



Accessibility Plan March 2025

Approved by the Trust Board on: 18th March 2025

Due for Review on: March 2028

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1. Aims

Derby Diocesan Academy Trust acknowledges that all Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Chad's CofE Nursery and Infant School is committed to creating an inclusive, welcoming and accessible environment where all children, staff, parents and visitors are valued and respected. We believe every child has the right to participate fully in school life and to access learning in a way that meets their individual needs.

We are committed to promoting equality of opportunity and ensuring that no one is placed at a substantial disadvantage because of a disability, additional need or barrier to access. We work proactively to identify and remove barriers to learning, participation and communication so that every child can achieve their full potential.

At St Chad's, we value diversity and recognise that children and families may have a wide range of educational, physical, sensory, social, emotional, spiritual and cultural needs. We work closely with children, parents, carers and outside agencies to make reasonable adjustments and provide the support needed for children to thrive.

We are also committed to building a culture of awareness and inclusion, where difference is respected and celebrated. Through ongoing review, consultation and accessibility planning, we continue to improve our provision and ensure that our school remains a place where everyone feels safe, supported and included.

St. Chad's CofE Nursery and Infant School plans over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated and reviewed annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities, as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include resources and reading materials and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be made available online on the Trust and its school's website, and paper copies are available upon request.

Our Trust and its schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its school's support any available partnerships to develop and implement the plan. Accessibility audits are carried out across the Trust and its schools. Links with the local authorities are in place to further support accessibility requirements and this is considered as part of the school condition allocation funding.

If you have any concerns relating to accessibility in the across the schools within the Trust, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Physical Environment

The school operates from a single building. Early Years Foundation Stage (EYFS) classrooms are located at the front of the school, with Key Stage 1 classrooms situated further along the building. All classrooms are accessed via the main school corridor, which provides level access throughout the ground floor to support wheelchair users and individuals with mobility needs.

Bathrooms, cloakrooms, the administration office, intervention rooms, staffroom and school hall are all located on the ground floor and are fully accessible. The Headteacher's office and welfare office are located on the first floor and are accessed via a staircase.

There are steps leading from the Reception classroom, the Reception/Year 1 classroom and the Key Stage 1 area to the playground. However, a level ramp provides wheelchair-accessible access from the Nursery classroom to the EYFS playground. The school continues to review and improve access arrangements across the site to enable children, staff and visitors to move around the building as safely and independently as possible.

Internal doors throughout the main building are sufficiently wide to accommodate wheelchair users.

The school has clear internal emergency signage and two designated fire exits from the main building: one through the main foyer and a second at the rear of the school, leading onto Gordon Road.

Accessible toilet facilities are available within the main school building. These include handrails and emergency pull cords to support users with additional needs.

The school does not have an on-site car park. On-street parking is available for staff and visitors on Gordon Road and the surrounding streets. One designated disabled parking space is located outside the school entrance.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Curriculum						
To comply with the Equality Act 2010.	Statutory policies are reviewed regularly to ensure they reflect current inclusive practice, legislation and procedures.	SHORT TERM	Review statutory policies annually to ensure they continue to reflect current legislation, inclusive practice and school procedures.	HT All staff Governors	On going	All policies clearly reflect inclusive practice and procedure

