

Accessibility Strategy for Educational Settings in Wiltshire 2016 – 2019



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Wiltshire Local Authority (LA) Inclusion vision for education, schools, and settings¹

...is for every child and young person to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and to have a secure family where all members have a good quality of life, and where unique needs are recognised and met as early as possible. Our strategy intends to achieve this vision by empowering these children and young people in their families, schools and communities.

This vision is reflected in the aspirations outlined in The Children and Families Act 2014², for disabled young people and young people with SEN to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to, and be active members of their communities.

Our aim is for every child and young person to:

- develop the necessary skills and knowledge to respond effectively to the challenges of the future
- be confident; have a strong sense of right and wrong; be adaptable and resilient
- develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

Our Local Offer³ sets out how parents, carers, schools, local authority and partners can work together to ensure opportunities for every child and young person to strive for the highest aspirations, and we must do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

Our principles for inclusion:

- Inclusion is the route by which we develop our culture, policies and practice in order to include all children and young people.
- The right training, ongoing professional development, continued focus on outcomes and professional challenge are the primary tools in the process of developing inclusion.
- Inclusion is founded on respect for difference and a commitment to building friendships and community that benefit every child and young person.
- Inclusion offers all children and young people excellence, choice, flexible and appropriate support, and supports and facilitates the inclusion of their views.

We will realise our vision, aims and inclusion principles by engaging in efficient, appropriate and timely ways with a wide range of groups, agencies and individuals to bring together the best outcomes for children and young people in Wiltshire. This engagement with ideas, opinions and points-of-view will enable us to match needs and requirements with available provision and services in practical and efficient ways. Our engagement will be with children and young people through the Council's Youth Voice Mechanisms, and through the voice of parents, carers, children and young people as it feeds in through our strong links with the Wiltshire Parent Carer Council. A full list of the teams, groups and boards through which our extensive consultation is routed can be found in the Engagement section of this Strategy document.



We asked about 'inclusion'...

When do you feel included?

"When people understand me and what I'm saying."

"When people are kind to me and ask me to join in."

"When I'm involved and having my say".

"When I have the right tools to help me communicate."

"Ask me before doing things for me"

"Allow me to do school work myself, rather than doing it for me."

"Tell me what is going to happen – give me a schedule."

What can help to make you to feel included?

"Having sign language or using Makaton can really help too. Also – going horse riding!"



"Being part of a group, joining in, and letting people join in."



"Having an advocate or a TA to help - and being able to get in to our clubs and buildings."

"The right course that suits me, and Support Workers who help me understand things and help me with my work".

"Doing football training as there is a special needs club so they know how to accept everyone."

"...I go to different clubs e.g. radio club, and get help with the computer."

"People using my name."

"People making me laugh."



"Letting me use my own words."

"I feel included when I interact with other people in my subjects e.g. RE and History!"

What would help to make you feel more included?

"I like getting email updates about local meetings, and being involved."

"More clubs that I can join in with."



"If people could accept me as I am instead of differently because of my special needs."

'It's good when other people let me be part of something, and I can help other people.'

National background

Improving access to education and educational achievement for disabled pupils⁴ is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to EY settings⁵, schools and LAs. Schools and LAs have a planning duty to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Access Plans should also consider access to after-school activities.

Although there is no requirement on a Local Authority to have a specific accessibility strategy for early years settings (other than in relation to the schools maintained by them), and no requirement on early years settings (other than those constituted as schools) to have a published plan to increase access for young disabled children, the development of a planned approach to the removal of barriers in all early years settings, and the extension of this Local Authority strategy to include early years provision, is fundamental to our approach.

