



# **Accessibility Strategy for Trafford Schools**

**2015-2018**

**November 2015 (V2)**

## 1. Introduction

Trafford's Accessibility Strategy has been revised to ensure it supports schools it is responsible for, in meeting the needs of disabled pupils and raising their attainment. The Equality Act 2010 and related Equality Duty 2011 reiterate the duty on schools as laid out in the previous Disability Discrimination Act 1995 to produce an accessibility plan.

The purpose of this strategy is to ensure that accessibility of the curriculum, the physical environment and information for disabled pupils is central to the delivery of services and supports maintained schools with their accessibility plans.

## 2. Vision

Trafford fully endorses the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that barriers to access can be organisational and attitudinal so removing them is as much about encouraging positive attitudes as it is about removing physical barriers.

It is recognised that technology plays a huge role within our society now and so can support us in removing barriers experienced by children and young people with impairments and disabilities.

## 3. Local context

Trafford has a wide range of provision for children and young people with special educational needs and disabilities. The local authority works in partnership with schools to promote inclusion and to ensure that provision is relevant and responsive to needs. There are currently 6 special schools and 6 primary schools with specialist provision known as small specialist classes (SSCs), there are 9 classes in total.

An SEN review of provision in Trafford began in 2012, this planned changes to provision to meet identified need such as a new primary special school to provide a geographical model of primary specialist provision and a new build for Brentwood School with the addition of college provision for 16-24year olds. The follow up work to the review is on-going and the gap in local secondary age provision identified for some children and young people on the autism spectrum is still being planned for. Specialist council and health services and outreach providers such as Longford Park special school are flexible in their approach to

meeting need and work with mainstream schools and each other to ensure that all pupils enjoy full participation and support the right to a mainstream education reiterated in the Children and Families Act (2014). **See [www.Trafford.gov.uk/localoffer](http://www.Trafford.gov.uk/localoffer) for a description of all local specialist provision**

## 4. Definition

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)

## 5. Legislation

The Equality Act 2010 brought together and simplified existing equality legislation. The Disability Discrimination Act 1995, amended by the Special Educational Needs and Disability Act (SENDA) 2001 introduced new duties on local authorities and schools. The harmonisation of previous equality legislation means that much of what is required of schools is already being carried out by them.

The planning duty for local authorities and schools came into force in September 2002. Local authorities were required to produce an Accessibility Strategy and schools were required to produce accessibility plans for publication in April 2003. The Equality Act 2010 introduced a single Public Sector Equality Duty or 'general duty' that applies to public bodies, including maintained schools, academies and Free Schools. With regard to the planning duty for disabled pupils, three strands are identified as requirements for an accessibility strategy and accessibility plans. It is a strategy/plan for, over a prescribed period of time with the purpose of:-

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- 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
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Schools will need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An access plan may be published as part of the school development plan.

Previous legislation has required schools to produce a Disability Equality Scheme, and many schools chose to produce a Single Equality Scheme. Neither of these is required under the Equality Act 2010, though the format of those documents can be useful for meeting the current requirements.

The duty under the Equality Act 2010 is that schools **collect and publish equality information, and publish equalities objectives**. This duty has existed since April 2012. Further information on the Public Sector Equality Duty and the duties on schools is available on the Equality and Human Rights Commission (EHRC) website.

In addition to this schools have duties to in relation to discrimination, Trafford Council will seek to ensure that schools within its jurisdiction do not disadvantage or discriminate against a disabled pupil because of something that is a consequence of their disability.

**Discrimination-** A public body (in this case, a school) must not disadvantage a disabled pupil because of something that is a consequence of their disability. The interpretation of “discrimination” within relation to disability in this accessibility strategy reflects changes specified in the Equality Act 2010. There can no longer be justification for *direct discrimination* in any circumstances (under the previous Disability Discrimination Act, schools could justify some direct discrimination – if it was a proportionate means of meeting a legitimate aim). This accessibility strategy also seeks to protect pupils against *indirect discrimination* – a school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only.

