



Dereham Church of England Junior Academy
Access Plan September 2022-July 2023
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 as all buildings and year groups have accessible entrances	School accessible – sometimes via ramps which is a longer route 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 facilities accessible	Not needed at present
Emergency and evacuation systems INFORM ALL pupils.	Alarms are auditory and some flash Evacuation procedures are displayed near exits of key, central areas such as classrooms and staff rooms? Fire drills are carried out. When needed previously, sound fields have been installed and used in areas accessed by pupils with HI. Individual pupils have PEEPS	Ensure PEEPS are evaluated and updated annually.

Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Mixed decoration throughout the school.	Rolling painting programme
All areas are well lit	Yes- school has recently had new lighting fitted in all areas	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 – Sensory support continue to advise us regarding this & class teachers implement with SENCo guidance e.g. use of sound meter app	Rolling programme of decoration
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 residential, 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 (stated in 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	SEN documents including one page profiles.	Continue to monitor and implement
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	Yes - when necessary and evidence on pupil records	Continue when necessary

may have difficulty with the standard printed format.	Use of dual coding/ widgit symbols on parent SEN newsletter	
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