Key national documents

Disability Discrimination Act 1995 (DDA)
www.legislation.gov.uk/ukpga/1995/50/contents

SEN and Disability Act 2001 (SENDA)
www.legislation.gov.uk/ukpga/2001/10/contents

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability – A consultation (March 2011)
webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/green-paper-sen.pdf

Children and Families Act 2014
www.legislation.gov.uk/ukpga/2014/6/part/3/enacted

New SEND Code of Practice:
www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND: Guide for Early years Settings
www.gov.uk/government/publications/send-guide-for-early-years-settings

Reasonable adjustments for disabled pupils
www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils

Supporting pupils at school with medical conditions
www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Equality Act 2010: Guidance on matters to be taken into account in determining questions relating to the definition of disability
www.equalityhumanrights.com/en/publication-download/equality-act-2010-guidance-matters-be-taken-account-determining-questions

National Sensory Impairment Partnership:
www.natsip.org.uk

Wiltshire context

The Wiltshire Children and Young People’s Trust Plan states: “We will continue to work to achieve positive outcomes for our children and young people – to be healthy, safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.”

This statement is made with regard to all Wiltshire’s children and young people, and serves here not only to reinforce the links this Accessibility and Inclusion Document has with the Children and Young People’s Trust Plan, but to also provide the context in which the plan is intended to operate; that of the provision of all relevant and necessary access that is required to enable every child and young person to take up their entitlement to full participation.

As the plan states, much has already been achieved to secure this full access and participation for Wiltshire’s Special Educational Needs and Disabled Children and Young People. A parent carer participation forum (The Wiltshire Parent Carer Council) was established in 2008. Representing parent carers of children and young people with SEND aged 0-25 across Wiltshire, its membership has grown significantly year on year and now has approximately 2,500 parent carer members (September 2016). The Wiltshire Parent Carer Council (WPCC) works closely with commissioners and service providers at a strategic level to ensure the views and experiences of parent carers of children and young people positively shape and inform the services they access. Many positive outcomes have been achieved in Wiltshire as a result of parent participation and coproduction, including Short Breaks which are refined annually to reflect parent carer feedback through consultation, positive activity clubs that provide opportunities for young people with SEND to take part in youth activities, and the commissioning of youth clubs specifically for children and young people on the autistic spectrum. The WPCC has produced an autism specific information pack called the Wiltshire Autism Information Pack. Developed by parents and carers who have children and young people with Autistic Spectrum Conditions themselves, the pack aims to signpost to relevant agencies, services and resources in Wiltshire which can help with concerns and questions. Practitioners are now able to give this pack to parent carers at point of diagnosis.

However, in a climate of rapid change, early identification and response to issues arising is paramount, and it is the function of this document to provide an overview of the provision that will ensure that this inclusive strategy is championed throughout our services for children and young people. In addition, it is the function of services contributing to this document to employ their expertise in providing this ongoing identification and response⁶.

The Graduated Response to SEND Support (GRSS) and Early Years GRSS documents:

- help to make sure that all Wiltshire’s children and young people (3-16) have equal opportunities in accessing provision for Special Educational Needs (SEN)
- offer parents/carers a source of guidance about what provision they can expect if their child has a special educational need
- facilitate a joint understanding between Early Years settings/schools and support agencies
- support the local authority in its statutory duty to monitor, audit and evaluate the effectiveness of SEN provision
- fulfil the national government requirement that each local authority explains what special education provision it expects to be made from within maintained schools budget shares (‘Special Educational Needs – provision of information by local education authorities’ [England] Regulations 2001’).

This accessibility strategy therefore, sets out how we in Wiltshire LA will further develop the accessibility of Early Years and Childcare Settings, maintained schools, and under certain circumstances, Academies⁷, for pupils, parents, carers and staff.

The Strategy

The strategy aims to:

- increase the extent to which pupils with SEN and disabled pupils can access the Early Years Foundation Stage (EYFS) and school curriculum to meet their potential and ensure progress
- improve the physical environment of Early Years settings and schools to increase the extent to which pupils with SEN and disabled pupils can take advantage of education and associated services
- improve the delivery to pupils with SEN and disabled pupils, and their parents and carers, of information about the Early Years setting and school, ensuring that this is accessible to disabled parents and those whose first language is not English.

Through these aims we endeavour to develop learners who are:

- self-aware, and have the necessary skills and knowledge to take on challenges of the future
- confident learners who are adaptable and resilient, can think independently and communicate effectively
- self-directed, and can question, reflect and persevere
- active contributors, able to work effectively with others.