<p>To identify pupils who may need additional provision to ensure smooth transition.</p>	<p>The school liaises with early years settings and previous educational providers to support effective transition arrangements for new pupils.</p> <p>The SENDCo works closely with SENDCos from feeder settings to ensure the timely transfer of records, assessment information and effective support strategies.</p> <p>Multi-agency meetings are arranged, where appropriate, to ensure suitable provision is in place before admission and throughout a pupil's time at school.</p> <p>Children are visited in their current setting, where appropriate, to support successful transition and identify individual needs.</p> <p>Pupils' needs are reviewed regularly through SEND review meetings and pupil progress meetings, with support plans and provision updated accordingly.</p> <p>Parents and carers meet with the SENDCo and class teacher at least termly to share information, review progress and discuss next steps.</p> <p>Transition meetings take place during the summer term to support pupils moving between classes, key stages or settings.</p> <p>Information is shared effectively between teachers and relevant staff to ensure continuity of support.</p> <p>SEND records are maintained and updated regularly to ensure documentation is accurate, current and accessible.</p>	<p>SHORT TERM</p>	<p>Liaise with early years settings and previous schools to support effective transition for all new pupils.</p> <p>Ensure timely transfer of SEND records and information through regular communication with feeder settings and SENDCos.</p>	<p>HT SENDCo EYFs lead</p>	<p>New pupil transition to school</p> <p>Summer term for transition and autumn term follow-up each September</p>	<p>Procedures, resources/equipment, and strategies in place</p> <p>Parents are kept informed of provision and consulted</p>
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<p>To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (MEPs)</p>	<p>Provision maps are reviewed and updated to reflect whole-school provision and individual pupil support.</p>	<p>SHORT TERM</p>	<p>Visit children in their current setting, where appropriate, to support successful transition and identify individual needs.</p> <p>Transition meetings held in school and with other settings</p> <p>Check SEND folders are up to date</p> <p>Update whole school provision map and individual pupil plans</p>	<p>SENDCo All staff</p>	<p>Transition meetings at the end of year on-going meetings with SENDCo</p>	<p>All staff are clear about their responsibilities in meeting pupil's needs</p> <p>Multi-Element Plans identified and on provision maps and/or MEPs where needed</p>
<p>To access outside agency support/advice and on-going support for pupils with health needs.</p> <p>To improve access to the curriculum using specialised equipment and resources following advice and support from outside agencies.</p>	<p>Advice and support are sought from external agencies, including Specialist Teachers, Educational Psychology, Health Services, Occupational Therapy, Physiotherapy and Speech and Language Therapy, where appropriate.</p> <p>Parents and carers are consulted regularly to review progress, agree outcomes and plan appropriate support.</p> <p>Pupils with specific needs, including Autism, Hearing Impairment and Vision Impairment, access specialist advice, resources and reasonable adjustments as required.</p> <p>Occupational Therapy, Physiotherapy and Speech and Language Therapy programmes are implemented as recommended, with staff receiving appropriate training to deliver interventions safely and effectively.</p>	<p>SHORT TERM</p>	<p>Arrange and participate in multi-agency meetings where required to plan and review appropriate provision.</p> <p>Review pupils' needs regularly through SEND review meetings and pupil progress meetings, updating provision where necessary.</p> <p>Meet with parents and carers at least termly to review progress, discuss outcomes and share information.</p> <p>Hold transition meetings to support pupils moving between classes, key stages or educational settings.</p> <p>Ensure effective handover of information between teachers and relevant staff.</p> <p>Staff training taken place to deliver any specialised interventions/use of equipment</p>	<p>SENDCo All staff working with pupils with additional needs Specialist teachers and Psychology Services</p>	<p>On-going updates and regular input throughout the year from outside</p> <p>Ongoing meetings SENDCo and EP/SALT/STePs agencies</p>	<p>Pupils' needs being met</p> <p>Advice, strategies, and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met</p> <p>Staff feeling supported in meeting the needs of all pupils</p> <p>Range of equipment integrated into practice</p> <p>Parents feeling confident about the provision</p>

