



Heacham Infant and Pre-School Accessibility Plan

Reviewed by: Governing Body

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1. Duties

Schools' planning duty under the Equality Act 2010 states that schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting mobility, sight or hearing, or has learning difficulties such as a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child's ability to carry out normal day-to-day activities is 'substantial' and 'long-term'. Substantial in the DDA means 'more than minor or trivial' and Long-term means that the impairment has lasted at least a year or likely to last for at least a year.

The following duties are recognised under the Equality Act by the school:

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps and adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish and review a relevant Accessibility Plan.

2. Vision and Values

Heacham Infant and Pre-School welcomes all children from our local community, regardless of need or background. Heacham Infant and Pre-School has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning, universal offer of high-quality teaching with adapted approaches, enable all of our pupils to participate fully in all aspects of school life.

Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life.

Heacham Infant and Pre-School welcomes all children irrespective of race, ethnicity, colour, creed or impairment.

3. Our Main Objectives

- To educate all children from our local community, regardless of need or background.
- To ensure the quality of teaching and learning is highly effective for all children
- To further develop the skills of staff and share good practice in regular CPD sessions and to link into Performance Management Objectives for all staff
- To further develop the use of data to support learning and monitor progress

- To raise pupil' attainment and accelerate pupil progress – support the progress of all and put in place interventions to narrow the gap
- To improve overall attendance and especially that of persistent absentees
- To develop leadership at all levels

4. Contextual Information

Heacham Infant and Pre-School is a small rural infant school in Heacham, West Norfolk and currently has 97 pupils on roll aged 2 to 7, 74 in Reception, Year 1 and 2. Our building is single level and set in grounds with one playground and a bespoke play space for EYFS. There is a separate canteen. The school also has space within the main building for a library, storage and PE hall. Two larger toilets are accessible for wheelchairs.

5. Current Range of Learning Needs

In Sept 2025 there were 19/74 children gaining pupil premium (26%), 25/97 (26%) on the SEND register under the following categories reflecting their main area of needs. There are 4 children with more complex needs and an EHCP. The following table represented the need in school:

Broad Need	Numbers of pupils
Communication and Interaction	17
Cognition and Learning	0
Social, Emotional and Mental Health	7
Physical, Sensory Need	2

6. Our Aims

- **Increasing Access to School Curriculum**

Heacham Infant and Pre-School aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of EAL, SEN or disability:

- i. *Staff and Governors review policies annually*
- ii. *The SIDP (School Improvement and Development Plan) sets targets to improve the quality of education, teaching, curriculum and assessment provided by the school*
- iii. *All policy and aspect documents are written and reviewed to a policy outline, which includes reviewing each area with reference to children with SEN. Supporting policies are the Equal Opportunities / SEND policy / EAL policy / Curriculum policies / Anti-Bullying policy / Educational Visit policy.*
- iv. *Engaging with all stakeholders to understand and remove barriers to learning. This includes working within the Local Authority Strategy "Team Around The School" where cohort needs are addressed by outside agency professionals to maximise inclusion and learning.*

- **Improving Access to the Physical Environment of the School**

Heacham Infant and Pre-School is a Victorian building well adapted to meet the

requirements of the DDA and current building regulations. Consequently, the building fully complies with the physical access requirements of the DDA. However, the school recognises that over time some modifications may be required in the future to meet the specific needs of any pupils with additional needs and the staff – a recent addition was an extension to the disabled toilet.

- **Improving Written Information**


The School ensures our stakeholders have equal access to written information. We use a layered strategy to communicate through class dojo, website and email. We have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. We have access to printing Braille via the LA and have arranged translation services when required.