In order to achieve our vision, aims and inclusion principles within Wiltshire LA, we will focus holistically on:

• Access to curriculum

• Access to environment

• Access to information.

• Engagement with children and young people, parents/carers and partners

This strategy has been reviewed to cover the period from September 2016 to August 2019.

Access to curriculum

Considerable progress has been made to improve the accessibility of the curriculum. This covers not only teaching and learning, but also the wider curriculum of Early Years settings and schools, such as school trips and visits, and after school activities.

Early Years settings and schools are responsible for providing a broad and balanced curriculum for all pupils and have a key role in planning to increase access to the curriculum for all pupils, and in particular for disabled pupils. They already offer additional provision to enable pupils with learning difficulties to access the curriculum as identified in the Graduated Response to SEND Support (GRSS) document and through the development of Enhanced Learning Provision (ELP) in secondary schools. This will cover many disabled children and young people.

Support for Early Years settings and school managers, including Special Educational Needs Coordinators (SENCO), in relation to policies, strategies and systems, is available from local authority staff, through both training sessions and through specific advice given to Early Years settings and schools. Advice and support in relation to individual cases is available from various Early Years advisers, education service support teams, and outreach from district specialist centres and special schools (this may be subject to a charge). Advice is also available from various Health Service staff including Speech and Language Therapists, Occupational Therapists and Physiotherapists.

In line with a quality first teaching approach, Wiltshire Local Authority education teams will support schools to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Early Years settings and schools should consider the needs of individual pupils, prospective pupils, and how they may best access the curriculum.

Wiltshire LA will: through the Local Offer, provide information and guidance on services for children and young people aged 0-25, with Special Educational Needs and/or Disabilities (SEND).

Wiltshire LA will:

- ensure that appropriate links to accessibility are made in all the training that it arranges
- ensure that awareness training and updates are available for key LA staff
- broker the availability of training on disability awareness and accessibility issues for Early Years settings and school staff and governors in relation to a range of assessed needs
- provide training on the responsibilities of governing bodies in relation to the inclusion of pupils with disabilities
- provide manual handling of children and young people training for Early Years and school staff
- broker the availability of training on acceptable physical contact in Early Years settings and schools
- ensure that guidance covering important topics such as manual handling, acceptable physical contact and behaviour is available to Early Years settings and schools
- encourage Early Years settings and schools to work together and share good practice
- enable schools to access advice and support from a variety of sources in relation to the wide range of issues involved in accessibility and inclusion
- provide access to SEN support services to develop capacity in Early Years settings and schools and to support schools to adapt and differentiate the curriculum
- encourage high aspirations for progress of the most vulnerable pupils
- prioritise the provision of effective intervention programmes
- prioritise the provision of Continuing Professional Development (CPD) activities around the need to narrow gaps and raise the attainment of disadvantaged learners

Schools will:

- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- be fully conversant with the range of catch-up programmes
- take an informed and independent view of the possible literacy and mathematics interventions that are available
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of their current additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success
- enhance the life chances of some of their most vulnerable children
- provide effective professional development for staff and governors
- keep parents and carers informed.



Access to environment

Early Years settings and schools are increasingly aware that reasonable adjustments may be needed to the classroom or within the Early Years setting and school to create safe spaces, calming areas and workstations for pupils with Autism Spectrum (AS) or Social, Emotional or Mental Health difficulties. Since September 2012 there has also been a new requirement to provide auxiliary aids for disabled pupils subject to the Reasonable Adjustment duty⁸.

The document 'Support in Wiltshire for Autism: School Strategies (SWASS), including the Early Years and Foundation version, can be found on the Wiltshire Local Offer webpage. Support services from health and education can also advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs.

This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

A summary of access facilities for each school on the Wiltshire web site will be updated regularly following notification from the school.

Early Years Inclusion Support Meeting provision (TISM/DISM/LISM)⁹ effectively identifies the needs of children who may require additional access to settings. This system is designed to improve notification and thus assist with planning.

