



**Working together to improve outcomes for  
children and young people with special education  
needs and disabilities**

**Worcestershire Children First  
Accessibility Strategy 2021 – 2025**

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## Introduction

Worcestershire is ambitious for all children and young people and has set out a challenging agenda in its Children and Young People's Plan (CYPP) 2017-2021: Putting children at the heart of everything we do. Taking the lead from the CYPP, the vision is for 'Worcestershire to be a wonderful place for all children and young people to grow up'. We believe it is important that all children and young people:-

- Are safe from harm
- Reach their full potential
- Make a positive contribution in their communities
- Live healthy, happy and fun filled lives

All local authorities must have an accessibility strategy for the schools it is responsible for such as local authority-maintained schools. This is a requirement of law outlined in the Equality Act 2010.

Accessibility strategies do not apply to academies or free schools. However, all schools, including academies and free schools, must have an accessibility plan which is based upon the same principles as an accessibility strategy. Therefore, this strategy is relevant to academies, free schools and other education settings not maintained by the local authority as they also have a statutory duty to develop and publish accessibility plans.

The overall aim of the Accessibility Strategy is to ensure that Worcestershire Children First supports schools in meeting the needs of disabled pupils and raising their attainment. The purpose of the strategy is to ensure that accessibility of the curriculum, the physical environment and information for disabled pupils is central to the delivery of services. The strategy aims to provide information and a framework to help schools create individual accessibility plans. Schools should take account of Worcestershire Children First accessibility strategy when drawing up their own school accessibility plans.

Worcestershire Children First Accessibility Strategy will complement the Special Educational Needs and Disability Strategy (SEND Strategy 2021 -2025) which will describe our shared vision for children and young people with SEND. The strategy also links to the Graduated Response, All Age Autism Strategy and All Age Disability Strategy for improving access to education for pupils with SEND and will be essential to ensure equality of opportunity, participation in society, access to employment opportunities and effective inclusion within mainstream and specialist education settings.

Definition of Disability: Under the Equality Act 2010, 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 do normal day to day activities'. [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

## Legislation

The requirement to write an accessibility strategy is set out in Schedule 10 of the Equality Act 2010.

**Schedule 10** provides that an accessibility strategy is a strategy that over a prescribed period will

- Increase the extent to which disabled pupils can participate in the schools' curricula
- Improve 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
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The delivery of information to disabled pupils must be:

- Within a reasonable time
- In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

Unlike the rest of the Equality Act which has a focus on equal treatment, the sections relating to disability are different and recognise that a person with a disability may have to be treated more favourably than someone who does not, in order to avoid substantial disadvantage.

## Equality Act 2010

The Worcestershire Children First Accessibility Strategy and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. The Act states the legal obligations that schools, early years providers, post-16 institutions, Local Authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people, or do anything that discriminates against a disabled pupil because of something arising as a consequence of their disability
- They must protect disabled pupils from discrimination and harassment and foster good relations between disabled and non-disabled peers
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not put at a substantial disadvantage

## Reasonable Adjustments

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that students with disabilities can enjoy the benefits, facilities and services provided for all students.

The reasonable adjustments duty contains these elements:

- Provisions
- Criteria
- Practices, for example day to day operations, including rules and policies, decisions and actions
- Auxiliary aids and services, for example additional support or assistance from a piece of equipment or a member of staff
- Physical features, for example adaptations to buildings

Schools don't have to consider physical features as part of their reasonable adjustments' duty. Instead, they have a duty to plan better access for disabled pupils generally through their accessibility plan.

The law on reasonable adjustments is anticipatory in terms of the potential adjustments that may be needed generally for disabled pupils; therefore, the setting needs to make plans about what students with disabilities might require and what adjustments might need to be made. They should not wait until the students are on roll.

Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

Schools must publish their Accessibility Plans. The Accessibility Plan should be appended to or be part of the SEN Information Report. Ofsted may request a school's accessibility plan as part of inspection evidence.

## Implementing the strategy

As stated in schedule 10 of the Equality Act 2010, the Accessibility Strategy is developed to increase access to the curriculum, increase access to the physical environment and increase access to information for children and young people with disabilities.

