



## **Telford and Wrekin Schools Accessibility Strategy: 2019 - 2023**

### **Overview**

The council is required under the Equality Act 2010 to have an accessibility strategy in which it promotes better access for disabled pupils at school and its local community.

All schools should have due regard to this Accessibility Strategy and use it to inform their Accessibility Plan that shows how, over time, access to education for disabled pupils will be improved. Schools must publish their Accessibility Plan with links to their SEN Information report on the Local Offer.

Schools are also required to pre-emptively consider accessibility of their site in relation to parents, contractors and other site visitors under their public sector Equality Duty of reasonable adjustment.

## Introduction

In Telford and Wrekin, we are ambitious for all children and young people and this is recognised in the council priorities and our joint work with partners.

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

This accessibility strategy sets out the approach that Telford & Wrekin Council is taking to increase access to education for disabled children and young people, so that they can benefit from educational provision to the same extent that children without disabilities can.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on local authorities (LAs) and schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced the Disability Discrimination Act 2005 (DDA 2005). The Disability Equality Duty along with the specific requirement to produce a Disability Equality Scheme was repealed.

Under the Equality Act 2010, Part 6, Section 88 (Schedule 10): <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> the Local Authority is required to have an accessibility strategy.

This strategy applies only to schools including Pupil Referral Units (PRUs)

The Equality Act 2010 requires ALL providers to make reasonable adjustments to avoid disadvantaging pupils with disabilities, schools also have an additional duty to plan for better access for disabled pupils, as detailed below.

The duty to undertake reasonable adjustment and a wider and more strategic planning approach for schools are intended to complement each other.

These planning duties do NOT apply to Further Education, Higher Education or Early Years settings (unless constituted as a school). For them, the requirement to remove physical barriers is contained within the duty to undertake reasonable adjustments.

## The General Equality Duty

In summary, Schools including PRUs, subject to the General Equality Duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the General Equality Duty. The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act also states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Protected characteristics are qualities shared by everybody, they are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

The General Equality Duty applies across schools duties, and applies to pupils, staff and parents/carers, along with other users of the school.

### **The Specific Duty**

In addition to the General Duty, there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. The main requirement is for schools to prepare and publish information and from that information publish equality objectives.

### **Reasonable Adjustment Duty**

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage and enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

## Duties on schools

As well as the Specific Duty, the Equality Act 2010 requires schools to develop and publish an Accessibility Plan that outlines how they will improve the access to education for disabled pupils over time. The school's Accessibility Plan should be published on the school website, and hard copies provided upon request. There should be a link between the school's SEN information report and the Accessibility Plan.

## Telford and Wrekin context

In Telford and Wrekin we believe that every child should have the opportunity to reach their full potential and that children are best supported to grow and achieve with their own families.

Taking into account significant changes in the national policy, there is now a focus on collaborative working between schools, partner agencies and the LA through such developments as the Children and Family Act 2014.

Identifying and removing barriers to access and participation must take into account extended services, new ways of working and new approaches to curriculum delivery in and around partnerships with schools, both mainstream and special. 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 our inclusive strategy is championed throughout our services for children and young people.

## Our data

- In Telford and Wrekin we support 5,607 pupils who require additional and specialist support\*
- Our 4 special schools have 623 pupils on roll\*
- 4984 pupils with Special Education Needs and Disability (SEND) are supported in mainstream settings\*

\*source: School Census January 2019

Every local area is required to have Joint Strategic Needs Analysis (JSNA).

[http://www.telford.gov.uk/info/20121/facts\\_and\\_figures/424/joint\\_strategic\\_needs\\_a\\_sessment\\_jsna](http://www.telford.gov.uk/info/20121/facts_and_figures/424/joint_strategic_needs_a_sessment_jsna)

## The key aims of the accessibility strategy:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of 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 schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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

Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Schools need to consider how to improve the accessibility of the curriculum, covering both teaching and learning, trips and visits, after school activities and extended school activities.

Schools are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore schools are required to have in place an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND. All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).

The council and its partners provide a range of services to support schools in making inclusive and accessible provision. Details are available in the Local Offer at: [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

Services offered to schools by the council include:

- [Sensory Inclusion Service \(Hearing Impairment and Visual Impairment\)](#)
- [Learning Support Advisory Team – local offer](#)
- [Behaviour Support Advisory Team – local offer](#)
- [Educational Psychology](#) (including non-statutory work available for purchase by schools)

Specialist provision is also available through:

1. Specialist hubs based at Hollinswood Primary and Old Park Primary Schools, managed in partnership with Haughton School (opening by 2019 Autumn half term). Further information about the specialist hubs can be accessed via the Local Offer [http://www.telfordsend.org.uk/localofferservices/info/1/home/86/specialist\\_provision\\_hubs](http://www.telfordsend.org.uk/localofferservices/info/1/home/86/specialist_provision_hubs)
2. Special schools:
  - [Bridge School](#)
  - [Haughton School](#)
  - [Queensway](#)
  - [Southall](#)