The local authority holds a limited Access and Inclusion budget for use in Community and Voluntary Controlled Schools. Accessibility works in Voluntary Aided Schools are funded from Local Authority Co-ordinated Voluntary Aided Programme LCVAP funds obtained through application by the school to the relevant Diocese. Each Diocese will need to prioritise these funds against the various demands that they are facing. Currently, the local authority also retains responsibility for adaptation works required for specific pupils attending academies.

Wiltshire LA and schools will:

- follow the guidance in the Graduated Response to SEND Support (GRSS) document, which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice guidance which the local authority (LA), schools and settings are expected to work towards meeting
- provide relevant and appropriate advice, training and assessment.

Schools will:

- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies) which replaces the Primary 'Toolbox' and Secondary 'Toolkit'.

Non-selective secondary schools will:

- ensure that they comply with the Enhanced Learning Provision guidance for pupils on the autism spectrum, e.g. provide a social area for unstructured times and life skills work, including an option to eat lunch in this area; provide specialist individualised resources and a flexible timetable.



Communication and interaction

Wiltshire LA will:

- ensure that new or remodelled mainstream accommodation will provide withdrawal spaces, individual work stations, or will specifically consider ways to reduce distraction and sensory overload for individual pupils on the autism spectrum where it is appropriate and an efficient use of resources
- provide relevant and appropriate advice, training and assessment
- follow the guidance in the Graduated Response to SEND Support (GRSS) document.

Schools will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions; such as creating individual work stations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who are socially vulnerable e.g. accompanying the pupil from lesson to lesson
- follow the guidance outlined in Support in Wiltshire for Autism: School Strategies (SWASS) which replaces the Primary 'Toolbox' and Secondary 'Toolkit'
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary.

Non-selective secondary schools will:

- ensure that they comply with the Enhanced Learning Provision guidance for pupils on the autism spectrum, e.g. provide a social area for unstructured times and life skills work, including an option to eat lunch in this area; provide specialist individualised resources and a flexible timetable.

Social and Emotional Development, and Mental Health

Wiltshire LA and schools will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs.¹⁰

Schools will:

- include the need to look at underlying causes of behaviour and in particular, unmet learning needs, when developing a school Behaviour Policy. (If a child or young person has special educational needs or is disabled, policy should include the need to conduct a review of the appropriateness of the provision being made for them)
- consider ways in which they can gain the views of pupils who have difficulties with social and emotional aspects of learning, to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.



Sensory/physical

Physical/medical

Wiltshire LA will:

- plan new buildings and major extensions/alterations in such a way as to facilitate access for pupils with physical impairments and medical needs
- facilitate the access of individual pupils with a Physical Impairment or complex medical needs, where individually appropriate and an efficient use of resources
- ensure that the Specialist SEN Service and other specific LA staff will continue to assist with issues regarding individual placements.
- liaise with Wiltshire Commissioned Community Children's Health Services

Schools will (as necessary and planned for in the school's Accessibility Plan) ensure that:

- handrails are provided on steps and stairs that do not end before the top or bottom step
- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms
- pupils with mobility difficulties are taught in accessible teaching rooms
- venues for educational trips and visits are accessible for pupils with mobility difficulties.
- sufficient staff are trained to meet health care needs
- risk assessments are undertaken in good time for all off-site trips and visits to allow for planning and adaptations, thus ensuring children with Physical and Medical needs are included.

Visual

Wiltshire LA will:

- plan new buildings and major extensions/alterations in such a way as to facilitate access for pupils with Visual Impairment
- facilitate the access of individual pupils with visual impairment, where individually appropriate and an efficient use of resources
- ensure that the Visual Impairment Service and other specific LA staff will continue to assist with issues regarding individual placements.

Schools will (as necessary and planned for in the school's Accessibility Plan) ensure that:

- they carry out painting of edges of steps and ramps
- general and room signs are easy to read and at the correct height
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym
- lighting on stairwells is adequate
- handrails are provided that do not end before the top or bottom step
- they have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one way travel systems in narrow corridors
- they regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.