### Increasing access to the curriculum

Schools are responsible for providing a broad and balanced curriculum for all children and young people, to include the wider curricula (including after school clubs) for children and young people with SEN and Disabilities. To help increase access to the curriculum schools will:

- Read and Implement the Understanding the Graduated Response document produced by Worcester Children First and follow the Assess/Plan/Do/Review cycle
- With regard to national guidance on meeting the duties set out in the Equality Act 2010, the Children and Families Act 2014, [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk) the SEND 0-25 Code of Practice 2015 [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- Have regard for Reasonable Adjustments for Disabled Pupils - *Guidance for Schools in England* [reasonable adjustments for disabled pupils 1.pdf \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- Have regard for local guidance on meeting SEND duties through the SEND Strategy, All Age Autism Strategy, All Age Disability Strategy and Specialist Equipment Policy
- Include improvements that increase access to the curricula in their accessibility plan and publish this on their school website
- Recognise the potential of pupils with SEND, reduce barriers to their achievement and inclusion, and develop a strong culture for success
- Plan, teach and monitor children and young people with SEND through a range of quality first teaching strategies, differentiation and targeted interventions where appropriate
- Effectively engage regularly with parent carer of children and young people with SEND
- Apply funding appropriately to make sure SEND and vulnerable groups are not disadvantaged in comparison to non-SEND/vulnerable groups
- Use and plan auxiliary aids, ICT and specialist equipment effectively
- Provide effective professional development for senior leadership, staff and governors
- Keep a child centred approach which considers the child's views, interests and rights when supporting children and families, so they have a voice

In addition, Worcestershire Children First will:

- Keep local guidance updated in relation to national guidance to keep schools informed
- Support school leaders, SENCOs and governors through Headteacher briefings, Education bulletins, SENCO networks and SEND Newsletters.
- Offer CPD opportunities for school staff training around SEND and Inclusion to help build capacity in schools

- Make sure Education, Health and Care Plans are written within the statutory time frame and contain good quality outcomes with clear provision to make the curriculum more accessible
- Develop building capacity in schools through advice and support available through specialist teachers, Educational Psychologists and social care services
- Review and develop Alternative Provision as documented in our written statement of action to improve access to education
- Review our approach to high-level needs funding and develop a monitoring system
- Regularly monitor and review the education and provision our Mainstream Autism Bases provide, in addition to our EY and school age language units
- Publish our Specialist Equipment Policy following feedback from specialist schools and health professionals

## Improving the Physical Environment

Schools must consider the needs of individual pupils or groups when planning improvements to the environment. In addition, they have a duty to consider reasonable adjustments for individual disabled pupils and disabled pupils generally. Worcestershire Children First Sufficiency and Planning Team support maintained mainstream schools to accommodate students with a range of special educational needs which include physical disabilities. To help improve the physical environment schools will:

- Have regard for the WCF Policy Document - Reasonable Adjustments for building adaptations in respect of mainstream school admissions of pupils with physical disability
- Ensure schools and settings are accessible, including buildings and the use of physical space, to reduce noise and distractions
- Ensure access to quiet spaces for time out or a sensory space for sensory needs
- Ensure children and young people have access to auxiliary aids, braille, visual timetables in order to navigate the environment
- Make sure accessibility arrangements such as disabled parking, disabled toilets, changing rooms and disabled exits are included in the accessibility plan and regularly reviewed
- Keep the physical accessibility of the school building and site under review and make timely arrangements to accommodate access
- Complete accessibility audits so that information is current and up to date
- Continue to plan for improvements to the physical environment and publish on their website
- Comply with the anticipatory duties as set by the Equality Act 2010
- Fund projects that increase access to the physical environment from their own resources and, where appropriate, liaise with the Sufficiency and Place Planning team to agree how improvements will be made
- Apply advice provided through environmental audits conducted by occupational and physiotherapists, Hearing or Vision Specialist Teachers, and other relevant services or professionals
- Carry out risk assessments of the school and for off-site trips to make sure they're accessible for pupils with mobility, sensory or medical difficulties
- Continued engagement with parent carers in decision making with regular feedback on progress