**Reasonable adjustments-** The Council will also work closely with schools and school Governors to agree reasonable adjustments which will allow disabled pupils full access to school facilities and activities.

In the Equality Duty 2011, the duty to make reasonable adjustments applies only to disabled people. For schools, this duty is summarised as follows and this accessibility strategy recognises and promotes these principles:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.
- In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. It is important to note that the duty on schools to make reasonable adjustments is anticipatory. Schools should not wait until a disabled pupil arrives before making or planning to make adjustments. This may be too late and could lead to a pupil being substantially disadvantaged, it is important therefore for schools to plan a broad range of accessibility improvements over time.
- However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. The Equality Act (2010) does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable). However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids should be made available from other agencies through the SEN duties.
- Cost can play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. What would be a reasonable "adjustment" is often a matter of judgement and, wherever possible, should be decided by agreement between the local authority, the school and parents/carers e.g. the right of a pupil to attend a school of their choice (within the context of Trafford Council's admissions procedures) should be balanced with the responsibility of the Council to make the most efficient use of its resources.
- The Equality Act 2010 introduced a new duty on schools from September 2012 to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools and local authorities are now under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements/EHC Plans.

The EHRC 'Reasonable Adjustments for Disabled Pupils' Guidance document is available on Trafford's SEND Local Offer website. As with physical access what might be reasonable for one school may not be for another. Trafford have developed a highly effective loan & recycling scheme for the provision of specialist ICT equipment and software and specialist seating equipment. This enables the most efficient use of resources and provides time to agree what the best way of supporting a child or young person is before committing to long term spend. This bank of equipment has been built up over years and added to through bids to capital grants for Early Years and Short breaks so that in some cases equipment can be used across multiple settings.

## 6. Strategic priorities

- **Trafford's Children and Young People's Plan 2014-2017** -This is the single strategic and overarching plan for all services which affect children and young people across the Local Authority (LA). It sets out how the Council, together with its strategic partners, will achieve improvements to the health, well-being and safeguarding of children and young people across the LA. The priorities for children and young people with SEND are linked within the SEND Policy document.
- **Trafford's SEND Policy 2015 – 2016** This sets out the local authority's vision and policy for the delivery of services to support children and young people with special educational needs and disabilities. Please refer to this document and **Trafford's Local Offer of services and provision for children and young people with SEND** if you require more in-depth information about specialist mainstream provisions, special schools, specialist services and the processes followed to agree, provide or commission support. A SEND implementation Plan sits below the SEND Policy and describes the detailed actions being taken by the Council and its partners to meet the expectations of the SEND reforms in the Children and Families Act 2014. An EHC Advisory Board and SEND steering group were established to ensure implementation and keep all partners up to date on progress.

## 7. Access to curriculum

### **Increasing the extent to which disabled pupils can participate in the curriculum**

Considerable progress has been made by schools, since the introduction of Accessibility plans in 2003 and the last Strategy in 2009/2010, in improving accessibility to the curriculum. This covers not only teaching and learning, but

also the wider curriculum of after school or extended school activities, including trips and visits. The initial demands of the inclusion agenda and the national strategies initiative, introduced by the previous government, led to schools adopting a quality first teaching approach and a graduated response to meeting need. In partnership with local authority specialist services, schools have adapted teaching methods to respond to the strengths and needs of pupils through differentiation of the curriculum. A National Strategy CPD project was delivered around the Inclusion Development Programme to encourage all staff to have an awareness of high incidence special educational needs with lead schools promoting their practice to others. These materials and the advanced materials written to complement them are still promoted in SENCO and NQT training as free online resources for CPD.

An influential development with regard to curriculum access in the last year (2014-15) has been the development and publishing of the Graduated Approach Guidance document. This document sets out what schools are expected to provide within their resources to meet the needs of children with SEN and disability. There are sections on each of the areas of need identified in the SEND Code of Practice (2015) providing suggestions of strategies and reasonable adjustments at different levels of need. Specific needs and ideas are covered with additional sections on provision of assistive technology and for personal care needs linked with Trafford's multi-agency Intimate Care Guidance document, (updated in 2014).