Hearing

Wiltshire LA will:

- plan new buildings and major extensions/alterations in such a way as to facilitate access for pupils with hearing impairment
- facilitate the access of individual pupils with hearing impairment, where it is individually appropriate and an efficient use of resources
- ensure that the Hearing Impairment Service and other specific LA staff continue to assist with issues regarding individual placements.

Schools will (as necessary and planned for in the school's Accessibility Plan):

- ensure all new building complies with the Acoustic Design of Schools guidance (BB93, Feb 2015)¹¹
- consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, acoustically absorbent ceiling tiles and wall panels, vertical blinds, close fitting doors etc
- consider the ambient noise levels of classrooms and where these are excessive take steps to improve this.
- consider installing soundfield systems into new and existing classrooms as these benefit all pupils, improve behaviour and concentration, and take away the strain on teachers' voices
- ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI pupils.

Buildings

Wiltshire LA will:

- continue with the policy of undertaking specific adaptations to individual primary phase and secondary schools to enable the access of individual disabled pupils where this is practically possible and provides an efficient use of resources ¹²
- ensure that there is at least one accessible primary school in each community area within current constraints, for as long as this is practical and consistent

with the efficient use of resources

- ensure that all building programmes for both children's centres, new schools and extensions comply with the latest accessibility legislation and requirements
- continue to deploy specific LA staff to be involved with issues regarding individual placements
- utilise the Access and Inclusion budget to support work related to individual pupils
- provide improved accessibility to secondary schools. This will be extended as funding allows in schools where no major rebuilding projects are currently planned
- consider projects that involve creating access to upstairs rooms only where appropriate specialist rooms cannot be made available¹³.

Schools – it will be expected that:

- all new or remodelled buildings for SEN accommodation include withdrawal spaces, workstations or alternative classroom layouts, and internal or external time-out spaces, which comply with acoustic design standards for new use of spaces (BB93, Feb 2015)
- building improvements to help individual pupils will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where this is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide auxiliary aids for disabled pupils subject to the reasonable adjustment duty. These adjustments will also take aspects of health and safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- projects will be undertaken with a value of £2000 or more from capital (anything less than £2000 is considered revenue)
- schools have an up to date Access Plan (aka Accessibility Strategy) that has been agreed by the Governing Body
- schools use devolved formula capital to increase the accessibility of school premises over time as required by School access plans.



Admissions

The oversubscription criterion for community and controlled schools in Wiltshire gives first priority to children in local authority care and second priority to vulnerable children¹⁴.

Children with an Education Health and Care Plan follow the arrangements set out in the SEND Code of Practice and associated regulations and are not subject to the general admission arrangements.

Schools should not take any action that might discourage the admission of any disabled pupil.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

N.B. Admissions policies may vary in academies and voluntary aided and foundation schools.

Transport

Wiltshire LA will:

- continue to require transport providers to employ accessible vehicles where these are necessary to enable access by disabled children
- provide access to additional support, as appropriate and agreed via the relevant risk assessments where these are necessary to ensure that children's reasonable needs can be met
- anticipate that current established practices will continue particularly regarding the partnership between parents, passenger assistant, schools, transport providers and other agencies in order to provide accessible transport for pupils.

Schools will:

- share health care plans with the LA to ensure that appropriate support is provided to meet any health care needs.

The Community Connecting Team and Wiltshire Independent Travel Support (WITS) are also currently providing independent travel training and are seeking to promote this particular scheme.

Access to information

Wiltshire LA collects information about children and young people who live in the county who have special educational need and disabilities (SEND). This is done as part of the School, Alternative and Early Years censuses. This data is used, along with data held by the statutory SEND service, to help with planning, to study trends and to monitor the outcomes of initiatives and interventions for children and young people with different types of SEND.

The data collections uses the two broad levels of disability, those with an Education, Health and Care Plan and those receiving SEN Support. Children and young people across both these two levels are further identified to be within twelve specific categories of disability e.g. visual impairment or autistic spectrum disorder.

