

# Accessibility Strategy

Action Plan

2021 - 2024

Accessibility Strategy 2021 / 2024

Leadership		
Objective	Action	Success Measures
L1. Ensure there is a culture of sharing good practice between schools, to improve the consistency of provision for children and young people with disabilities.	<p>Partnership work between the SEND Service, Inclusion Service and schools to establish ways of sharing best practice across localities – including the use of welfare rooms, flexible behaviour policies and examples of reasonable adjustments.</p> <p>Establish partnerships between specialist provision and mainstream provision for coaching and mentoring opportunities.</p> <p>Provide a platform for the sharing of good practice, as part of the Engagement and Participation group.</p>	<p>Schools will have methods and procedures in place for sharing practice across localities – evidence will be seen in consistent provision across schools in each area.</p> <p>Each mainstream school will have a contact at a specialist setting for advice and support.</p> <p>Good practice will be shared on platforms accessible to schools and parents.</p>
L2. All schools to be legally compliant and meet their duties under the Equality Duty.	<p>LA to audit accessibility plans published on school websites and inform schools of training available.</p> <p>LA to provide training for providers on the Equality and Accessibility requirements and related health requirements.</p> <p>Schools to attend training and ensure they are legally compliant with regards to their Accessibility duties.</p>	<p>100% of schools will have a current accessibility plan published on their school website.</p> <p>All schools, including academies will have attended training on Equality and Accessibility.</p> <p>Early years providers and Post 16 settings will have access to training appropriate to their needs.</p>
Joint Commissioning		
Objective	Action	Success Measures
JC1. To have improved family support mechanisms for outside of the school, including outside of term time.	<p>Establish a parent led working group, to identify where family support is required and how this can be put into place, with the potential involvement of the Inclusion Service, health, social care, communities, and SEND department.</p> <p>Establish ways in which holiday provision (including the Holiday, Activities and Food programme) can support families, involving schools and their premises where possible.</p>	<p>Family support section added to the Local Offer with a range of options for families to work with.</p> <p>Holiday providers have access to training and support around SEND and Accessibility, so they can support families during this period.</p> <p>Increased attendance of SEND children at holiday provision.</p>

Co-production		
Objective	Action	Success Measures
<p>CP1. To seek and receive feedback from children and young people and their families to ascertain their ideas and concerns around accessibility across the borough.</p>	<p>Support the SPCV in establishing a Child’s voice to SEND.</p> <p>Schools to develop new ways of receiving feedback from children and their families, and how the feedback impacts on school improvement.</p>	<p>Protocols in place for children’s voice, and regular involvement of children in accessibility developments from this action plan.</p> <p>Survey results show improved trust and communications between families and schools, with reports of partnership working to meet needs.</p>
<p>CP2. To improve communications between the local authority, health, social care, schools, and parent/carers.</p>	<p>Working group for Engagement and Participation (as part of the Joint Additional Needs Management Board) to include:</p> <ul style="list-style-type: none"> <li>- The Local Offer</li> <li>- Funding clarity</li> <li>- Support for school/parent communications and best practice</li> <li>- Pathways of support (including SENDIAS)</li> <li>-Ways of sharing good practice</li> <li>-Parental feedback protocols for advice from LA services</li> <li>-Partnership working across LA services.</li> </ul> <p>Schools to evaluate their own Engagement and Participation protocols and use advice from the working group school representatives to improve these.</p>	<p>High level of satisfaction reported in survey to schools and parents about communications across LA, health, social care, and schools.</p>

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Inclusive Culture		
Objective	Action	Success Measures
<p>IC1. To ensure earlier intervention for children and young people, enabling them to receive support pre-diagnosis.</p>	<p>LA to work with schools in using the Graduated Approach, to identify opportunities for earlier intervention and support. (Support may include working with SENCOs to identify better and more flexible use of budgets to access services).</p> <p>To establish an Inclusion Service that tackles non-attendance issues, in partnership with parents, and related partners.</p>	<p>The Graduated Approach will be in situ and used by schools to support earlier intervention.</p> <p>Schools will report that they have access to a range of pre-diagnostic options within their scope. (Identified through survey feedback)</p> <p>Parents/carers will report positively around their experiences with the Inclusion service and supporting their child/children back into education settings. (Identified through survey feedback)</p>
<p>IC2. LA to develop a plan to ensure appropriate and effective provision to meet the needs of most children with SEND in borough.</p>	<p>Expectations set with schools on their responsibilities for auditing accessibility within their provision.</p> <p>Schools to use auditing tools successfully to plan for future needs and offer more places for children with SEND.</p> <p>Asset Management Team to develop their approach to Asset Management Plans alongside schools.</p> <p>Tuition services group to ensure contractual and safeguarding arrangements are in place for children receiving tuition at home, and plans are established for a timely return to the education setting.</p> <p>Alternative Provision Strategy completed and applied across the LA.</p> <p>SISS Accessibility meetings identify the accessibility needs of specific children, but also consider long term and future needs.</p>	<p>Increased percentage of children with Special Needs and Disabilities are educated in the borough.</p> <p>A decrease in the number of children who are not on roll in a school and receiving tuition provision or attending out of borough and independent provision.</p> <p>Forward thinking of children's needs will mean schools are better prepared to offer places to a range of SEND children, therefore an increase in the numbers of successful consultations.</p>

Preparing for Adulthood / Transition		
Objective	Action	Success Measures
PfA1. Review and develop information available to parents regarding school placements, provision, and post 16 placements.	<p>Alongside engagement and participation working group and transition pathway, review information provided to parents around school placement and provision, including post 16.</p> <p>Schools to work with post 16 providers to ensure relevant information is shared with families and young people, to help them choose the appropriate next steps in their/their child's education</p>	<p>Schools and parents/carers will report better parental engagement and understanding of school placements during transition periods.</p> <p>The Local Offer will provide information required for parents to make informed choices.</p> <p>Better information will be available to schools, families, and young people from post 16 providers, and shared effectively. (Identified through feedback from schools, young people, and families)</p>
Timely Access		
Objective	Action	Success Measures
TA1: Improve relationships between parents/carers, schools, and the local authority by ensuring clarity in procedures and roles of the EHCP service.	<p>Engagement and Participation group to identify the sharing of policies and protocols from the EHCP Service.</p> <p>Workforce development planning within the EHCP Service to ensure all staff have appropriate training in their duties, and guidance/protocols are adhered to.</p>	<p>Local Offer with show clear guidance on processes within the EHCP Service.</p> <p>Schools and parents will provide positive feedback on relationships with the EHCP Service. (Identified through survey feedback)</p> <p>EHCP Service workforce stability, and staff to report good understanding of their roles and responsibilities.</p>
TA2: To ensure timescales are adhered to in schools and that parents/carers have timely access to information and advice.	<p>SISS, EP and Health colleagues to ensure family consultation forms a consistent part of their reporting processes.</p> <p>Schools to put processes in place to share advice and guidance with families in the most appropriate, timely and accessible way.</p>	<p>Parents included and aware of all advice/guidance received. Parent consultation recorded as part of process.</p> <p>Positive feedback from parents identified in survey, around the sharing of information.</p>