



Grosvenor Road Primary School

ACCESSIBILITY PLAN 2023 – 2027

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 Grosvenor 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 December 2014 and reflects the statutory requirements for the setting of 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 Grosvenor 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 Development Plan
 - Single Equality Scheme 2023 -27
 - Health and Safety Policy
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - Curriculum Policies
 - Staff Development Policy
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 will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Salford Accessibility Strategy.
11. The Accessibility Plan may be monitored by Ofsted during Inspection process in relation to Schedule 10 of the Equality Act 2010.

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 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	Headteacher, Governing Board	Ongoing	

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 adjust/accommodate the needs of individual children, as this is already in place.
2.3 Make available professional development opportunities relating to the delivery of the inclusive curriculum		Head Teacher	On going	Whole school community aware of issues relating to access All staff are confident in being able to meet the requirements of children with an identified additional need
2.4 Make available professional development opportunities in relevant specialist areas of SEND	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 SEND 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
2.8 Review P.E. curriculum to ensure access for all	Where necessary seek advice from disabled sports specialists	SENCO/Headteacher	On going	All children have opportunity to excel in sport

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	Head Teacher	Ongoing	To take account of the opinions and suggestions of parent/carers and improve the delivery of information