7. Annual Accessibility Action Plan 2025-2026

Targets	Strategies	Lead	Timeframe
To ensure our school serves all children in our local community.	Our school will welcome children at all points of transfer and via consultations from our local community, regardless of need or background.	Headteacher Sendco	Ongoing
To ensure all children and adults are considered equal and are recognised for their strengths by all members of the school community.	Use of No Outsiders to ensure that pupils understand the values of equality linked to protected characteristics. Ensure resources such as small world resources, books and posters reflect the varied realities that exist for our children and families. Ensure policies surrounding bullying, racism, unsociable behaviours clearly state there is a no tolerance policy on the above and that procedures are adhered to by all staff who deal with any incidents that arise.	Teachers Headteacher Sendco	Ongoing and policies reviewed annually.
Improve the physical environment of the school when necessary.	Provision of adapted seating/wheelchairs/standing frames, standing tables, writing slopes and implements, coloured overlays/paper and ICT backgrounds. Consider seating positions when medical advice is received. Use some spaces and adapt them for enhanced provision when needed.	Sendco SLT	Ongoing as needed
To ensure children and adults with visual impairments can access the school independently.	School redecorated with appropriate colour schemes to improve access for visually impaired children. Slip and trip hazards painted brightly. Adapted resources utilised and referrals to supportive agencies.	Headteacher	Autumn 2025
To ensure full access to the curriculum for all children.	Ensure high quality teaching, through CPD for all. Ensure appropriate deployment of support staff. CPD for all staff, differentiated curriculum-resources and activities supporting independence	Headteacher	Ongoing

	while improving abilities, new assessment procedures, a range of support staff and interventions, use of interactive teaching equipment, a range of multimedia technology use during lesson times, specific equipment sourced when necessary.		
For all parents to be aware of the local agencies they can access to support them and their children.	Share information widely, newsletter, training, website – SENCO team café, FSP and Community SEND info. ASD support group, SEND Partnership Newsletters shared via email. Engage with NHS via PINS/MHT pilots	Headteacher SENDCo and Office	Termly or when received
To ensure a close partnership with parents continues.	To ensure collaboration and effective communication between school and families through: Parental surveys, Pupil surveys, Class Teacher Parent Meetings, EHAP and early intervention meetings, Parents' Evenings, school website, Class Dojo and regular newsletters	Headteacher Class teachers	Ongoing
All children are aware of important information.	Gather pupil voice - pupil surveys completed annually, shadow a pupil for all Tchs, Subject leaders, SLT, LGB, Visual timetables are used on a need basis.	Teachers Leaders Governors	Ongoing
Information is able to be accessed by all parents	Ensure emails can be accessed. Ensure website is easily accessed by all of our community. Class Dojo including translations.	All members of staff	Ongoing
To ensure staff training for specific disabilities as appropriate	Training to be sought for full inclusion from specialist settings and outside agencies eg – quality first teaching, specific disabilities and or medical conditions	Headteachers SENDCo	Ongoing
To liaise with nursery providers to review potential intake for September 2025.	To identify pupils who may need additional to or different from provision for Sept 2025.	SENDCo Headteacher Teachers in YR and Key Stage Leads.	Autumn 2025
To liaise with secondary providers to review and improve transition procedures.	To pass on information regarding SEND children, to liaise with SENDCo's at High Schools regarding transition dates and arrangements.	Headteacher Year 6 Teachers SENDCo	Spring 2026

8. Appendix – Sharing expertise between West Norfolk Academies Trust Leaders and SENDCos

Trust Inclusion Meetings 2025-2026		 West Norfolk Academies Trust
Date	Focus taken from Trust need	Information required at meeting
9 th October 1.30pm	<ul style="list-style-type: none"> • SEN registers – key info • GPM • Data and progress review • LA and National updates 	Info from SEN register GPM, IPSEF, NUTSHELL Data for SEND pupils
4 th December 1.30pm	<ul style="list-style-type: none"> • Parental Questionnaires • CPD for Speech and Language • Learning plan audit • LA and National updates 	Results of survey - Bring data for SEN specific What CPD is working well for SLCN Bring resources if appropriate Work in pairs to audit plans for strategies, files, indes across schools
5 th February 1.30pm	<ul style="list-style-type: none"> • Work Scrutiny / learning walks – looking for adaptations, oracy, tech • Learning Walk – are strategies evident? • LA and National updates 	Examples of successful practice in Oracy, Tech, Adaptions seen on scrutiny/dive/walk Discuss strong areas and next steps Bring data for clubs, student bodies
26 th March 1.30pm	<ul style="list-style-type: none"> • INDES moderate • IPSEF update • Enhanced provision • LA and National updates 	INDES Each school bring 3 pupils scored at 5+ with overview of enhanced provision and need IPSEF What has been addressed on IPSEF?
14 th May 1.30pm	<ul style="list-style-type: none"> • Shadow a pupil = case studies, adaptations • Learning walk updates • Together updates 	Shadow a pupil Share trust documents for each school Learning walk Share trust documents
2 nd July 1.30pm	<ul style="list-style-type: none"> • Review and next steps 	Working party to review key information