<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<p>The attainment and progress of pupils with SEND are monitored through regular pupil progress meetings and provision reviews.</p> <p>The progress and attainment of pupils with SEND are analysed termly to evaluate the effectiveness of provision and identify areas for development.</p> <p>Individual support plans reflect pupils' current strengths, needs and progress, with clear, measurable outcomes.</p> <p>Individual support plans are reviewed with parents and pupils, where appropriate, at least once each term</p>	<p>SHORT TERM</p>	<p>Maintain and update SEND records and documentation to ensure information remains accurate and accessible.</p> <p>Review and update provision maps to reflect current support and interventions.</p>	<p>HT SEDCO C/T</p>	<p>Min. of 3 x annual MEP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENCo and Class teacher On-going</p>	<p>Analysis shows that expected progress has been made by all pupils</p> <p>Progress towards the MEP targets has been achieved.</p> <p>Provision has been reviewed and amended based on needs of pupils</p>
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<p>To ensure parents are fully involved in the MEP process and understand how to support their child at home.</p> <p>To ensure that pupils are involved in their MEP targets and EHCP meetings (where appropriate)</p>	<p>Parents' views and pupils' voices are considered when setting outcomes and reviewing provision.</p> <p>Parents are provided with clear information about how they can support agreed outcomes at home.</p> <p>Records of meetings with parents and professionals are maintained within pupils' SEND files.</p> <p>Parental feedback is gathered through questionnaires and consultation opportunities and is used to inform school improvement.</p> <p>Parents and carers have opportunities to meet with the SENDCo through regular appointments, review meetings and drop-in sessions.</p>	<p>SHORT TERM</p>	<p>Seek advice and support from external agencies where additional assessment or specialist input is required..</p> <p>Ensure appropriate specialist resources, reasonable adjustments and targeted support are available for pupils with identified needs.</p> <p>Monitor the attainment and progress of pupils with SEND through regular assessment and pupil progress meetings.</p> <p>Analyse SEND attainment and progress data termly to evaluate the impact of provision and identify priorities for improvement.</p> <p>Review and update individual support plans to reflect pupils' current needs and progress.</p> <p>Record meetings with parents and professionals to ensure accurate documentation and continuity of support.</p> <p>Gather and evaluate parental feedback to inform the ongoing development of SEND provision.</p> <p>Provide regular opportunities for parents and carers to meet with the SENDCo through review meetings, appointments or drop-in sessions.</p>	<p>SENDCo</p> <p>Parents</p> <p>C/T</p>	<p>1 x termly minimum with class teacher</p> <p>SENDCo to arrange drop-in sessions</p>	<p>MEPs reviewed with parents and new targets shared</p>
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<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines</p>	<p>Staff access ongoing professional development to maintain and develop their knowledge of SEND and inclusive practice.</p> <p>Relevant training and updates are shared with staff and senior leaders to promote consistent, high-quality provision across the school.</p> <p>Parents, pupils and external professionals are actively involved in planning, reviewing and evaluating SEND provision.</p>	<p>SHORT TERM</p>	<p>Provide ongoing SEND training and professional development for staff.</p> <p>Share relevant training, guidance and updates with staff and senior leaders to promote consistent inclusive practice.</p> <p>Work collaboratively with parents, pupils and external professionals to review and develop effective SEND provision.</p>	<p>HT/SLT SENCo Governing body</p>	<p>On going</p>	<p>Course/meetings attended and disseminated to SLT</p> <p>Governing Body kept up-to-date with any changes</p>
<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils' needs</p>	<p>Budget request completed and budget allocated</p> <p>Audit of resources and training needs</p> <p>Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school</p> <p>Staff training identified – internally and externally</p> <p>STePs training - ASD, HI and VI for identified children</p>	<p>MEDIUM TERM</p>	<p>Access STePs support for specialist resources</p> <p>Plan resource budget</p> <p>Plan staff training</p>	<p>HT SENDCO All Staff</p>	<p>Autumn Term Review – ongoing basis</p>	<p>Access to the curriculum improved using good quality resources, interventions, and adaptations</p>
<p>To continue to develop attention autism and sensory circuit intervention across school</p>	<p>Provide training for those necessary staff</p> <p>Ensure there are resources available for the intervention- manage budget</p>	<p>MEDIUM TERM</p>	<p>Plan training for key staff in Attention Autism and Sensory Circuits</p>	<p>SENDCO SEND Specialist Teaching Assistant</p>	<p>On going</p>	<p>Intervention timetable reviewed regularly</p> <p>Staff confident in running sessions and assessing</p> <p>Staff access training updates</p>
<p>To review out of hours provision and develop/ensure accessibility for all pupils.</p>	<p>Monitor club members</p> <p>Meet with club leaders</p> <p>Ensure accessibility and improve where possible</p>	<p>MEDIUM TERM</p>	<p>Monitor club registers</p>	<p>HT Club Leaders SENCo</p>	<p>On going</p>	<p>All out of hour's activities are organised to be accessible to all pupils in school</p>

To evaluate and review procedures in place in ensuring participation of pupils with disabilities	Evaluate and review the short- and medium-term targets and set new targets Produce new plan based on needs of the pupils	LONG TERM	Review provision map	HT SENDCo Governing body Pupil & Parents	Annually	Increased access for disabled pupils Pupils feeling successful at school Quality interventions and resources in place
To continue to audit, review and develop staff expertise based on the needs of the school.	Identify training needs Seek out appropriate training (internally/externally) and prioritise who, what, when etc.	LONG TERM	Plan staff training in SENshine (online platform)	SENDCo HT	Annually	Long term training needs identified and prioritised

Physical Environment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To continue to maintain the physical environment of the school to maintain accessibility for all pupils	<p>Indoor</p> <p>Identify needs of new in-take and make reasonable adjustments to the physical environment</p> <p>Assess needs of pupil and plan for smooth transition</p> <p>Plan classrooms accordingly</p> <p>Involve STePs Teams to support with transition and any specialist equipment</p> <p>Maintain good working order of all disabled toilet and facilities</p> <p>Outdoor</p> <p>Maintain good up-keep of all areas to allow easy access</p> <p>Pupil questionnaire - Seek pupil views through School Council on improving play areas</p> <p>Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes</p>	SHORT TERM	<p>Continually review access to the outdoor learning environment and offer alternative routes within pupil individual risk assessments</p> <p>To build an additional sensory room within school</p> <p>Continue to create accessibility plans as needed</p>	HT SBM Governors SENCo All staff	On-going	<p>The environment is suitable for children with disabilities entering school</p> <p>Classroom environment is accessible and meeting the needs of pupils wherever possible</p> <p>Up-to-date PEEPS maintained for specific named pupils</p>

