



**HAWSKER-CUM-STAINSACRE VC C of E PRIMARY SCHOOL ACCESS
PLAN 2019-2021**



Access to the Physical Environment

Targets	Strategies	Timescale	Success Criteria
<p>1. School is aware of the access needs of disabled children, staff, parent/carers and visitors.</p>	<p>a. Create access plans for individual disabled children as part of IPM process.</p> <p>b. Enable staff and governors to alert the school to any access needs and make sure they are met in meetings etc.</p>	<p>As required</p>	<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>
<p>2. Ensure that all disabled individuals can be safely evacuated</p>	<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>	<p>As required.</p>	<p>All disabled individuals and staff working with them are safe and confident in event of fire.</p>

Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
1. Increase confidence of staff in differentiating the curriculum.	<p>a. Inclusion/SEN Policy and Local Offer in place and in use.</p> <p>b. Regular staff training in inclusive practices and resources including SEN.</p>	Reviewed every 3 years	Headteacher	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.</p>
2. Ensure all staff are aware of disabled children's curriculum access.	<p>a. Set up system of individual access plans for disabled children.</p> <p>b. Set up system for information to be shared with appropriate staff</p>	As required.	Headteacher	
3. Ensure all staff have undertaken disability training. Headteacher to disseminate via Equalities Scheme, shared with staff.	<p>a. Equalities system in place, staff and governors aware of scheme.</p>			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>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. 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> <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>	<p>As required</p> <p>As required.</p>	<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>Needs are known on entry. Child is fully included in relevant class.</p> <p>Appropriate targets are set</p>