The extended services programme encouraged schools to improve accessibility to extracurricular activities for all pupils. The Aiming High for Disabled Children programme supported the development of commissioned provision and activities for disabled children outside of the classroom. Although both these programmes no longer receive Government funding, their legacy remains in the inclusive ethos in many of Trafford's schools and services in the way they involve young people and their families in decision making both within the school day and beyond. Information Communication Technology (ICT) and Alternative and Augmentative Communication (AAC) has been a huge area of development in Trafford with many schools being trained and supported in using programmes and equipment to reduce the physical burden of writing, or assist communication through technology. Trafford has good links with ACE centre and is working towards a new partnership as part of a hub and spoke model with them involving the Council and CCG.

All schools are responsible for providing a broad, balanced and inclusive curriculum for all pupils and in particular for disabled pupils. The local authority supports schools to respond to individual needs of pupils and training needs of

staff with a range of specialist services, commissioned services and traded services.

## **Educational Psychology Service**

This is a service that aims to promote improved attainment, inclusion and well-being of all children and young people in Trafford. It provides a vital statutory service for the Council to meet its SEN duties and offers a targeted service through service level agreements with schools which has a very high uptake up amongst Trafford schools. They offer bespoke training to schools and offer specialist training in areas such as attachment difficulties and precision teaching.

## **SEN Advisory Service (SENAS)**

This service provides support to maintained schools as a part of the universal offer. The service is available to all phases and settings, whether mainstream, academies or special schools and includes:

- The SENCO Forum termly briefings.
- Support and advice and assessment related to individual pupils needs. There is a specific pre-school service to support the transition into school and SEN consultants with specialist areas to offer advice across primary and secondary schools to enable individual pupils with a range of needs to access the curriculum.
- The team work closely with the CAN teams for example the Therapy services to reduce or remove the physical barriers in schools.
- Information, advice and support on the use of different technologies in the classroom for pupils with communication and physical difficulties. The SNICTA service offers assessment and advice on ICT equipment that reduces the physical burden on writing either as a reasonable adjustment or through a loan arrangement.

In addition schools can purchase through the School Improvement service level agreement bespoke training and support including whole school provision mapping/ policy writing/OFSTED inspection preparation; training linked to the Dyslexia Quality Mark or Autism Friendly Award and exam access assessments. SENAS lead on the delivery of the National Award in SEN Coordination in partnership with MMU. This has an impact on the quality of new SENCOs within Trafford schools, which in turn due to its focus had a particular impact on quality first teaching and the deployment of Teaching Assistants, in line with research into best practice, in some of these schools. The team runs a group for all staff working with children with Down's syndrome in mainstream schools sharing strategies/resources and the latest research in conjunction with the local Down's Association.

### **Sensory Impairment Support Service**

A team of specialist teachers and support staff that provide 1:1 pupil led support to children and young people from birth to 19 years who are visually or hearing impaired. The aim of the service is to ensure that children and young people, in mainstream or special schools in receipt of support, enjoy the same opportunities as their peers and all barriers to maximising potential are overcome. This team is part of the Complex and Additional Needs Service in Trafford which brings together Speech and Language therapy, Occupational Therapy and Physiotherapy, CAN Social care team Trafford Early Development Team, Paediatricians and other children's health practitioners who support children and families.

### **Speech and Language Therapy Service (SaLT)**

The Local Authority (LA) and Clinical Commissioning Group for health (CCG) jointly commission SaLT to meet the needs of children and young people in Trafford. The team in Trafford have always worked in schools as much as possible rather than clinic. They are organised into School Support, Language Outreach for those with specific Language Impairment, targeted service for the most vulnerable socially and specialist support for children with the most severe and specific speech and language needs in resourced bases/SSCs located in mainstream schools and in special schools. They contribute to the delivery of CPD for school staff including around strategies for SLCN, Autism and Eiklan (5-11years) in partnership with SENAS. All these look at removing barriers to the curriculum and to the school environment for those with SEN and disability.