In addition, Worcestershire Children First will:

- Adhere to the WCF Policy Document- Reasonable Adjustments for building adaptations in respect of mainstream school admissions of pupils with physical disability
- Ensure all new build/extension projects completed on schools are designed and built in accordance with DfE guidance/standards regarding accessibility
- Work closely with Worcestershire Children First Sufficiency and Planning to make sure new buildings and significant extensions or adaptations are compliant with accessibility requirement
- Liaise with schools around planning accessibility when necessary
- Make sure Education, Health and Care (EHC) plans are specific about the adaptations required to make the school environment more accessible for individual pupils with a disability
- SEND Services, SEND Support and Specialist Sensory Impairment Teams will work closely with schools to provide good quality advice for accessibility
- SEND Services will work closely with schools around accessibility for individual children and young people
- Review SEND Provision in response to the Ofsted and Care Quality Commission inspection to ensure Worcestershire has an effective continuum of provision for children and young people with SEND

## Improving Access to Information

Schools have a duty to ensure that all written information normally provided to its pupils is available to disabled pupils, within a reasonable timeframe. School websites must publish SEND and accessibility information and they should be reviewed annually. To improve access to information schools will

- Make sure their website is accessible and comply with the government's accessibility guidance
- Make sure that parent carers and children and young people with SEND can have documents amended for accessibility such as easy read versions and enlarged print
- Include improvements that increase access to information for children and young people with a disability is in their accessibility plan
- Use alternative forms of communication with individual pupils where required
- Where required provide interpreters, including British Sign Language for children with a hearing impairment that require this approach
- Follow specialist advice for adapting information for individual children and young people with SEND
- Make sure the link to Worcestershire's Local Offer is on their Website
- Ensure the SEND information report is included on the school's website and reviewed annually
- Involve children and young people and their families in decision processes around accessibility of information



In addition, Worcestershire Children First will:

- Comply with government guidance and our duties under The Public Sector Bodies (Websites and Mobile Applications) (No 2) Accessibility Regulations 2018. for website accessibility to make sure documents follow best practices for accessibility and Read Aloud functions
- Ensure that information about services available for children and young people with SEN/disabilities aged 0-25 and their parents/carers, is up to date and easily accessible on our SEND local offer: [SEND Local Offer | Worcestershire County Council](#)
- Work closely with Health and Social Care so that up to date information is available on the Local Offer and is easy to navigate and understand
- Continue to inform schools of any national and/or local government developments
- Consult with children, young people and parent carers in the development and review of local strategies
- Provide accessible information for pupils with disabilities and their parent carers; where necessary providing interpreters, including British Sign Language interpreters.

## Worcestershire Children First Services

This document sets out the responsibilities on schools for implementing the Accessibility Strategy, in line with the requirements of the Equality Act 2010. The local authority will provide information, advice and support to schools.

The different SEND services provide advice and support for schools around improving the outcomes and meeting the need of children and young people with Special Educational Needs and Disabilities and aim to build the capacity of schools in this regard.

**The Educational Psychology Service (EPS):** Delivers statutory and traded psychological services for children and young people aged 0 to 25, within a range of educational settings including pre-schools, schools, colleges. The team also respond to critical incidents in schools and settings to provide psychological advice. [Educational Psychology - Worcestershire Children First Education Services](#)

**The Autism and Complex Communication Needs Team:** Qualified specialist teachers and specialist practitioners with experience of supporting the needs of children and young people on the autism spectrum or who have complex communication needs from early years to higher education. The team also support the Umbrella Pathway as part of the autism diagnostic process and carry out statutory assessments/advices for the Education Health and Care Needs Assessment process. [Autism and Complex Communication Needs \(CCN\) Information - Worcestershire Children First Education Services](#)

**The Learning Support Team:** Provides support to meet the needs and assess pupils with Specific Learning Difficulties (SPLD) and those struggling to engage with learning. The team is available to help schools and settings enhance their capacity to meet the needs of children and young people with a range of learning needs through specialist advice, interventions, assessment and training. The team also carry out assessments for access arrangements and provide support for learners with English as an Additional Language.

