

Accessibility Strategy

for children and young people with Special Educational Needs and Disabilities (SEND) in Kirklees



2018 – 2021

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Introduction

Our vision for children and young people with Special Educational Needs and Disabilities (SEND) in Kirklees links to the priorities set out in the Corporate Plan:

- **Best start:** children have the best start in life
- **Well:** people in Kirklees are as well as possible for as long as possible
- **Independent:** people in Kirklees live independently and have control over their lives
- **Aspire and achieve:** people in Kirklees have aspiration and achieve their ambitions through education, employment and lifelong learning
- **Sustainable economy:** Kirklees has sustainable economic growth and provides good employment for and with communities and businesses
- **Safe and cohesive:** people in Kirklees live in cohesive communities, feel safe and protected from harm
- **Clean and green:** people in Kirklees experience a high quality, clean and green environment
- **Efficient and effective:** Kirklees Council works smart and delivers efficiently and effectively

Our Vision



Our ambition for children and young people with special educational needs and disabilities (SEND) is the same for all children and young people - that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

We want our children and young people with Special Educational Needs and Disabilities (SEND) and their families to receive coordinated, high quality and family-centred guidance and support which is based on their identified needs, and promotes positive, aspirational outcomes. In order to do this, we would expect that disabled children and young people and their families will:

- Only tell their story once
- Have access to education, employment, training and social opportunities
- Make use of the support available to them within their community
- Be in control.

Legal Framework

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender identity.

This combined equality duty came into effect in April 2011.

The duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Requirements for local authorities to put in place an accessibility strategy for disabled pupils are specified in schedule 10 of the Equality Act – Accessibility for disabled pupils.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period:

- (a) increasing the extent to which disabled pupils can participate in the schools' curriculums;*
- (b) improving 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;*
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.*

The delivery of information in (c) must be:

- (a) within a reasonable time;*
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.*

Definition of Disability

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)

Definition of SEND

A child or young person has a special educational need if they have a learning difficulty or disability which calls for specialist educational provision to be made for him or her (SEND Code of Practice 2014)

Local Context

Schools and settings

As at September 2018 there are approximately 2,700 children and young people with an Education, Health and Care Plan in Kirklees and 7,000 children and young people at SEN Support (May census).

There are:

- 142 primary schools
 - 19 infant & nursery schools
 - 15 foundation & nursery schools
 - 95 primary/junior & infant schools
- 3 all-through schools
- 2 middle schools
- 6 special schools
- 3 Pupil Referral Units (PRUs)
- 23 secondary schools
- 516 Early Years providers

Specialist Provisions

The following specialist provisions have fixed and transitional places and offer an outreach and inreach services to all schools:

- Complex Communication and Interaction: 3 secondary, 1 primary
- Hearing Impairment: 1 secondary, 1 primary
- Visual Impairment: 1 secondary, 1 primary
- Physical Impairment: 1 secondary, 1 primary

SEND Independent Advice and Support Service (SENDIASS)

Our team is known as KIAS (Kirklees Independent Advice Service) and works alongside Calderdale's service. Officers work with parents, families and young people. <http://www.kias.org.uk/>

SENCoNet

The Local Authority hosts a very successful SENCO network that provides ongoing training to further enhance support for our children and young people with SEND. In addition we have a team of Person Centred Approach Champions who provide additional support to all schools.

Kirklees Local Offer

The Kirklees Local Offer is a one stop shop for information, support and local services for children and young people with SEND and their families. It features a wide range of topics across education, health and social care and signposts to relevant services or activities. It has been developed in partnership and is currently undergoing a review. The Local Offer is part of Kirklees council web site:

<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

The High Needs Review

All Local Authorities have conducted a High Needs consultation to ascertain the number of specialist educational places required in the future, and from this work to identify specific capital projects that will increase and enhance the specialist offer. We have used the outcomes from the High Needs Review to consider and plan more broadly than this, and to look at the changes required across schools and agencies to ensure a better offer for our children and young people. There are a number of priorities and these are included in our High Needs Action plan, a summary of which can be found on the Kirklees Local Offer

<http://www.kirklees.gov.uk/beta/special-education/pdf/kirklees-send-high-needs-review-summary-easy-read.pdf>

- A review of workforce development requirements so that schools are able to meet the more complex needs of some of our children and young people
- A revision of funding into schools to reflect the more complex needs of children and young people
- A closer look at the transition arrangements for children and young people when they move from one phase or setting to another
- A refresh of the Graduated Approach – a guidance document that sets out our expectations of what a child or young person should receive in relation to their particular level and type of SEND
- Schools and families identified the need for more support for family-based issues where a child has SEND through our Early Support Service
- Review of input from our health teams through the Thriving Kirklees offer
- A number of capital projects to further enhance our current provision: additional work at Woodley Special School to offer further specialist space; an enhancement of the facilities at the Specialist Provision at Newsome High School for students with physical impairments; an enhancement of the facilities the Specialist Provision at Honley High School for students with Complex Communication and Interaction Needs; a review of space at Ravenshall Special School to enable them to meet the needs of more complex children.