### **Trafford Occupational Therapy (O.T.) and Physiotherapy Service**

This service provides support and training to schools in identifying and supporting those with developmental coordination disorder to access the curriculum. The O.T and physiotherapist within the team work in collaboration with an SEN Consultant from SENAS to provide additional assessment and evidence to support adjustments necessary to manage fair access to education establishments and the curriculum for children known to the service. Where referrals for motor skills and handwriting assessments are received, reports and recommendations are shared with parental/young person consent. Specialist individual assessment for seating in schools is currently provided by the O.T within Pennine Care NHS Foundation Trust. Provision of equipment is then through the LA SEN duties if it is over and above a reasonable adjustment for the school to provide.

### **Education, Health and Care (EHC) Assessment Team**

This team manages the statutory process of EHC assessment and plans have had training in person centred thinking, planning and reviews in order to improve the way they work with schools and families in line with the SEND Code of

Practice (2015). 25 schools took up the full 3 day Helen Sanderson Associate training in 2015 when subsidised through the SEND reform grant. Many Trafford Secondary schools have also had subsidised input from a consultant between 2010 and 2014 to improve their practice in this area.

### **Trafford's Education Standards Behaviour and Attendance (B & A) Advisor and Consultant/PRUs and Longford Park Outreach**

The B & A team provides advice and school level support aimed at supporting schools with pupils at risk of disengagement/exclusion and those who are permanently excluded. They work closely with the SEND teams above, the PRUs and alternative provision and outreach/step-out provided by Trafford High School (KS3 & 4 PRU), the Medical Education Service (MES), and Longford Park Special School. Longford Park are commissioned to provide provision for permanently excluded primary aged pupils and offer an outreach service to work with disengaged with learning, possible social emotional and mental health needs and those at risk of exclusion. The Educational Psychology Service can play a significant role in the specialist assessment and supporting the inclusion of these children and young people.

## **8. Physical environment**

### **Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services**

Schools in Trafford are increasingly aware that reasonable adjustments may be required to meet the needs of disabled pupils. Improving the physical environment of schools includes improving physical access to schools as well. All new school buildings have to comply with current building regulations and should be accessible to disabled pupils, physical access, acoustics and visual conditions should be covered. However, much of the work in this area will involve improving access to existing buildings. Improved access to the physical environment can be achieved through reasonable adjustments and schools do need to consider potential adjustments which may be needed for disabled pupils generally, as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.

### ➤ **Capital Programme**

Trafford Council is committed to developing the range of provision available across the area and recognises that investment in buildings supports improved access to a full curriculum for children and young people with special educational needs and disabilities. The SEN review projects and the improvements in access to many mainstream schools for individuals with complex needs since 2003 demonstrates that commitment. However available funding limits what can be achieved.

Funding for access works was received between the years 2002-3 and 2010-11. Since 2010 the residual funding has been distributed to schools and now maintenance funding is used for any access needs (Appendix A. provides details of the schools which have benefitted from the Schools Access Initiative since 2003).

Access works are carried out as and when the need arises. In the event of a child moving schools or requesting a particular school the Physical/medical/mobility consultant in SENAS would visit the school preferred by a child's family and assess what works need to be carried out or whether lessons could be relocated in order to suit the child. The necessary works are then usually carried out in time for the child's entry to that school. Funding is considered in the light of reasonable adjustments, delegated funding, capital funding and the type of school. In the area of accessibility the Academy or Academy trust are responsible for meeting the requirements of the Equality Act. Voluntary Aided schools' access schemes are funded through the LCVAP (Locally Co-ordinated Voluntary Aided Programme) and Trafford have started helping Governing Bodies with their 10% contribution by using the School Access Initiative funding. However this funding is no longer topped up so Trafford ask schools to contribute a sum towards the scheme so that funds can help more schools.