[Learning Support Team - Worcestershire Children First Education Services](#)

**The Sensory Impairment Team:** Provide support for Multi-Sensory Impairments, Visual Impairments and Hearing Impairments for sensory impaired babies, children and young people (0 to 19 years) their families and carers. The team provides support that is offered from the point of diagnosis throughout the early years, through to further and higher education and where post school provision is made by Worcestershire SEND Service.

[Hearing Impairment - Worcestershire Children First Education Services](#)

[Vision impairment | Vision impairment | Worcestershire County Council](#)

[Multi-Sensory Impairment - Worcestershire Children First Education Services](#)

**Children With Disabilities Team (CwD):** The Children with Disabilities (CwD) Social Work Team provide services designed to meet the needs of children and young people who have complex disabilities. The CwD Social Work Team is one of a range of services that can provide support to children and young people with disabilities and their families. The CwD team offer services to those children and young people requiring additional resources in respect of their disability, where the disability has a profound impact on the child or young person's life.

[Social care support for children with disabilities | Social care support for children with disabilities | Worcestershire County Council](#)

**Worcestershire School Improvement Services:** The School Improvement team have a dedicated SEND school improvement officer to support strategic leadership of SEND and Inclusion in schools across Worcestershire. [School Improvement Information - Worcestershire Children First Education Services](#)

**SENDIASS Worcestershire and Herefordshire:** Independent and impartial advice and support for families and parent carers with children and young people who have SEND. A team of advisors offering legally based and accessible information and advice about SEND and processes.

[SENDIASS Worcestershire and Herefordshire \(hwsendiass.co.uk\)](#)

**SEND Casework Team:** Dedicated team that work specifically around statutory assessment and review process. The team work with schools and parents to guide through policy and legal processes. SEND caseworkers are responsible for Education, Health and Care Plan assessment requests and SEND placements. [SEND School Provision and Education Health Care Plans \(EHCP\) | Worcestershire County Council](#)

**Sufficiency and Place Planning Team:** The Council has a duty (under section 14 of the Education Act 1996) to ensure there are sufficient school places to accommodate the children and young people who reside in the county and to ensure these places are of good quality with sufficient capacity to promote parental choice and diversity. Section 15ZA of the Education Act 1996 places a duty on Local Authorities to secure educational provision is made to meet the reasonable needs of pupils over compulsory school age but under 19 aged 16 – 18 and those over 19 years for whom an EHCP is maintained. Section 315 requires LAs to keep their arrangements for Special Educational Needs and Disabilities (SEND) provision under review.

[SEND Sufficiency](#) | [SEND Sufficiency](#) | [Worcestershire County Council](#)

**Physical Disability Outreach Teams (Regency and Chadsgrove):** To develop and build the capacity of Worcestershire Schools and Early Years settings to fully include pupils with physical disabilities and deliver their entitlement in terms of curriculum access, physical access and personal care.

Regency School: [Outreach - Regency High School : Regency High School](#)

Chadsgrove School: [Welcome to Chadsgrove School and Specialist Sports College](#)

**Chadsgrove Teaching School Alliance:** An alliance of schools and strategic partners committed to sharing and developing their expertise in a collaborative way to raise standards for all children and young people in education. [Welcome to Chadsgrove School and Specialist Sports College](#)

## Monitoring and Review

This Accessibility Strategy covers the period 2021 to 2025 and will be regularly reviewed by Worcestershire Children First annually by the SEND Support Group Manager and stakeholder group

It is the duty of all those working in the Local Authority's maintained schools, those working for Worcestershire Children First and Worcestershire County Council, on areas associated with accessibility, to ensure that this strategy is implemented and adhered to.

All maintained schools, non-maintained school, academies and free schools must have an accessibility plan that is reviewed regularly and published on their website.

