Dereham Church of England Junior Academy Access Plan September 2019-July 2020
Identifying Barriers to Access Audit
Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as **Academic areas**: classrooms, hall, library, group rooms **Sporting Areas**: hall, outdoor sporting facilities **Social areas**: hall, reception **Play areas**: playground, field and trim trail.	School accessible in all areas	Continue to maintain and update areas
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps.	School accessible – sometimes via ramps which is a longer route round to an area	Continue to maintain and update areas
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	School accessible – hoist already fitted in disabled toilet.	Not needed at present but everything there if needed.
Pathways around school are safe and well signed.	All areas are safe but some areas are being monitored and included in the programme of improvement which includes the clarity of marked lines.	School would need to seek additional funding for specific disabilities if necessary. Rolling programme of improvement.
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	Alarms are auditory and some flash Evacuation procedures are displayed. Fire drills are carried out. Sound fields are installed and used in areas accessed by pupils with HI. Individual pupils have PEEPS	Ensure PEEPs are evaluated and updated annually.
Tactile signs, including lifts with tactile buttons help disabled learners to use the building	N/A but disabled toilet facilities are available.	School would need to implement if pupils with a VI were to start
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast	Mixed decoration throughout the school.	Rolling painting programme

and harmony for pupils with visual impairment, autism or epilepsy.	Some colours are of a better contrast than others.	
All areas are well lit	Yes	Continue to review within the programme of development.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Yes – staff training took place in October 2016 and Sensory support continue to advise us regarding this.	Rolling programme of decoration which includes carpeting areas to reduce movement noise.
Furniture and equipment selected, adjusted and located appropriately, e.g. low level sinks etc	Yes – furniture is aimed at the age of pupils. Recent focus on the learning environment including furniture and equipment in classrooms.	Rolling programme of improvement.

Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Yes– Learning walks, staff meetings and monitoring	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, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Yes – Lesson plan monitoring, book looks and learning walks	Continue to monitor
All pupils are encouraged to take part in music, drama, and physical activities	Yes – wide range of opportunity including lunchtime and after school clubs Publish and promote clubs available in several ways including on the website and within school	Continue to promote extra - curricular activities
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Yes – lesson plans and learning walks Staff training and external advice provided.	Continue to identify needs and professional development needed
All staff plan for additional time required by some disabled pupils to use equipment	Yes as appropriate – lesson plans and learning walks	Continue to identify needs

Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Yes – planning shows this e.g. additional swimming sessions.	Continue to identify needs
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Ongoing (as needed) Also ATT referrals are made where necessary.	Continuously researching to keep up to date
School visits, including residentials, are accessible to all pupils, regardless of attainment or impairment	Yes – risk assessments show identified needs and ways to support them	Continue to identify and support needs
All staff have high expectations for all pupils	Yes – planning,book looks and learning walks	Continue
All staff strive to remove barriers to learning and participation	Yes – planning and learning walks Internal and external assessments completed with pupils in order to support this fully.	Continue to highlight and support individual needs

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 a hearing impaired learner.	Yes – advice and training is sought and provided as appropriate to meet the individual need of each pupil (on their individual records).	Continue to seek advice when needed
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger	Not at present	SEN documents are moving this way starting with one page profiles.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes - when necessary and evidence on pupil records	Continue when necessary
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Yes - evidence in planning and powerpoints used.	Continue to ensure that this is always done