### ➤ **Strategies to improve access to the school environment**

Specialist services as mentioned above in the curriculum section can support and advise schools on a range of strategies to improve the accessibility of the environment and so enhance the inclusion of disabled pupils. For example;

- SENAS consultant for physical medical needs the O.T and Physio service advise on and facilitate the access of a pupil with a physical difficulty or a pupil with fine and gross motor difficulties to a school. This can include advice on rearranging room space, removing obstructions from walkways, changing the layout of classrooms etc. and can also advise on any appropriate specialist equipment or adaptations to the school environment if required. The teams can also contribute to risk assessments for pupils with physical difficulties moving between schools, attending residential placements etc. Advice on supporting children with medical needs in

school in line with the DfE guidance from September 2014 is also available through the SENAS consultant and school nursing team.

- The SEN consultant for Autistic Spectrum (ASC) and the early years' staff in SENAS and the EPS can advise schools to create safe spaces for pupils with ASC type difficulties. They can also advise on developing workstations that limit distractions for pupils. The team can advise on transition from school to school and contribute to risk assessment to support pupils accessing additional activities.
- Behavioural, Emotional, Social Difficulties (BESD) Outreach from Longford Park, the Behaviour and attendance consultant and EPS can work with schools to identify a quiet space or time out area to enable pupils to manage their emotions or advise on calming techniques. The Trafford Team Teach Network offer training to schools in this approach to positive handling.
- SENAS, Sensory Impairment Service, Speech and Language Therapy (SaLT) and EPS can all support schools to present information visually to ensure greater participation for pupils with disabilities.
- SaLT and SENAS can provide training in Signalong to support communication. See Trafford's 'Signs and Symbols Guidance' on the Local Offer.
- SENAS can advise and train schools on how to create a Dyslexia or Autism Friendly School. Two of the Special schools Delamere and Brentwood schools are working towards National Autistic Society Accreditation.
- EPS and the Sensory Impairment Support Service and SENAS can provide a range of advice to schools on how to support pupils with sensory processing difficulties, specific learning difficulties, sensory impairments and communication difficulties using different technologies.
- The Sensory Impairment Support Service can support schools to improve the acoustic environment for pupils with a hearing impairment and the improvement of signage for pupils with a visual impairment.

## 9. Access to information

### **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled**

The developing and widening use of ICT is significantly transforming the lives of everybody but especially those children and young people who are unable to communicate using traditional methods.

Schools have made good progress in providing information in alternative formats and the advent of websites; internet and email services have enhanced communication with all parent carers, young people and children.

The introduction of the Dyslexia Friendly Schools Quality Mark in Trafford has proven to be a huge success. The use of different communication strategies, especially in schools, has resulted in better outcomes for pupils.

The Sensory Impairment Support Service can provide specially trained communicators and braillists to ensure pupils with sensory impairments access information. The team can advise on appropriate communication strategies, equipment to enhance communication and the presentation of differentiated information including large print, braille, symbols, audiotapes etc.

The Parent and Young People's Partnership Service provide information for parent carers in different formats including a telephone help line, newsletters, leaflets and training/conference events and have the Plain English Quality Mark.

The duty placed on local authorities in the Children and Families Act 2014 to develop a Local Offer is a strategy to simplify and make more accessible information about processes, systems and services that support children and young people with special educational needs and disabilities. Trafford Council have co-produced much of the information on the Local Offer with parent/carers and young people working closely with the Parent Forum and are committed to continuing to do so to ensure that information is available in chosen formats. Person-centred thinking, planning and reviews are being promoted through training and through working together to share good practice. Development of one page profiles and improving ways of gaining the views of children and young people and their families in accessible ways is a continuing focus of work with schools and within services.

As the Council continues to move through the implementation phase of the SEND reform agenda, which places children and families at the heart of process and planning, it will continue to support our schools to work together and with parent carers to ensure our specialist and outreach services are designed to maximise inclusion.

## 10. Conclusion

Local authority services, in partnership with schools will implement this strategy to ensure that disabled children enjoy a fully inclusive experience. Their presence and participation is valued both in schools and in their wider communities. The strategy will be reviewed annually by the SEND Steering Group with further scrutiny provided by The EHC Advisory Group. The Strategy will be published on Trafford's Local Offer with a link from the main Council website.

