriately adapted curriculum. Wherever possible a child would stay with their peers, but the school recognises that at times it is in the child's best interests to be taught out of their year group. Advice from other agencies would always be sought in these circumstances.

b) Ensuring that SEND children are identified early and targeted effectively.

c) Recognise "the whole child" in terms of the development of social skills and providing an environment that nurtures a child's personal and emotional well-being.

d) Recognising that the learning environment must be appropriate for the needs of an Autistic Spectrum or Attention Deficit Disorder child. At times these children may need a quiet, calm, neutral environment.

e) Having a flexible approach to Induction in Nursery/Reception and throughout the school, so that wherever possible, a disabled child can have an induction programme.

Hearing and Visually Impaired Pupils

1. The school is aware of suggested targets and strategies to address the needs of Visual and Hearing impaired pupils. In the event of the admission of pupils with these disabilities advice will be taken on strategies to be employed.

2. The school is committed to improving the acoustic conditions of all pupils.

a) All classrooms have a carpet area.

b) Blinds and curtains are placed where they are needed.

c) All refurbishments will be take into consideration such as lighting, colour schemes and acoustics.



Rather than produce medium and long term policies which, to a large extent are hypothetical, given that a school has no way of knowing the nature of future disabilities within the school, the school will respond to the needs of pupils on role as appropriate. The school will continue to liaise with Early Years settings / transfer schools so provisions and plans are in place for any child due to start at Dereham Church Infant and Nursery School.

Conclusion

This is a working document. The school continuously seeks to develop and improve its services to its pupils and the community.

Dereham Church of England Infant and Nursery Academy Access Plan Identifying Barriers to Access Audit Physical Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils and staff, such as</p> <p>Academic areas: Classrooms, hall, library, shared area, PPA area</p> <p>Sporting areas: hall, outdoor playground and field</p> <p>Social areas: hall, staff room</p> <p>Play areas: playgrounds, field and trim trail.</p>	School accessible in all areas.	
<p>Pupils who use wheelchairs can move freely around the school.</p> <p>There are some barriers to access caused by doorways, stairs and steps that may require an alternative entrance.</p>	School accessible- sometimes via ramps or alternative entrance.	
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.</p>	We have two disabled toilets, the one in the main building could accommodate a hoist and changing mat / bed if needed.	
<p>Pathways around school are safe and well signed.</p>	Steps into school from playground have yellow paint	School would need to seek additional funding for



	to help visibility.	specific disabilities if necessary to make edging of pathways visible (paint).
Emergency and Evacuation systems INFORM ALL pupils. Alarms are auditory.	Alarms are auditory. Evacuation procedures are displayed. Fire drills are carried out. Children with additional needs which slow their ability to evacuate are assigned an adult to help procedures and ensure safety. Adults assigned 1:1 pupils support child to evacuate. Children who need one will have a personal emergency evacuation plan (PEEP)	
Signs are uncomplicated and unambiguous. School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.		Painting and decorating programme. School would need to seek additional funding for specific disabilities if necessary to make reasonable adjustments: painting edges of steps, strips on chair legs, all door handles to be a contrast colour.
All areas are well lit.	Yes	
Steps are taken to reduce background noise for hearing impaired pupils by considering room's acoustics, noisy equipment etc	Yes	
Furniture and equipment selected, adjusted and located appropriately, eg: low level sinks etc.	Yes	



Curriculum Areas

Statement	Evidence	Action Required
Designated teachers and TA's have the necessary training to teach and support pupils with a range of disabilities.	Yes- a register is maintained to show members of staff trained in areas such as, first aid, Step On, Step Up, Epi-pen, Diabetes	Ongoing professional development identified by the needs of pupils and performance management meetings.
Classrooms are optimally organised for disabled pupils.	Yes- appropriate to the pupils in the class	Rolling programme of maintenance.
Lessons provide opportunities for all pupils to achieve, e.g: are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Yes- SLT, SENDCo, and subject leaders monitor through learning walks	
All pupils are encouraged and expected to take part in drama, music and physical activities.	Yes- wide range of opportunities through curriculum, lessons, lunchtime and after school clubs.	
Staff recognise and plan the additional time and effort needed by some disabled pupils.	Yes- planning completed as appropriate.	
All staff plan for additional time required by some disabled pupils to use equipment.	Yes- as appropriate.	
School visits, are accessible to all pupils, regardless of attainment or impairment.	Yes- 1:1 pupils are supported on visits and parents are invited where appropriate.	
All staff have high expectations for all pupils.	Yes- evident through learning walks and planning.	
All staff strive to remove barriers to learning and participation.	Yes- evident through learning walks and planning.	



Access to Information

Statement	Evidence	Action Required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg: positioning when talking to hearing impaired learner.	Yes- advice and training is sought and provided as appropriate to the individual need of each pupil.	
All written communication follows an agreed style using an appropriate font and size. All letters are written in SassoonCRInfant font size 12.	Yes- all communications follow the same font style and size.	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg: by reading aloud, Powerpoint presentations etc	Yes	

In drawing up the Accessibility Plan the following people will be consulted:

Head Teacher –Chloe Cole

Full Governing Body

SEND Governor – Elena Yeates

SENDCO – Brittany Reeve/Leonie Cunnington

Staff