





# ACCESSIBILITY PLAN

**RAWMARSH ASHWOOD  
PRIMARY SCHOOL**

Ashwood Road, Parkgate, Rotherham, S62 6HT

 [office@ashwoodprimary.org](mailto:office@ashwoodprimary.org)  [ashwoodprimary.org](http://ashwoodprimary.org)

 01709 710847 **HEADTEACHER:** Miss Roper



## **Aims of the Accessibility Plan**

This plan outlines how Rawmarsh Ashwood Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

## **The Accessibility Audit**

1. The governing board will undertake a regular Accessibility Audit.
2. The audit will cover discuss the following.
  - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

### **Access to the Curriculum**

<b>Target</b>	<b>Who</b>	<b>Timescale</b>	<b>Outcome/Success Criteria</b>	<b>Complete</b>
Invention training for support staff	SENCO	Ad hoc	Support staff able to work with increased knowledge and provide appropriate resources for pupils	
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	
Training for teachers on differentiating the curriculum for disabled children as required	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	

### **Access to the Physical Environment**

<b>Target</b>	<b>Who</b>	<b>Timescale</b>	<b>Outcome/Success Criteria</b>	<b>Complete</b>
Ensure all areas of school are wheelchair friendly	Headteacher	Ad hoc	The environment is adapted to meet the needs of the pupils	Yes
Disabled toilet access	Headteacher	Ad hoc	The environment is adapted to meet the needs of the pupils	Yes