To ensure risk assessments are in place for key pupils	Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children's needs	SHORT TERM	Update existing risk assessments and create new risk assessments for all new pupils as needed	HT SENCo All staff	Annually and regularly	All staff aware of risks and pupils safely accessing the curriculum and school grounds Risk Assessments are understood and followed up
To ensure classroom environments meet the needs of pupils.	All environments are carefully planned around communication friendly spaces. Research led and inspired by Elizabeth Jarman Needs of the pupils to be carefully thought through and classrooms adapted accordingly Seek views of children where appropriate	MEDIUM TERM	Environment audit	HT SENCo All staff SBM	Ongoing	Access to the curriculum improved using good quality resources, interventions, and adaptations.
To develop the play environment so it is safe and suitable for children	School field, EYFS playground and KS1 playground are separated by gates Equipment for the children to use is stored appropriately and safely	MEDIUM TERM	Environment monitoring	SENCo SBM SLT	Annually	The children will stay safe during planned outdoor provision
To continue to develop the playground facilities for all children. To ensure pathways are appropriate for ease of access	Look for funding opportunities Involve the School Council Regular checks and maintenance Staff to report any problems	LONG TERM	Maintenance of school field to be reviewed and monitored	HT SENCo Governing body Pupil & Parents	On going	Inclusive child-friendly play areas. Clear access maintained around the school ground

Communication

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>To up-date records to ensure school is fully aware of any disabled children/parents and their needs.</p>	<p>Office staff aware of parent's needs as notified and adapted material on request</p> <p>NCAT services used for translation support for parents</p> <p>Individual Health Care Plans (IHCP) kept up-to-date – access to all and kept in the same place</p> <p>IHCP over view visible in every classroom. Grab bag with all medication available in every classroom</p> <p>Up-date SEND forms in line with guidance</p> <p>SEND register kept up date</p>	<p>SHORT TERM</p>	<p>Update IHCP, as needed</p>	<p>HT</p> <p>EYFS leads</p> <p>Governors</p> <p>SENCo</p> <p>Office staff</p> <p>All staff</p>	<p>Annually</p>	<p>All staff aware of the needs of the school</p> <p>Records up-to-date</p> <p>The school will be able to provide written information in different formats.</p>
<p>To ensure that the school environment offers further information to pupils and visitors.</p>	<p>Pictures of all staff on display board with names</p> <p>Classrooms labelled</p> <p>Environmental print</p> <p>Displays offer visual and written support/adapted where needed</p> <p>Photographs/images for visual support on display</p>	<p>SHORT TERM</p>	<p>SLT learning environment monitoring</p>	<p>H/T</p>	<p>On going</p>	<p>Visual and written environment offers support and is consistent around the school</p>
<p>To continue to up-date and improve the school website to ensure information is fully accessible.</p>	<p>Website clear with tabs with key information</p> <p>Checklist completed for all relevant information that needs to be on the website</p> <p>Parent informed of the information available on the website, during induction and school events</p>	<p>MEDIUM TERM</p>	<p>SLT to continue to keep the school website updated</p>	<p>H/T</p> <p>SENCo</p> <p>All staff</p>	<p>On going</p>	<p>Website up-dated and all relevant information available and up-dated regularly</p> <p>Friendly/easy to access website</p> <p>Website used by parents</p>
<p>To use Class Dojo to communicate with parents regularly, share information and send over specific files when needed</p>	<p>Parents connected to Class Dojo and relevant staff to each class</p> <p>Letters and information shared on the class page for parents to view</p> <p>Staff answer parent questions via messaging service in a timely manner</p>	<p>MEDIUM TERM</p>	<p>Time line of whole school events to be shared via Class Dojo</p>	<p>SENCo</p> <p>All staff</p> <p>SLT</p>	<p>On going</p>	<p>Parents and teachers are connected through Class Dojo</p> <p>All parents are connected and use to communicate with relevant staff</p>

<p>To continue to meet any specific future needs of pupils/families within school</p>	<p>Assess needs and plan accordingly</p> <p>Identify any specialised support needed and seek advice</p> <p>Add to provision maps/risk assessments etc.</p> <p>Staff awareness and training where needed</p>	<p>LONG TERM</p>	<p>Continue to amend plans as needed</p>	<p>Whole school</p>	<p>On going</p>	<p>Needs of pupils met wherever possible</p>
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5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the COO in collaboration with the schools within the Trust.

It will be approved by Trust Board before being adopted by the LAC following the school contexts being added.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- DDAT Health and Safety Policy
- DDAT Equality Information and Objectives (public sector equality duty) statement for publication
- DDAT SEND Policy
- DDAT Supporting Pupils with Medical Conditions Policy
- DDAT Child Protection and Safeguarding Policy