

# SCHOOL ACCESS PLAN 2017-20

## Access to the Physical Environment

Targets	Strategies	Timescale	Success Criteria
1. School is aware of the access needs of disabled children, staff and parent/carers	<p>A. Create access plans for individual disabled children as part of IEP process</p> <p>B. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc</p>	As required	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings</p>
2. Ensure that all disabled individuals can be safely evacuated.	<p>A. Put in place Personal Emergence Evacuation Plans for all as required</p> <p>B. Develop a system to ensure all staff are aware of their responsibilities.</p>	As required	All disabled individuals and staff working with them are safe and confident in event of fire.

## Access to the Curriculum

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
1. Continue to ensure confidence of staff in differentiating the curriculum	A. Inclusion Policy in place and in use  B. Regular staff training in inclusive practices and resources including SEND	reviewed every 3 years	Headteacher	Staff are confident in strategies for differentiation and pupil participation
2. Ensure all staff are aware of disabled children's curriculum access	A. Set up system of individual access plans for disabled children  B. Set up system for information to be shared with appropriate staff	As required	Headteacher	
3. Ensure all staff have undertaken disability equality training. Headteacher to disseminate via Equalities Scheme, shared with staff	Equalities scheme in place, staff and governors aware of scheme			All staff work from a disability equality perspective

## Access to Information

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
1. Review information to parents/carers to ensure it is accessible	<p>A. Ask parents/carers about access needs when child is admitted to school</p> <p>B. Be prepared to produce information in alternative formats e.g. large print, Braille</p>	As required	All parents getting information in format that they can access e.g. tape, large print, Braille
<p>2. Liaise with Esklets Playgroup and other relevant pre-school providers.</p> <p>Liaise with sending school for pupils transferring from another Primary setting.</p>	<p>A. Visit the setting to see the children/ talk to parents and staff.</p> <p>B. Invite children into school before starting date – talk to parents.</p> <p>C. Make use of all information sent from previous setting to establish baseline and individual needs.</p>	As required	<p>Needs are known on entry.</p> <p>Child is fully included in relevant class.</p> <p>Appropriate targets are set.</p>