



CLARENDON ROAD PRIMARY SCHOOL

ACCESSIBILITY PLAN 2016 - 2020

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

1. The Clarendon Road Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the four year period ahead of the next review date. This plan was updated in June 2016 in line with Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Clarendon Road Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visits to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities of school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, examples might include handouts, timetables, textbooks and information about the school and school events, the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, Curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - School Prospectus and Vision Statement
 - Asset Management Plan
 - School Improvement Plan
 - Single Equality Policy
 - Equality and Diversity Policy and Action Plan
 - Health and Safety Policy
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - Curriculum Policies
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored by the Governor School Effectiveness Committee
14. The School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Salford Accessibility Strategy.
15. The Accessibility Plan may be monitored by Ofsted during Inspection process in relation to Schedule 10 of the Equality Act 2010.

Policy Review: *This policy will be reviewed by the full FGB on an annual basis.*

Date of Issue: June 2016

Date of Last Review: 2012

Signed:

Signed:

Headteacher

Chair of FGB

Date:

Date:

To be reviewed:

June 2020

ACCESSIBILITY ACTION PLAN

OBJECTIVE 1: To improve the accessibility of the physical environment of all Salford's maintained schools over a period of time.

OBJECTIVE	ACTION	LEAD RESPONSIBILITY	TARGET DATE	OUTCOMES
1.1 Ensure that any new buildings planned take full account of the needs of pupils with school disabilities	Governing Body Working Party formed to be part of the planning process for any new build. Physical accessibility to be carefully considered during the design process.	Head Teacher, Governing Body and LA	As required	Planning takes account of the needs of all pupils including those with disabilities.
1.2 Ensure that any new adaptations to existing buildings planned take full account of the needs of pupils with disabilities	The Head Teacher and the Governing Board would take advice from appropriate sources on any proposed adaptations to existing building and would ensure that the needs of all pupils including those with disabilities are given careful consideration	Head Teacher, Governing Body and LA	As required	Planning takes account of the needs of all pupils including those with disabilities.

OBJECTIVE 2: To improve the capacity of schools to provide access to the curriculum for all pupils, including those with disabilities

OBJECTIVE	ACTION	LEAD RESPONSIBILITY	TARGET DATE	OUTCOMES
2.1 Ensure that all relevant school documents include a section on inclusion to the curriculum		Head Teacher	On going	Whole school community aware of issues relating to access
2.2 Classrooms are optimally organised to provide the participation and independence of all pupils	Standards for classroom organisation are disseminated to and understood by all school staff	Head Teacher	On going	Children will have ready access to a range of resources to support their learning. Lessons will start on time without the need to make adjustments to accommodate the needs of individual children.
2.3 Make available professional development opportunities relating to the delivery of the inclusive curriculum	Provide rapid PD as new issues are raised.	Head Teacher	On going	Whole school community aware of issues relating to access
2.4 Make available professional development opportunities in relevant specialist areas of SEN	Appropriate member of staff (SENCO) will represent the school and disseminate information to staff and governors	Head Teacher	On going	Whole school community aware of issues relating to access
2.5 Ensure that accessibility to the curriculum is key element of school self evaluation	In place through existing policies	Head Teacher	On going	Whole school community aware of issues relating to access
2.6 All extra-curricular activities are planned to ensure they are accessible to all children	Review of out of school provision to ensure compliance with legislation	Head Teacher and Governing Body	On going	Increase in access to all school activities for all pupils
2.7 Ensure that all children on SEN register have a provision map in place	SENCO to ensure this is in place	SENCO/Head Teacher	Immediate and ongoing	Up to date provision maps provide a key part of the planning process and highlight the needs of individual children

Objective 3: To increase the capacity of schools to be able to provide information in a range of formats suitable for pupils with disabilities

OBJECTIVE	ACTION	LEAD RESPONSIBILITY	TARGET DATE	OUTCOMES
3.1 Availability of written material in alternative forms	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Head Teacher/SENCO	Ongoing	Delivery of information to pupils and parents/carers improved
3.2 Make available school prospectus, newsletters and other information by different means and in alternative formats	Continually review all current school publications and promote the availability by different means and in alternative formats for those who require it.	Head Teacher	Ongoing	Delivery of school information improved
3.3. Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Regular questionnaires/ Regular agenda item on parent forum/PTA meetings	Head Teacher	Ongoing	To take account of the opinions and suggestions of parent/carers and improve the delivery of information

SCHEDULE 10

ACCESSIBILITY FOR DISABLED PUPILS

Accessibility strategies

1(1)A local authority in England and Wales must, in relation to schools for which it is the responsible body, prepare—

(a)an accessibility strategy;

(b)further such strategies at such times as may be prescribed.

(2)An accessibility strategy is a strategy for, over a prescribed period—

(a)increasing the extent to which disabled pupils can participate in the schools' curriculums;

(b)improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

(c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3)The delivery in sub-paragraph (2)(c) must be—

(a)within a reasonable time;

(b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4)An accessibility strategy must be in writing.

(5)A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it.

(6)A local authority must implement its accessibility strategy.

2(1)In preparing its accessibility strategy, a local authority must have regard to—

(a)the need to allocate adequate resources for implementing the strategy;

(b)guidance as to the matters mentioned in sub-paragraph (3).

(2)The authority must also have regard to guidance as to compliance with paragraph 1(5).

(3)The matters are—

(a)the content of an accessibility strategy;

(b)the form in which it is to be produced;

(c)persons to be consulted in its preparation.