**Appendix A: School Access Initiative (SAI)**  
**Schools that have benefitted from SAI 2002 to 2015**

<b>2015-16 (at October 2015)</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Templemoor Infant School	Ramp
Lostock High School	Lift works
St Teresa's RC Primary School	Changing Room (Gov 10%)
St Hugh's RC Primary School	Adjustment of sink levels in two classrooms (Gov 10%)

<b>2014-15</b>	
Woodhouse Primary School	Adaptations in Nursery & outdoor play

<b>2013-14</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Barton Clough Primary School	Nursery - changing area
St Hugh's Cath Primary School	Entrance access works (Gov 10% contribution)
St Mary's C of E School, Sale	Disabled access works (Gov 10% contribution)
Stretford Grammar School	Adjustments to doors on 1st floor
Barton Clough Primary School	Adaptations in Nursery
English Martyrs RC Primary School	SEN resources areas in corridor

<b>2012-13</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Firs Primary School	Fencing, covered play, Den and storage wall
Flixton Junior School	DDA work electrical fire alarm, building.
Stefford High School	Half cost (rest DFC) contribution to lift for a teacher
Wellfield Infants School	Install height adjustable changing bed and reconfigure WCs & Sensory room
St Monica's R.C Primary School	Erect fencing between car park and playground

<b>2011-12</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Flixton Infant School	Corrective work to Ramp & Reception Class works
Limetree Primary School (Academy)	Install height adjustable changing bed and replace curtain with door
SEN (Various Schools)	SEN Equipment
ST MATTHEWS	Playground works
Stefford High School	Ramp & Disb WC in New Sports Hall
Woodhouse Primary School	Works to Reception classroom

<b>2010-11</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
SEN (Various Schools)	SEN Equipment
Flixton Infant School	Corrective work to Ramp & Reception Class works
Seymour Park Primary School	Disabled WC - Sch to arrange work & claim
Victoria Park Junior School	Front entrance door & internal doors
Wellfield Junior School	Contribution to ASD class (14-19/SEN)
Stretford Grammar School	Ramp & entrance doors & mini refurb, Food Tech area

<b>2009-10</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
SEN (Various Schools)	SEN Equipment
Acre Hall Primary School	Nursery WC refurbishment & doorway/ramp. Plus new Medical room
Broadheath Primary School	WC adaptations - Pupil & Staff
Flixton Infant School	Fencing, taps, alarms to doors
Forest Gate School	Disabled WC
Kings Road Primary School	Hand rail, Flooring, Ext Alterations, Coat pegs
Springfield Primary School	Ramps & Contribute to Towpath
St Matthews CE Primary School	Disabled WC, Electronic front door (Sch), Nursery Ramp
Templemoor Infants School	Corrective work to Disabled WC
Wellfield Infants School	Ramp & Front Door System
Altrincham Girls School	Works for Theo Trollope
Ashtopn on Mersey High School (Academy)	Creation of SEN area - wcs, changing etc
Flixton Girls High School	Platform Lift to first floor
Urmston Grammar School	Flooring, Lighting, IWB - 2 visually impaired pupils.
Wellington High School	Disabled WC & cleaners store

<b>2008-09</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
SEN (Various Schools)	SEN Equipment
Acre Hall Primary School	Nursery Changing - Steve Bull
Flixton Infant School	Hall - Ramp, 2 doorways & change of level at back of sch- Adrian Roebuck
Stamford Park Junior School	Ramp contribution
Urmston Junior School	Closimat & Y5 suspended ceiling & carpets
Altrincham College of Arts	Science Lab - equipment following refurb.
Flixton Girls High School	Disabled WC