Worcestershire Children First will support schools in implementing the strategy and will continue to work with parent carer, Children and young people and our stakeholders in the context of our overall SEND Strategy (2021-25)

We would be pleased to receive your comments about this strategy. If you have any feedback, please email: [sendimprovement@worcestershire.gov.uk](mailto:sendimprovement@worcestershire.gov.uk)

We would welcome suggestions about ways of improving this document and examples of good practice.

## References

Children and Families Act 2014 [ChildrenAndFamiliesActBrief.pdf \(councilfordisabledchildren.org.uk\)](#)

Equalities Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

SEND Code Of Practice 2015 [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Reasonable Adjustments for Disabled Pupils - Guidance for Schools in England  
[reasonable adjustments for disabled pupils 1.pdf \(equalityhumanrights.com\)](#)

Worcestershire Graduated Response [Graduated Response \(SEND support in education provision\) | Worcestershire County Council](#)

Worcestershire Local Offer [SEND Local Offer | Worcestershire County Council](#)

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## Appendix A: Worcestershire Children First Policy Document Reasonable Adjustments to buildings adaptations in respect of mainstream school admissions of pupils with physical disability

### Date Effective From

1<sup>st</sup> April 2014 and Revised 1<sup>st</sup> June 2021

### Purpose

The purpose of this document is to widen understanding of the arrangements in place for pupils with physical disabilities attending mainstream schools, manage the expectations of those involved, ensure compliance with relevant duties under law, and help clarify the delegated responsibilities of mainstream schools in instances where necessary building adaptations are required as a consequence of their admitting pupils with physical disabilities.

### Introduction & Legislation

Worcestershire County Council (WCC) has for many years been supporting the admission of pupils with physical disabilities into mainstream schools. More often than not, WCC has had to undertake necessary works to adapt buildings in order to enable the pupils to have reasonable access to the curriculum and support accommodation available at that school.

*The Equality Act 2010 (EA)* calls this a duty to make ‘reasonable adjustments’.

Schools are expected to assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the EA and, if so, what reasonable adjustments may need to be made to better accommodate them.

Mainstream schools have duties to use best endeavours to make the provisions required to meet the needs of children and young people. All schools must publish details of what special educational needs (SEN) provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer.

In WCC maintained schools, under the EA, reasonable adjustments have been undertaken that have included the provision of disabled parking spaces, ramps, handrails, entrances, pathways, disabled WCs, lifts, and Bathroom Management Areas (BMAs).

The EA stipulates that WCC and schools must take positive steps to remove the barriers faced because of pupil disability, so as to ensure they receive the same services, as far as this is possible, as those who are not disabled.

Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils might require and what adjustments might need to be made to prevent that disadvantage. School Special Educational Needs Co-ordinators (SENCOs) must work with the headteacher and school governors to ensure that the school meets its responsibilities under the EA with regard to reasonable adjustments and access arrangements.

If WCC or the School does not co-operate with their duty to make reasonable adjustments, the Act identifies this as being unlawful discrimination, and therefore can lead to a discrimination claim.

A key consideration in the approach to addressing matters is the need to manage reasonable adjustments along with expectations, as well as school site, and funding limitations. Because of these factors, WCC focuses on those adaptations that ensure the pupil has reasonable access to the curriculum and support accommodation.

Often it is not possible to provide unimpeded access for a pupil with a disability to all parts of the school site and consequently, adjustments need to be underpinned by effective school time tabling arrangements that ensure those pupils along with their peers are located in rooms and areas that have been reasonably adapted, or have natural ease of accessibility, .e.g. use of ground floor specialist teaching rooms, etc.

The EA prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Consequently, accessibility challenges are often faced when dealing with SEN student/disabled children admissions to mainstream schools who operate from older school sites and buildings.

However, since 1<sup>st</sup> October 2004, all new buildings and adaptations to older ones have had a duty to comply with the requirements of the *Disability Discrimination Act (DDA) 1995* which has since been repealed and replaced by the EA. This also includes any subsequent refurbishment and/or maintenance works undertaken, for example... replacing old doors, subsided steps, and uneven footpaths, as well as upgrades to teaching and support accommodation, etc.