(4)Guidance may be issued—

(a)for England, by a Minister of the Crown;

(b)for Wales, by the Welsh Ministers.

(5)A local authority must, if asked, make a copy of its accessibility strategy available for inspection at such reasonable times as it decides.

(6)A local authority in England must, if asked by a Minister of the Crown, give the Minister a copy of its accessibility strategy.

(7)A local authority in Wales must, if asked by the Welsh Ministers, give them a copy of its accessibility strategy.

Accessibility plans

3(1)The responsible body of a school in England and Wales must prepare—

(a)an accessibility plan;

(b)further such plans at such times as may be prescribed.

(2)An accessibility plan is a plan for, over a prescribed period—

(a)increasing the extent to which disabled pupils can participate in the school's curriculum,

(b)improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3)The delivery in sub-paragraph (2)(c) must be—

(a)within a reasonable time;

(b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4)An accessibility plan must be in writing.

(5)The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6)The responsible body must implement its accessibility plan.

(7)A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8)A relevant inspection is an inspection under—

(a)Part 1 of the Education Act 2005, or

(b)Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

4(1)In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

(2)The proprietor of an independent educational institution (other than an Academy) must, if asked, make a copy of the school's accessibility plan available for inspection at such reasonable times as the proprietor decides.

(3)The proprietor of an independent educational institution in England (other than an Academy) must, if asked by a Minister of the Crown, give the Minister a copy of the school's accessibility plan.

(4)The proprietor of an independent school in Wales (other than an Academy) must, if asked by the Welsh Ministers, give them a copy of the school's accessibility plan.

Power of direction

5(1)This sub-paragraph applies if the appropriate authority is satisfied (whether or not on a complaint) that a responsible body—

(a)has acted or is proposing to act unreasonably in the discharge of a duty under this Schedule, or

(b)has failed to discharge such a duty.

(2)This sub-paragraph applies if the appropriate authority is satisfied (whether or not on a complaint) that a responsible body of a school specified in sub-paragraph (3)—

(a)has acted or is proposing to act unreasonably in the discharge of a duty the body has in relation to the provision to the authority of copies of the body's accessibility plan or the inspection of that plan, or

(b)has failed to discharge the duty.

(3)The schools are—

(a)schools approved under section 342 of the Education Act 1996 (non-maintained special schools);

[F1(b)Academy schools;

(c)alternative provision Academies.]

(4)This sub-paragraph applies if a Tribunal has made an order under paragraph 5 of Schedule 17 and the appropriate authority is satisfied (whether or not on a complaint) that the responsible body concerned—

(a)has acted or is proposing to act unreasonably in complying with the order, or

(b)has failed to comply with the order.

(5)If sub-paragraph (1), (2) or (4) applies, the appropriate authority may give a responsible body such directions as the authority thinks expedient as to—

(a)the discharge by the body of the duty, or

(b)compliance by the body with the order.

(6)A direction may be given in relation to sub-paragraph (1) or (2) even if the performance of the duty is contingent on the opinion of the responsible body.

(7)A direction may not, unless sub-paragraph (8) applies, be given to the responsible body of a school in England in respect of a matter—

(a)that has been complained about to a Local Commissioner in accordance with Chapter 2 of Part 10 of the Apprenticeships, Skills, Children and Learning Act 2009 (parental complaints against governing bodies etc.), or

(b) that the appropriate authority thinks could have been so complained about.

(8) This sub-paragraph applies if—

(a) the Local Commissioner has made a recommendation to the responsible body under section 211(4) of the Apprenticeships, Skills, Children and Learning Act 2009 (statement following investigation) in respect of the matter, and

(b) the responsible body has not complied with the recommendation.

(9) A direction—

(a) may be varied or revoked by the appropriate authority;

(b) may be enforced, on the application of the appropriate authority, by a mandatory order obtained in accordance with section 31 of the Senior Courts Act 1981.

(10) The appropriate authority is—

(a) in relation to the responsible body of a school in England, the Secretary of State;

(b) in relation to the responsible body of a school in Wales, the Welsh Ministers.

Annotations:

Amendments (Textual)

F1 Sch. 10 para. 5(3)(b)(c) substituted (1.4.2012) for para. 5(3)(b) by [Education Act 2011 \(c. 21\)](#), s. 54(1), [Sch. 13 para. 20\(3\)](#); S.I. 2012/924, [art. 2](#)

Supplementary

6(1) This paragraph applies for the purposes of this Schedule.

(2) Regulations may prescribe services which are, or are not, to be regarded as being—

(a) education;

(b) a benefit, facility or service.

(3) The power to make regulations is exercisable by—

(a) in relation to England, a Minister of the Crown;

(b) in relation to Wales, the Welsh Ministers.

(4) “Disabled pupil” includes a disabled person who may be admitted to the school as a pupil.

(5) “Responsible body” means—

(a) in relation to a maintained school or a maintained nursery school, the local authority or governing body;

(b) in relation to a pupil referral unit, the local authority;

(c) in relation to an independent educational institution **[F2** or an alternative provision Academy that is not an independent educational institution], the proprietor;

(d) in relation to a special school not maintained by a local authority, the proprietor.

(6) “Governing body”, in relation to a maintained school, means the body corporate (constituted in accordance with regulations under section 19 of the Education Act 2002) which the school has as a result of that section.

(7) “Maintained school” has the meaning given in section 20 of the School Standards and Framework Act 1998; and “maintained nursery school” has the meaning given in section 22 of that Act.