



Ash, Cartwright & Kelsey Church of England Primary School (Aided)

### Accessibility Plan

Lead Governor: Mr P Devitt  
Lead member of staff: Mrs Crascall/Mrs Wilkinson

Date approved: July 2024  
Review date: July 2026

**Through God's love and strength all flourish**

### **Mission Statement**

**Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.**

Friendship Joy Community Forgiveness Perseverance Creation

### **Definition of Special Educational Needs**

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they: • have significantly greater difficulty in learning than most children of the same age; or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and • are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Definition of Disability**

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities

At Ash Cartwright & Kelsey Church of England (Aided) Primary School we aim, in accordance with the School's Christian Foundation, to provide a school that is welcoming, safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, perseverance, joy, community and creation as being at the heart of what we do. It is in this context that we seek to promote a sense of self worth in both children and staff within a happy, safe and secure environment. Every child is encouraged and challenged to fulfil their full potential and have respect and consideration for themselves, their peers and the world around them.

As a Church of England (Aided) Primary School we aim to provide a happy, safe, secure, welcoming environment for all our pupils and staff. The caring ethos of our school and our unified and coherent set of values based on the Christian faith enable us to recognise the dignity of each human being. We aim to develop, in each child, self-esteem, a sense of responsibility, an understanding of the needs of others and a respect for their way of life. Ash Cartwright & Kelsey CE [Aided] Primary School is the village school of Ash. It seeks to use best endeavours to serve all members of the community regardless of gender, race or level of physical or mental impairment. The School is committed to best endeavours in that all children and adults are able to access fully the school's facilities and curriculum and extra curricula activities.

## **Introduction**

This document has been prepared in accordance with the Equality Act 2010 and Disability Discrimination Regulations 2005

## **Aims**

The School is seeking to:

- increase the extent to which pupils with disability can participate in the school's curriculum.
- improve the physical environment of the school in order to increase the extent to which pupils with a disability are able to take advantage of the educational and other opportunities offered by the school.
- improve the delivery to pupils with a disability information which is already provided in writing to pupils who do not have a disability.

## **Disability/Need: Complex Learning Needs**

Success Criteria: Child able to take part in education appropriate to their needs and reasonable adjustments

### **Action**

- Obtain information from previous education setting/home/health/CYPMHS;
- Check if early intervention is required or plan already in place;
- Confirm if other tests/assessments are needed;
- Decide if additional support staffing needed;
- Arrange for training as required;
- Consider if changes need to be made to the buildings or grounds;
- Obtain extra or specialist resources where required;
- Provide on-going support for child/school/family.

### **Resources**

- Specialist agencies & resources;
- Financial costs;
- SENCO time;
- Training providers, cost and time.

### **Time**

- Will be determined by needs of the child.

### **Lead Person**

SENCO

### **Monitoring**

SLT & Governors

Disability/Need: Physical Impairment

Success Criteria: Child able to access the curriculum (school to provide reasonable adjustments) and to make appropriate progress.

### **Action**

- Obtain information from previous education setting/home/health;
- Check if early intervention is required or plan already in place;

- Confirm if other tests/assessments are needed;
- Decide if additional support staffing needed and secure funds for this (refer to Section F EHCP);
- Arrange for training as required;
- Consider if changes need to be made to the buildings or grounds and secure funds for this;
- Obtain extra or specialist resources where required;
- Provide on-going support for child/school/family.

### **Resources**

- Specialist agencies & resources;
- Financial costs;
- SENCO time;
- Training providers, cost and time.

### **Time**

- Will be determined by needs of the child.

### **Lead Person**

SENCO

### **Monitoring**

SLT & Governors

### **Disability/Need: Social/emotional**

Success Criteria: Child interacts with others and maintains meaningful relationships in school.

### **Action**

- Obtain information from previous education setting/home/health/EWO/CYPMHS;
- Check if early intervention is required or plan already in place;
- Confirm if other tests/assessments are needed;
- Decide if additional support staffing needed and secure funds for this (refer to section F EHCP);
- Arrange for training as required;

Consider if changes need to be made to the buildings or grounds and secure funds for this;

Obtain extra or specialist resources where required;

Provide on-going support for child/school/family.

### **Resources**

Specialist agencies & resources;

Financial costs;

SENCO time;

Training providers, cost and time.

### **Time**

Will be determined by needs of the child.

### **Lead Person**

SENCO

### **Monitoring**

SLT & Governors

### **Disability/Need: SEMH**

Success Criteria: Behaviour is managed by child so they can engage with learning and school life as appropriate, taking into account reasonable adjustments

### **Action**

Obtain information from previous education setting/home/health/EWO/CYPMHS;

Check if early intervention is required or plan already in place;

Confirm if other tests/assessments are needed;

Decide if additional support staffing needed and secure funds for this (refer to Section F EHCP);

Arrange for training as required;

Consider if changes need to be made to the buildings or grounds;

Obtain extra or specialist resources where required;

Provide on-going support for child/school/family.

### **Resources**

Specialist agencies & resources;

- Financial costs;
- SENCO time;
- Training providers, cost and time.

### **Time**

- Will be determined by needs of the child.

### **Lead Person**

SENCO

### **Monitoring**

SLT Governors

### **Disability/Need: Communication**

Success Criteria

Child able to access the curriculum and to make progress taking into account reasonable adjustments.

### **Action**

- Obtain information from previous education setting/home/health/CYPMHS;
- Check if early intervention is required or plan already in place;
- Confirm if other tests/assessments are needed;
- Decide if additional support staffing needed and secure funds for this (refer to Section F EHCP);
- Arrange for training as required;
- Consider if changes need to be made to the buildings or grounds;
- Obtain extra or specialist resources where required;
- Provide on-going support for child/school/family.

### **Resources**

- Specialist agencies & resources;
- Financial costs;
- SENCO time;
- Training providers, cost and time.

**Time**

- Will be determined by needs of the child.

**Lead Person**

SENCO

**Monitoring**

SLT & Governors