

Ashton Vale Primary School Access Plan March 2019

	Targets	Strategies	When	Who	Success Criteria
Short term and On-going	1. The school is aware of the access needs of disabled children, staff and parents/carers.	a) Create individual access plans for children with disabilities as part of the IEP process as appropriate.	On-going	SENDCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
		b) Include questions in the parent audit questionnaire about parent/carers access needs and endeavour to ensure they are met.	Term 5 19	Head and Chair of Governors	Parents able to access fully all school activities.
	2. Carry out a review of access to building through main and rear entrances during school time so as to minimise potential safeguarding concerns.	a) Contact Phil Butt (MAT estates manager) and invite him into school to work with us to assess the risks and possible solutions regarding safe access from front and rear entrances.	Term 5 19	SBM / Head / Chair of Govs	Risks associated with gaining access to the school site during the school day are minimised.

	3. Develop visual timetables for pupils who need this support	SENDCO to work alongside class teachers and support staff to develop visual timetables for those that need them.	Ongoing	SENDCO	Visual timetables in place and used effectively
	4. Review school signs to include makaton or other appropriate symbols.	Gradually replace written signs including symbols. Put symbols into displays	Ongoing	SENDCO	Everyone can understand signage and find their way around the school.