This strategy document recognises the reform of provision for children and young people, with local authorities in England required to work and closely communicate with services and families to provide single support plans across education, health and social care. There is also the requirement to set out a local authority 'local offer', which provides information and sign-posting to the services available to children, young people and their families

The new Education, Health and Care Plans provide a commitment from all services to support educational and other outcomes. Young people and parents and carers of children with an Education, Health and Care Plan have the option of holding a personal budget (subject to eligibility criteria), giving them greater control over how their support is delivered.



Wiltshire LA will:

- provide guidance to schools and LA central staff on good practice in relation to providing information and communicating with disabled pupils and/or pupils with special educational needs, and with their parent carers; and with disabled parents
- provide information on LA services in a variety of formats on request
- clearly signpost any other information requested by parents and carers to the WPCC's Special Educational Needs and Disabilities Information Service (SENDIS).

Schools will:

- explain the measures they are taking to promote access to the curriculum and environment in their prospectuses
- provide accessible information for disabled pupils, and their parent carers, including disabled parents
- where necessary, provide sign language interpretation for parent carers or information in alternative formats, e.g. using a specialised computer programme for visually impaired
- be clear about where parent carers can obtain paper copies of information should they not have access to the internet.

Engagement with children, young people, parents/ carers and partners

Following the development of former government's Aiming High for Disabled Children (AHDC) programme in 2008, which ended in 2011, successive governments have continued to commit to parent participation by making grant funding available through the DfE for parent carer forums each year. Wiltshire's model of parent participation and coproduction is enhanced by additional LA funding to the WPCC. Participation and coproduction is established 'culture' in Wiltshire, and informs all decision making and commissioning of SEND services. The WPCC now has approximately 2,500 parent carer members (September 2016) and an enthusiastic team of parent representatives who, as part of normal practice, work at a strategic level alongside key professionals responsible for designing and providing services, as partners. In the last eight years, parent participation has significantly influenced the way in which services are delivered in Wiltshire, including the Wiltshire Short Breaks Scheme and the re-commissioning of Community Child Health Services.

Additional to providing an enhanced participation and consultation service, the WPCC also receives funding from the LA to provide a specialist information and signposting service called SENDIS. Available from 10am to 5pm, Monday to Friday, parent carers and practitioners are able to call or email the service to access a wealth of SEND specific information, as well as signposting to relevant specialist services and providers. The SENDIS service run by the WPCC, supports and enhances Wiltshire's Local Offer, and helps to make information accessible to families of children and young people with SEND, and those who work with them.

The WPCC has said: “Whilst the involvement of parents and carers in designing services was initially introduced as part of the AHDC programme to focus on Short Breaks and Transitions, the long term vision for parent participation was to introduce it across all services. Thanks to the strong rapport that we have with our local authority and other service providers, and our joint approach to working together, this is well embedded in Wiltshire and the portfolio of services we are engaged with continues to grow. Wiltshire Council is committed to working with parents and carers and continues to fund our organisation in addition to funding we receive from the DfE. During these financially challenging times, we believe this is a testament to the value and importance that our local authority places on parent participation”.

As part of this engagement, Wiltshire parents and carers have a key role to play in partnership with the local authority in the development of appropriate services that meet the needs and aspirations of the local community. In a recent WPCC Survey (September 2016), 92% of respondents said they were given opportunities throughout the year to feed into the participation work of the WPCC, and 78% said that they thought services had improved as a result of participation.

Wiltshire LA is committed to working closely with Wiltshire Parent Carer Council (WPCC), and will encourage, facilitate and support this engagement by linking with various groups and agendas, including:

- Children and Young People’s Disability Team (CYPDT)
- Sports Development Team
- Short Breaks
- SEND Service
- Learning Disabilities Partnership Board
- Disability and SEN Group
- SEN Strategy Implementation Group
- Transforming Care
- The Autism Multi-Agency Strategy Group
- The Wiltshire Autism Partnership Board
- Service Provider Review Meetings
- Wiltshire Safeguarding Children Board (WSCB)
- Child Sexual Exploitation (CSE) and Missing Subgroup
- Emotional Wellbeing and Mental Health
- Dyslexia Groups
- SENCo Cluster Network
- Wiltshire Supported Internship Strategy Group

