



# **West Earlham Infant and Nursery School**

## **Accessibility Action Plan**

**2025-26**

Head Teacher: Mrs Jade Hunter

Deputy Head Teacher: Mrs Rachael Finney

You can find out more about us on our website ([www.weins.co.uk](http://www.weins.co.uk))

At West Earlham Infant and Nursery School, we are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

## Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy and plan was reviewed and approved in **June 2025**. The date of the next formal review will be **June 2026** and every thereafter, unless statutory legislation changes.

Policy approved by the Full Governing Body of West Earlham Infant and Nursery School.

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## 1. The purpose of this plan

This plan sets out how we, as a setting, will increase access to education for disabled, children and young people in three key areas:

1. increasing the extent to which disabled children and young people can participate in the curriculum;
2. improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services;
3. focusing on how we deliver information, which is often only provided in writing to improve accessibility for all, including families
4. Ensuring our site is accessible to all disabled staff and visitors

Our accessibility plan will be reviewed and reported on annually but will be dynamic and fluid in addressing our priorities within a continuous cycle of improvement.

## 2. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities.’

### Reasonable adjustments for disabled children and young people (CYP)

We will take reasonable steps to ensure inclusion so that CYP with disabilities are not disadvantaged in comparison to CYP without disabilities. This means changing the way we work, providing additional resources and removing physical or other barriers.

### The Accessibility Audit

The School will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to Education** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

### 3. Accessible Norfolk – principles and values

At West Earlham Infant and Nursery school we ensure all children have access to an environment that encapsulates the following principles and values:

- Inclusive
- Flexible
- Adaptable
- Collaborative
- Solution focused
- Compassionate
- Committed

#### 4. What does accessibility and inclusion mean for us?

We are committed to providing an environment that can be accessed, understood, and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- ✓ promoting inclusion, participation, and equal opportunity
- ✓ making the necessary identical or equivalent adjustments
- ✓ ensuring provisions for privacy, security, and safety
- ✓ ensuring dignity and respect

## 5. What we have in place to make our setting accessible: Our Accessibility and Action Plan

Area	Barrier to Accessibility	What we have in place.		Further Action required
<b>Physical Environment - Physical</b>				
External Classroom Doors	Are they accessible to all.	All of our classrooms are on the ground floor with doors wide enough for a wheelchair user to access.		To be kept under constant review.
Access to Main door	Step	Ramp has been installed. New window to the Main office was installed in 2023. Staff can see all visitors including wheelchair users.		To be kept under review
Disabled bathrooms	Access	There is a disabled toilet including a shower and raised bed (for nappy changing) available to all staff, pupils and visitors to the main school. This is clearly signposted. There is a disabled toilet for children in our Nursery		To be kept under review

Height of double handles, height of Key combinations.	Are too high for those in wheelchairs to access independently	Lower handles and door guards	Low - This must be balanced against the needs of the school and the reason that high handles are in place are to reduce the possibility of children being able to get out of school	None at present - readdress if staff member who struggles to access is appointed.
Childs bathrooms	Children whom are unstable on feet – are hand rails available	Hand rails added to the childrens disabled toilet in Nursery area. Hand rails also available in adults disabled toilet.	High	Manage and Monitor

Storage of Wheelchairs/disabled pushchairs	Currently not an allocated space for wheelchairs to be safely stored	Identify a place for wheelchairs to be stored. We have a wheelchair user at present in school and the wheelchair is easily accessible in the classroom		Keep under review.
Heights of chairs	For those with mobility challenges chairs provided are generally to low	To ensure that those that need access to higher seated chairs are able to locate and use them within their classroom	Medium	Address on an individual basis.



Corridors	Corridors contain children's coats, wellies and other personal items as well as units. If not kept tidy the space down these corridors can be tight for those in wheelchairs	To maintain tidiness of corridors. Regular reminders to staff via daily memos.	Medium	Monitor and Manage by SBM
Transition	Transition is often indicated verbally.	Use of visual timetable to indicate transition.	Medium	Monitor and Manage by SBM
Height and visibility of external steps into classroom	For children with specific individual	Extra wide and slightly lower step (including yellow edges) have been installed. Yellow paint has been applied to the Nursery playground for a visually impaired child	High	Monitor and Manager

Access to Education				
Hearing Impairment	Unable to access learning due to hearing impairment	School employed TA with Speech and Language degree, Use of signs to aid understanding.	Medium	On-going EC
Speech, Language and Communication delay	Unable to access full learning	School has employed Speech and Language therapist who is working closely with staff, children and parents to upskill all. Differentiated curriculum. In class support as necessary. Careful consideration of assessment of phonics for children with severe speech sound disorder.	High	On-going EC

Visual Impairment	Unable to access learning due to visual impairment	Work with Virtual School and follow advice provided by professionals	Medium	SENDCO to take appropriate action.
<b>Access to Information - Curriculum</b>				
Parents with English as an Additional Language or parents with low levels of literacy	Not able to understand everyday messages	Use language app to translate phone calls/correspondence etc. We will use 'Language line' for meetings. Any letters to parents/carers that are transmitted via school 'Dojo' are translated using the translate function. <b>Use of Google translate for school forms</b>	Medium	Constantly monitored by the EAL/SEND team
Parents with English as an Additional Language or parents with low levels of literacy	Not able to give informed consent as not clear what giving consent for	Ensure that Key Consent forms are available in a variety of languages. Translate Key information - use NCC services. Record Key information. We will also ensure help is available from school staff to complete any forms.	Medium	JS/SEND/EAL team
Parents with English as an Additional Language or parents with low levels of literacy	Not able to understand key places and direction within school (i.e. Fire Exits)	ensure that places have images/labels in different languages to support the writing	Low	Monitor and Manager

Parents with English as an Additional Language or parents with low levels of literacy	Not able to thoroughly understand end of year progress reports	Pupil progress meeting happen termly so that parents can talk things through in advance. 'Language line' will be used where necessary. Google translate is also used.	High	Class teachers/JS to ensure this occurs.
Other				
After School Clubs		Children with Disability supported by specific teaching assistant. Variety of clubs offered each day and clubs are adapted to meet children's needs.	Low - After School Clubs are an additional extra not a statutory requirement	JS/SBM
Staff Members	Staff members not clear on disability laws or requirements	To provide training to increase and improve staff awareness	Low - as currently key figures within school hold this knowledge and share as appropriate	SBM

## 6. Challenges to accessibility that we want to address

1. Height of door handles is constantly monitored. This must be assessed on an individual basis. Children must be kept safe therefore, high handles are appropriate in some areas (i.e. corridor to Reception and Outdoor area).
2. An access button has been installed at height to the Hall outside area to stop children from accessing this area unattended.
3. A high handle has been removed from The Den to ensure children have the ability to get out of the room but only into a safe environment. If children are in The Den for any reason then the access door is always monitored.

Norfolk County Council have worked with young people to develop the Flourish ambition into a framework of impacts and outcomes. This framework forms the basis of the [Flourishing in Norfolk strategy](#).

Flourish focuses on these areas of impact:

- Family and friends
- Learning
- Opportunity
- Understood
- Resilience
- Individual
- Safe and secure
- Healthy