<b>2007-08</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
SEN (Various Schools)	SEN Equipment
Manor High School	WC & Hygiene Room
Cloverlea Primary School	Disabled WC
Moss Park Infant School	Ramp & Soundfield system
Oldfield Brow Primary School	Disabled WC
Partington Primary School	Ramps
Springfield Primary School	Disabled WC
Woodhouse Primary School	Disabled WC
Sale Grammar School	Various Issues
Stretford Grammat School	General - Lifts & Ramps - WC in 2009

Urmston Grammar School	RAMP only (no lift)
Wellacre School	Disabled WC & Stairlifts

<b>2006-07</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
SEN (Various Schools)	SEN Equipment
Altrincham Girls Grammar School	East Wing Refurbishment
Barton Clough Primary School	Additional funding for blinds
Highfield Primary School	Improve Outdoor Classroom - safer surface
Kings Road Primary School	Ramps
Navigation Primary School	Soundfield System
Partington Primary School	Disabled WC
Sale High School	Ramps
Seymour Park Primary School	Ramps
Stamford Park Infant School	Disabled WC
Templemoor Infant School	Ramps & Disabled WC
Urmston Infant School	Flooring
Willows Primary School	Disabled WC

<b>2005-06</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Acre Hall Primary School	Blinds
Barton Clough Primary School	Ramps, wider doorways, braille pads etc
Broomwood Primary School	Additional grant
Cloverlea Primary School	Ramps
Elmridge Primary School	Disabled WC
Flixton Infant School	Ramps to entrance
Moss Park Junior	Ramps & Disabled WC
Springfield Primary School	Additional grant
Stamford Park Junior School	Carpets
Altrincham Girls Grammar School	West Wing - additional
Altrincham Girls Grammar School	East Wing
Ashton On Mersey High School	Stair Lift
Broadoak High School	MI room & Disabled WC
Sale Grammar School	Ramps
Jeff Joseph SM Tech College	Ramps
Urmston Grammar School	2 Ramps, Door entry & Stairlift.
Wellington High School	Disabled WC & Equipment
SEN (Various Schools)	SEN Equipment

<b>2004-05</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Broadheath Primary School	Works with Office Extension (linked with DFC)
Broomwood Primary School	
Davyhulme Infant Primary School	Blinds etc
Flixton Infant School	Disabled WC
Navigation Primary School	
Urmston Primary School	Auditory access
Springfield Primary School	External Ramp & Alterations
Victoria Park Infant School	
Woodheys Primary School	Disabled WC
Altrincham Girls Grammar School	Ramps, Stairlift & Ext Works
Stretford Grammar School	
SEN (Various Schools)	SEN Equipment

<b>2003-04</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Acre Hall Primary School	Parking to Facilitate Access
Cherry Manor Primary School	Ramps & WC
Flixton Junior School	Ramps & WC
Stamford Park Infant School	Sensory Adaption
Altrincham Girls Grammar School	Ramps, Stairlift, & Ext Works
Sale Grammar School	Ramps, Wc & Alterations
Wellington High School	WC Works
SEN (Various Schools)	SEN Equipment
Woodheys Primary School	Ramps

<b>2002-03</b>	
<b>SCHOOL</b>	<b>SCHEME</b>
Barton Clough Primary School	Ramps & Sensory Dept
Cherry Manor Primary School	Sensory Dept
Flixton Infant School	WC Works
Highfield Primary School	Sensory Dept
King's Road Primary	WC Works
Moss Park Infant School	Medical Inspection Room
Moss Park Junior School	Ramp to new class
Partington Primary School	WC & Ramp
Springfield Primary School	Ramps
St Mary's Primary School, Sale	Specialist ICT Equipment
Stamford Park Infant School	Sensory Dept
Urmston Infant School	Electrical Works
Victoria Park Infant School	WC Works

Wellfield Infant School	Soundfield System
Wellfield Junior School	Sensory Dept
Altrincham Boys Grammar School	Continued work for 2002
Altrincham Girls Grammar	WC Works
Ashton On Mersey High School	WC & Specialist Furniture
Lostock College	Ramps
St Anthony's RC High	Sensory Dept
SEN (Various Schools)	SEN Equipment