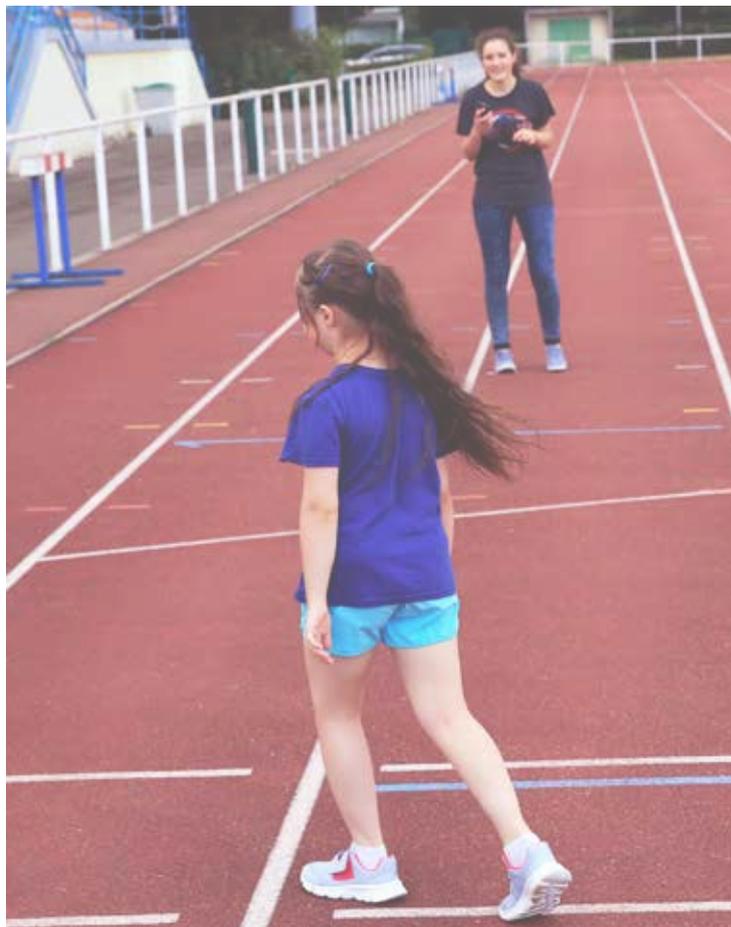
Evaluation and review

“A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it”. (Equality Act 2010: Schedule 10 [1:5])

This Strategy covers the period 2016-19, and will be regularly reviewed by the contributors and revised/ updated as necessary within that period as required by the Equality Act 2010, Schedule 10.

Accessibility Strategy Consultation Group

Launch date – October, 2016



Appendix A

Consultation on the development of this Accessibility Strategy document has taken place with:

Groups:

The Wiltshire Parent Carer Council (WPCC)
Primary Heads Forum (PHF)
Wiltshire Association of Secondary and Special School Headteachers (WASSH)
Governors
Diocesan authorities in Wiltshire
Council's Youth Voice Mechanisms
Wiltshire Children and Young People's Trust Board
Healthwatch Wiltshire
Wiltshire Carers and Disability Staff Forum

Individuals:

Early Years Childcare Co-ordinator
Julia Cramp, Associate Director, Commissioning, Performance and School Effectiveness
Stuart Hall, Strategic Director (WPCC)

The consultation draft was also sent to the following national bodies:

National Deaf Children's Society
Down's Syndrome Association
British Dyslexia Association
The National Autistic Society
Disability Rights UK



Appendix B

Inclusion Consultation Activity: Spring 2016

In Spring 2016 all schools and colleges in Wiltshire were sent a link to an online survey called 'What Matters to You?' The survey was designed for children and young people with special education needs and disability. Schools were also sent a modified version of the survey for use by pupils to print and complete. The survey was also promoted by the Wiltshire Parent Carer Council, and via Wiltshire Council's social media channels. The age range of respondents was 5-24 years.