The EA also imposes duties on organisations such as WCC and schools not to discriminate against and to ensure that pupils with disabilities have reasonable access to the services provided at that site.

## Working Group

From the outset, WCC looked to manage the admission of pupils with physical disability into mainstream schools via two Physical Disability Outreach Teams (PDOT). One was based in the north of the county at Chadsgrove School (Bromsgrove) and the other in the south at Regency School (Worcester).

Representatives of these two teams have since met termly with the Operations Manager Accommodation (OMA) of the Worcestershire Children First (WCF) Sufficiency & Place Planning Group (SPPG), and a representative of the WCF SEND Team, to discuss planned EA works at mainstream schools where known pupils with physical disabilities are likely to be admitted in the near future.

Also discussed are the progress of agreed works, necessary planned site visits to assess circumstances, and matters that often fall upon schools to address under delegated responsibilities.

Agreed new capital works are then presented by the OMA for future inclusion within the relevant WCF Capital Building Programme and usually funded from the Basic Need Grant, unless S106 housing development funds present themselves accordingly.

The PDOTs work closely with mainstream schools and the parents/pupils with a physical disability to help identify possible challenges and relevant solutions. Where likely reasonable adjustments are necessary to sites and buildings, the PDOT will raise a formal referral to the OMA for consideration.

Only those projects that have been formally referred will be considered for possible inclusion in the capital programme. Mainstream schools and/or individuals directly seeking support to address works of an EA nature are referred to the relevant PDOT, who will assess matters accordingly, beforehand.

This group does not consider reasonable adaptations to maintained special schools. Such schools are responsible for making their own arrangements in this respect. **Accessible Schools**

Since the late 1990's WCC and schools have been undertaking DDA/EA works in mainstream schools either as a direct consequence of pupil with disability admissions, or as a basic need under general building improvement and/or maintenance programmes (subject to DDA/EA compliance).

The extent of these specific works has been monitored over time by the WCF SPPG and formulated into a 'live' Matrix of Accessible Mainstream Schools.

Within the document, schools have been graded thus:

1. Blue Band – Schools (to include newly built ones since 2004) that have reasonable access to the curriculum and support accommodation. This includes the provision of fully functioning BMAs.
2. Yellow Band - Schools (to include some schools that were newly built in the 1990s) that almost have reasonable access to the curriculum and support accommodation but require additional works (at an appropriate time) to enable them to offer reasonable access. Such may include the need for ramped access/egress, necessary lifts to upper floor levels, and fully functioning BMAs.
3. Green Band – These are schools that have building adaptations planned either directly associated to a pupil with a disability admission or as part of general planned projects that once completed will enable the site to become either a Blue or Yellow banded school.
4. No Colour – These are schools operating from older buildings that either have not had a pupil with disability admitted and/or present the most difficult and very likely expensive challenges towards achieving EA compliance. In some cases, these schools are themselves challenging in terms of their being unable to be reasonably adapted. These schools are awaiting the need to be EA compliant subject to future admissions and funding availability.

The Matrix is shared with colleagues in the School Admissions Team and is used as an aid to advise interested parents of pupils with disabilities as to which mainstream schools offer reasonable access to the curriculum and supporting accommodation, to help them make an informed choice of preferred school.



The benefits of WCFs ongoing programme to improve accessibility at mainstream schools has had a positive impact on matters. These include:

1. Reduced transport costs and travel time as pupils with disability can more easily attend an accessible mainstream school closer to home,
2. Improved parental 'choice' options to include accessible Academies, Denominational, and Free Schools,
3. Improved opportunity for pupils with disability to attend accessible schools within their respective pyramids,
4. Improved opportunity for pupils with disability to attend an accessible school along with their siblings/peers,
5. Having adapted a school to 'Blue' status, other pupils with disability may also chose to attend that accessible school meaning that there is likely to be less call upon limited capital funds being required to undertake adaptations at other schools that are less EA compliant.

### **Delegated School Responsibility**

In the late 1990's, to coincide with the roll out of the then new DDA and to help address funding implications, the Government introduced a new funding grant known as the School Access Initiative. At its height, WCC was receiving in excess of £1.1m annually to target all capital works at mainstream schools considered 'reasonable adjustments'.