The findings from the High Needs Review consultation have informed the Accessibility Strategy.

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 curriculum for children and young people with SEND.

In addition we will:

- Continue to support schools to improve access to the curriculum for children and young people with SEND through the provision of targeted, high quality training and development that embeds the principles set out in the SEND Code of Practice 0 – 25:
 - A person-centred approach to the planning and delivery of all work with a student with SEND
 - A focus on aspirational outcomes
 - The development of a graduated approach that will enable all schools to meet the needs of their pupils.
- Continue to develop our Local Offer to support schools in finding the resources and guidance they need to support their students with SEND, and to help families understand services, support and guidance available to them
- Further develop our engagement with children and young people with SEND through the implementation of our Children’s Voices network
- Review our funding of SEND
- Develop a Transition Protocol in partnership with our schools, settings and partners
- Continue to monitor and analyse outcomes for children and young people with SEND through our SEND Strategy Group, and share good practice with our schools and settings
- Ensure timely access to specialist services when needed
- Continue to work with the Clinical Commissioning Groups through Thriving Kirklees to deliver a co-ordinated offer for children and young people with Social, Emotional and Mental Health Difficulties (SEMHD)

“I get extra support from my teacher with literacy and numeracy which really helps me”

“I do board games at break time which helps me to make friends”

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.

In addition we will:

- Ensure that all maintenance of, improvements to, and additions to school property within our control comply with current building regulations and are physically accessible to disabled pupils. Where this work is not within our control, we will advise and influence all partners, including academies, on accessible environments
- We continue to advise schools about their own responsibilities regarding reasonable adjustments

“I do PE to keep fit and games lessons are altered so that I can participate”

- We will improve the physical environment of Woodley Special School, Ravenshall Special School and the Specialist Provisions at Honley High School, Newsome High School and Windmill Primary School to ensure that the environment of their schools is appropriate in meeting the needs of children and young people with complex needs.

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 web sites must be reviewed annually. The school's SEN Report must be published on the web site.

In addition we will:

- Further develop and improve our Local Offer through consultation and engagement with children and young people with SEND and their families. The Kirklees Local Offer is available at <http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>
- Liaise with partners in schools, social care and health professionals, to ensure that there is a consistent and equitable method of securing technological aids, e.g. Alternative and Augmentative Communication Aids
- Continue to develop our annual Local Offer Live event for young people and their families
- Continue to work across schools and settings to make information available through alternative methods and formats in partnership with our sensory specialist provisions, and our International New Arrivals Team
- Continue to offer impartial information, guidance and support through independent partners e.g. KIAS.

"Travel training has really helped me. I can get on a bus anywhere now"

Implementation and Review

This strategy covers the period 2018-2021.

The council will support schools in implementing the strategy and will continue to work with key partners e.g. CCGs, KIAS, PCAN.

The SEND Children's Strategy Group will oversee the delivery of the Strategy as part of their overall strategic role. This group has representation from education, social care, health, the voluntary sector, and parents/carers.

This Accessibility Strategy will be reviewed by the SEND Children's Strategy Group annually.

Feedback and Complaints

We would be pleased to receive your comments about this strategy. If you have any feedback please email Mandy Cameron (mandy.cameron@kirklees.gov.uk).

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

In case of a complaint about the implementation of this strategy, you can do so by following the complaints procedure. Every school, academy and setting has their own complaints procedure.

Date of Review: 31st August 2018



Further References

Kirklees Local Offer <http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

SEND Strategy <http://www.kirklees.gov.uk/beta/special-education/pdf/send-strategy.pdf>

High Needs Review Summary <http://www.kirklees.gov.uk/beta/special-education/pdf/kirklees-send-high-needs-review-summary-easy-read.pdf>

Children and Families Act 2014

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/ChildrenAndFamiliesActBrief.pdf>

Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>