154 responses were received, 68 of which had been completed in schools and 86 submitted online. All community areas were represented. 68% of respondents were male, 28% female, with 4% preferring not to say.

Summary of the consultation activity

Children and young people stated that they feel included most when people are kind, understanding and listen to what they have to say. Being part of a group and having a wide-range of accessible activities was also very important.

Respondents stated that the places they go to get information about services, support and activities were school, friends, family and the internet respectively.

Key messages from the consultation activity were:

- children and young people like their individuality to be acknowledged and appreciated;
- they have their own views and feel most included when they are asked what these are;
- they have the same needs for social interaction and belonging as all other children;
- parents, friends, teaching assistants and teachers are really important in their lives;
- they have a wide range of interests and hobbies – appropriate and accessible activities should be available as often as possible – evenings, weekends and holiday times.

The results of the 'What Matters to You' survey can be found on the WPCC website:
www.wiltshireparentcarercouncil.co.uk/en/What_we_do_-_Have_your_say!_-_Results

Footnotes

¹ Throughout this document, please note that where ‘children’, ‘young people’, ‘education’, ‘schools’ and ‘settings’ are referred to - this includes colleges, and all learners from 0-25 years’.

The difference between ‘children’ and ‘young people’

A child is a person under compulsory school age. A young person is a person over compulsory school age but under 25. A person is no longer of compulsory school age after the last day of summer term during the year in which they become 16 (Section 83(2)). This distinction is important because once a child becomes a young person they are entitled to take decisions in relation to the Act on their own behalf, rather than having their parents take the decisions for them. This is subject to a young person ‘having capacity’ to take a decision under the Mental Capacity Act 2005.

² The Children and Families Act 2014 - Part 3: Children and Young People with Special Educational Needs and Disabilities

³ www.wiltshirelocaloffer.org.uk

⁴ **Disabled children and young people and those with SEN**
Part 3 of the Children and Families Act 2014 places duties on local authorities and other services in relation to both disabled children and young people and those with SEN, although not all the sections of the Act apply to both groups:

- The strategic planning duties generally apply to all disabled children and young people and those with SEN
- The individual duties generally apply only to children and young people with SEN. Individual duties to disabled people are contained in the Equality Act 2010.

When a child or young person has ‘special educational needs’

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEN is the same as the definition of SEN in the Education Act 1996.

When a child or young person is ‘disabled’

References to disabled children and young people in the Act cover any child or young person who is disabled under the Equality Act 2010.

⁵ <https://www.gov.uk/government/publications/send-guide-for-early-years-settings>

⁶ ‘A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it’. Equality Act 2010: Schedule 10 (1:5)

⁷ In this document, unless otherwise specified, ‘schools’ will refer to both schools and academies. However, we recognise that maintained schools and academies have a different relationship in terms of the local authority holding the position of ‘responsible body’. Therefore, in the sections that read ‘Schools will’ (p10ff), the inference is that ‘academies are strongly advised to’.

⁸ **Significantly, this change:**

- places the auxiliary aid as the focal point, whereas auxiliary aids weren’t expressly mentioned in the original definition
- removes having to look at a particular provision, criterion or practice and focuses on whether there is substantial disadvantage
- means schools are now looking at the person rather than the procedures and practices

⁹ TISM – Transition Inclusion Support Meeting, DISM - District Inclusion Support Meeting, LISM – Local Inclusion Support Meeting

¹⁰ 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)

¹¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400784/BB93_February_2015.pdf

¹² In recent years, significant rebuilds or new build Secondary schools in Wiltshire include Marlborough St. John’s School and Community College, Tidworth Wellington Academy, Salisbury Sarum Academy and Melksham Oak Community School.

¹³ Lifts will not be added to existing two-storey primary phase school buildings as it is a reasonable adjustment for classes to be moved to the ground floor should a disabled pupil need to be accommodated within the school.

¹⁴ <http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/schooladmissionsformsanddocuments.htm>

Information about Wiltshire Council services can be made available on request in other languages and formats such as large print and audio.

Please contact the council by telephone on **0300 456 0100** or email: customerservices@wiltshire.gov.uk