However, this funding duly ceased in 2010. As a consequence, the responsibilities of WCC were reviewed with the aim to making certain EA matters a delegated school responsibility.

It was acknowledged that schools receive delegated funding and that such considers matters of a buildings maintenance and improvement nature (to include specialist fixed equipment). Therefore, effective from April 2014, WCC introduced new arrangements that saw certain necessary reasonable adjustments fall upon the schools to address. To date, these types of work include:

1. EA works (to include specialist fixed equipment) that fall below a capital limit of £15,000.00 inclusive, and the maintenance thereof,
2. Provision of specialist free standing mobile/portable equipment (unless loaned by or funded by the relevant PDOT by prior agreement), and the maintenance thereof,
3. Installation of automated doors & CCTV, to include the maintenance thereof,
4. Necessary EA works that are of a maintenance nature and/or as a consequence of maintenance upkeep,
5. Subsequent and/or retrospective EA works to projects (to include specialist fixed equipment) that were initially undertaken by schools under delegated management.
6. Subsequent refurbishment/upgrade and maintenance works to items of an EA nature, to include specialist fixed equipment,
7. Regular service & maintenance of lifts & hoists, to include temporary mobile BMA units if installed on site, and any specialist free standing mobile/portable equipment.

WCC will continue to assist schools with necessary reasonable adjustments in cases that fall outside of these delegated responsibilities.

### **Further Information**

Further information about this policy and supporting details can be obtained via...

Bosko Medakovic, Operational Manager Accommodation

Sufficiency and Place Planning, Worcestershire Children First, County Hall, Spetchley Road, Worcester, WR5 2NP

**Mobile:** 07983965299

**Email:** [Bmedakovic@worcschildrenfirst.org.uk](mailto:Bmedakovic@worcschildrenfirst.org.uk)

## Appendix B: Accessibility Plan

Schools must publish their Accessibility Plans. The Accessibility Plan should be appended to or be part of the SEN Information Report. Ofsted may request a school’s accessibility plan as part of inspection evidence.

School	Developed By	Date

### School Curricula: Increase the extent to which disabled pupils can participate in the schools’ curricula

Outcome: In this section you should state the outcome of your targets for accessible information. You can have more than one outcome.

Targets: These SMART targets should help you reach your stated outcome.

- Example: The school will adopt a Commination Friendly Environment so that Visuals, Sign and Symbols are included in classrooms
- Example: Create a whole school provision map that identifies evidence based interventions for each stage of the graduated response that teachers/SENCOs can use as a guide for interventions if needed
- Example: All staff will have training on SEND (Autism, Dyslexia, ADHD for example...) to increase knowledge on inclusion in the classroom

Issue/Barrier	Action Required	By Whom	When

**Physical Environment: Improve 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**

Outcome: In this section you should state the outcome of your targets for accessible information. You can have more than one outcome.

Targets: These SMART targets should help you reach your stated outcome.

- Example: The school will remove obstacles from corridors so disabled pupils can move freely around school as independently as possible
- Example: The school will use high visibility tape on the edge of steps so pupils with a visual impairment can see the steps
- Example: The school will arrange for parents’ meetings to be held in an easily accessible ground floor room for parents with physical disabilities

Issue/Barrier	Action Required	By Whom	When

**Information Accessibility: Improve the delivery to disabled pupils/parents of information which is readily accessible to pupils/parents who are not disabled**

Outcome: In this section you should state the outcome of your targets for accessible information. You can have more than one outcome.

Targets: These SMART targets should help you reach your stated outcome.

- Example: The school will publish SEND information and accessibility statement on their website and review annually
- Example: The school will create an Easy Read version of important school documents for Parents with Literacy difficulties
- Example: The school will use the 'Check Accessibility' function in word to make sure Read Aloud technology can be used
- Example: Upon request school will provide enlarge font documents/worksheets for pupils with visual Impairments

Issue/Barrier	Action Required	By Whom	When