

Ashmead Primary School Accessibility Plan Ashmead Primary School

<b>Access to the physical environment</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Ensure that all aspects of the school's physical environment are accessible to disabled pupils.	Consider accessibility when health and safety walks carried out. Accessibility considered in inclusion team meetings to ensure all disabled children's needs are considered, e.g. residential school journey.	Ongoing	Inclusion leader Headteacher, School Business Manager, Premises Manager	Perceived problems with accessibility are communicated to the school and the school is fully physically accessible to disabled pupils
	Ensure that disabled children's needs are catered for in the event of a fire	Personal emergency evacuation plans reviewed and re-communicated for children if necessary. Staff trained in use of folding 'carry chair'	As necessary when child starts with need or develops a need.	Inclusion leader	Fire drill post-mortems show that procedures for these children are effective.
	Ensure that children	Continue to allocate	Ongoing	Headteacher	Children feel they

	who find the scale of the physical environment overwhelming at breaktimes are catered for.	sufficient staff resources to run a 'quiet club' at break time.  Buy board games and books for use in new seated areas on playground decking			have alternatives to being in the playground or to playing outside in an unstructured way.
	Make arrival on school premises safer.	SLT presence on front gate.  Reminders re not riding scooters on school premises and to take care regarding the approach to school.  Ongoing work to reduce amount of parking on yellow lines and double parking.	Ongoing	Headteacher Deputy Head	Fewer children riding scooters too fast on way to school; children stop riding scooters/bikes in school; fewer parents double-parking and parking on yellow lines.
	Make school entrance safer.	Liaise with the L.A. re how to secure entrance by car park.	December 2016 onwards	Headteacher	Entrance is secure and not easily climbable as now.
<b>Access to the</b>					

<b>curriculum</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	All classes to be 'dyslexia-friendly'	Training for teachers from Lewisham spld service.	Autumn term	Inclusion leader	Dyslexia-friendly techniques embedded.
	All classes to have good strategies for supporting speech and language needs and other SEND needs	Reminder of SALT training of teaching assistants.  Visual timetable in every class.  Listening and attention cards used in every class.	Autumn term	Inclusion leader	Strategies used consistently.
	Improve attendance of all children, especially pupil premium and SEND children.	(See separate attendance action plan)	(See separate attendance action plan)	(See separate attendance action plan)	(See separate attendance action plan)
<b>Access to information</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Increased takeup of information and ability to easily access information.	More frequent use of text messages to reach more parents. Update information on website.	Ongoing	Headteacher School business manager	Better attendance at key events. Positive response to increased texting.

		Continue parents' evening 3x a year.	Ongoing	Headteacher School business manager	
		Communicate expectations around parents' evening attendance more fully.	February 2017	Deputy Head	

Approved, Chair's Action, March 2017 – full approval to be given at next CFC meeting  
Review: March 2019