



EGTON CE VA PRIMARY SCHOOL ACCESS PLAN 2014-2017



Access to the Physical Environment

Targets	Strategies	Timescale	Success Criteria
1. School is aware of the access needs of disabled children, staff, parent/carers and visitors	A. Create access plans for individual disabled children as part of IEP process B. Enable staff and governors to alert the school to any access needs and make sure they are met in meetings etc	As required	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings
2. Ensure that all disabled individuals can be safely evacuated.	A. Put in place Personal Emergence Evacuation Plans for all as required B. Develop a system to ensure all staff are aware of their responsibilities.	As required	All disabled individuals and staff working with them are safe and confident in event of fire. Review arrangements for evacuating the Mezzanine Summer (2014)

Access to the Curriculum

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

Access to Information

Targets	Strategies	Timescale	Success Criteria
<p>1. Review information to parents/carers to ensure it is accessible</p>	<p>A. Ask parents/carers about access needs when child is admitted to school – Prospectus Statement</p> <p>B. Be prepared to produce information in alternative formats e.g. large print, Braille, ensure other languages can be catered for</p>	As required	<p>All parents getting information in format that they can access e.g. tape, large print, Braille</p> <p>Sign for other languages displayed in School</p>
<p>2. Liaise with local Playgroups 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>