



Courthouse Green Primary School
'Doing our best to be our best'

Accessibility Plan – Updated January 2017

Our aims are to:

- Fully implement the Equal Opportunities policy across all aspects of school practice.
- Ensure access to the curriculum for all.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Aim	Current good practice	Objectives	Actions to be taken	Who?	When?	Success Criteria
Ensure access for pupils with a physical disability	<ul style="list-style-type: none"> • Lower coat pegs • Toilets adapted with step and seat • Classroom layout adapted to allow space for equipment and independent movement. • Dining room organised to allow chair at the end of the tables. • School trips planned to ensure transport and environment is accessible. 	To ensure all areas of the school, including upstairs, are fully accessible to pupils with a physical disability.	To make upstairs accessible: <ul style="list-style-type: none"> • Occupational health assessment of lift and toileting facilities, toilet needs additional bar fitting. • 4 Chestnut to be planned as accessible classroom. • Create plan for adult to accompany in lift and hygiene suite. 	CJ	Jan 17 Sept 17	<ul style="list-style-type: none"> • Children able to independently access the environment • To independently manage own hygiene needs • To have full access to the school community
Increase access for pupils with ASD	<ul style="list-style-type: none"> • ASD training to all staff by CIASS teachers. • CIP (communicate in print) rules and expectations clearly displayed around school. • CIP used to support learning in all classes. • Strategies and resources in place to support individual children eg, ear defenders, work spaces. 	To ensure full access to the curriculum and wider school life.	<ul style="list-style-type: none"> • Training for new members of staff. • Train LSA to become specialist ASD support in school, to mentor staff to develop knowledge and skills to best support children. • Ensure access to after school clubs 	CJ	Mar 17	<ul style="list-style-type: none"> • All children manage anxieties independently • Full access to learning in their mainstream class • Full access to school community and wider school events.

	<ul style="list-style-type: none"> • All classes have visual timetables • Behaviour rules and reflection to develop theory of mind. • All children are prepared for trips and changes to timetable with CIP. • Class calendars prepare children for changes to routine. • Sensory room to reduce anxiety. • Social skills group • External specialist and Ed psych 					
Increase access for pupils with social, emotional and mental health needs	<ul style="list-style-type: none"> • Learning mentors trained to recognise and support emotional and mental health issues. • Thrive licensed practitioners create individual action plans to address SEM health • Sensory room to reduce anxiety • Nurture provision • Growth mindset ethos across school. • Thrive boxes and calm down areas in all year groups • Whole staff training in recognising and supporting mental health. • Integrated primary health support • PSHCE curriculum that embeds positive mental health development. 	To ensure full access to the curriculum and wider school life.	<ul style="list-style-type: none"> • Further develop staff knowledge and skills in supporting mental health in the classroom. • Support parents with own mental health/ understand mental health of children through thrive action plans and parenting groups. • Early identification and intervention to be put in place 	CJ/ JT/ LM's	Sum 17	<ul style="list-style-type: none"> • All children manage anxieties independently • Full access to learning in their mainstream class • Full access to school community and wider school events.

<p>Ensure equal opportunities for all-challenging negative stereotypes</p>	<ul style="list-style-type: none"> • PSHCE curriculum that promotes equality and broadens understanding of diversity. Children develop empathy for others. • School ethos where all staff challenge negative language. • RE discovery days increase understanding of range of beliefs and cultures • Positive role models in school • Assembly plan covers range of spiritual, cultural, social and moral learning. • Whole staff cpd on safeguarding gives staff the confidence to challenge children and parents. 	<p>To ensure all children and families are respected and welcomed in school and the community.</p>	<ul style="list-style-type: none"> • To have a wider range of role model visitors to reflect the diversity of the community. • Audit resources to ensure they reflect different communities, beliefs, family make up. • Audit plans and resources challenge stereotypical role models. 	<p>JT Curr Teams</p>	<p>Sum 17</p>	<ul style="list-style-type: none"> • Equal opportunities policy is reflected in practice. • All children and families feel valued and respected in school. (parental feedback) • Children do not use homophobic or racist language towards each other.
--	---	--	---	-------------------------------	---------------	---