



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

**Accessibility Plan Spring 2015**

Lead Member of Staff                      Headteacher / SENCO

Lead Governor                                Mrs N Loveless

Policy agreed by Governors:    March 2015

Policy due for review:                      March 2018

We believe that our school 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, respect and compassion as being at the heart of what we do.

This set of values is reflected in all our policies.

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, respect and compassion 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.

The Cartwright & Kelsey CE [Aided] Primary School is the village school of Ash. It seeks to serve all members of the community regardless of gender, race or level of physical or mental impairment. The School is committed to ensuring 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

**Action**

- Obtain information from previous education setting/home/health/CHAMS;
- 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 and to make expected academic 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;
- 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:** Social/emotional

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

**Action**

- Obtain information from previous education setting/home/health/EWO/CHAMS;
- 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:** Behaviour/ASD

**Success Criteria:** Behaviour is managed by child so they can engage with learning and school life as appropriate

**Action**

- Obtain information from previous education setting/home/health/EWO/CHAMS;
- 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:** Communication

**Success Criteria**

Child able to access the curriculum and to make expected academic progress.

**Action**

- Obtain information from previous education setting/home/health/CHAMS;
- 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