Some disabled children will require individualised equipment to enable access to the curriculum: smaller items such as pencil grips and writing slopes, and more specialist equipment such as height adjustable furniture, toilet seats and supportive seating. Such equipment will be provided as part of the reasonable adjustments duty (auxiliary aids). Currently the council expects mainstream schools to fund items up to £1,000. Special schools are provided with budget allocations to cover the costs of any equipment that is necessary for a pupil's access to school. As equipment is purchased for the use of individual pupils it is the council's expectation that any equipment which has been purchased by a setting, will follow the pupil throughout their school life including such times as when a pupil transitions between school settings. In those instances where a mainstream school has been required to fund equipment to the value of £1,000 and the pupil for whom the equipment was purchased transitions to another school, it is anticipated that negotiation about payment should be held between the transitioning and receiving schools. There is specific equipment that will require adaptation, for example as a child grows, which schools will need to purchase when appropriate. For items costing over £1,000 mainstream schools should contact the SEND team via [sendandinclusion@telford.gov.uk](mailto:sendandinclusion@telford.gov.uk) the council will cover costs over and above the £1,000 threshold. Further information detailing the process for requesting equipment can be found at Appendix One of this document (page 14).

In some circumstances, NHS services also support access to the curriculum for individual pupils, including [Speech and Language Therapy](#), [Occupational Therapy](#) (e.g. specialist seating assessment), [Physiotherapy](#) and the [Emotional Health and Well Being Service](#).

Services are also available which are not directly council managed – schools are able to use their SEN budget to purchase as required. Advice on sources of learning support is available on the [Local Offer](#).

If a school identifies that a pupil will require additional support in order to access the curriculum, the council would expect the school to liaise directly with the SEND team via [sendandinclusion@telford.gov.uk](mailto:sendandinclusion@telford.gov.uk). Under the Children and Family Act 2014, NHS colleagues must notify the council if they anticipate that a pupil has or may go on to have SEND by completing and returning a Health Notification of Anticipated Special Educational Needs and Disability form to [sendandinclusion@telford.gov.uk](mailto:sendandinclusion@telford.gov.uk). A process flowchart and a copy of the notification form can be found at Appendix Two of this document (page 15).

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## **2: Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

Reasonable adjustments may be needed to ensure equality of access to the environment, including the creation of safe spaces, calming areas, and individual workstations.

Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

### **Physical access**

The council has a planning duty to improve the physical accessibility of school buildings over time. The council strategy has been:

- (i) improvement of physical access for known pupils in the system and
- (ii) investment to create a spread of accessible schools.

The council's capital strategy for the school estate is published annually at the beginning of each year. One of the aims of the schools capital programme is to improve the standard of physical accessibility alongside planned capital investment.

Where there is a new build, extension or refurbishment, it is expected that the school will incorporate any access facilities needed for existing pupils, as well as, in accordance with its statutory responsibilities, anticipate the needs of future pupils (e.g. level access, height adjustable workstations).

The completion of our Building Schools for the Future programme has resulted in the majority of our secondary schools being rebuilt with improved accessible provision.

Councils receive no dedicated access funding for adaptation, improvement or alteration at any schools. Therefore central funding for accessibility improvements related to pupils joining or transferring to an individual school need to be considered by the council as these priorities arise. There is a requirement on schools to notify the council of access needs, and parents/carers should identify on school admission forms that their child has access requirements. A flowchart detailing the procedure for making adaptations to buildings can be seen in Appendix Three of this document (page 18).

There will be a presumption against agreeing a school place until discussions (or formal consultation if an Education Health and Care Plan is in place) have taken place with that establishment about its capacity to accommodate the needs of the relevant pupil. Although the school and council will use 'best endeavours' to enable placement according to parental preference.

Where complex adaptations are required, planning must begin at least 12 months ahead of transition or as soon as reasonably practicable. Schools need to give adequate notice, obtain landlord consent, and obtain agreement for any central funding, before incurring any costs.

Consideration should be given to whether adaptations at the school provide the best value for money as well as meeting the pupil's needs. There may be another school that is already accessible and can better suit the needs of the child. A cost analysis of potential transportation of the child for the duration of their term in school should be made in comparison to the cost of undertaking the required adaptations at the school.

The "de minimis" for capital expenditure is set at £2,000. Any adaptations below this level will need to be funded from a school's own revenue budget. Examples of school funded schemes include but are not restricted to:

- Level access to the main entrance and public/pupil areas of the site
- Allocated accessible parking (and ongoing enforcement)
- Ongoing improvements to signage and the sensory environment (e.g. appropriate contrasting colour schemes, floor coverings, curtains, blinds, lighting etc.), highlighting of steps and changes of level.

For more complex and costly works there will need to be a minuted meeting on site with all parties present e.g. SEND Team Lead, OT and/or Physio, School representatives, School Planning Officer, relevant Project Manager from BiT team.

Once the Local Authority (LA) has funded an adaptation, its upkeep and



maintenance is then the school's responsibility. If a pupil moves and the school no longer needs a particular facility (e.g. a hygiene or physiotherapy room) the Governing Body must consult the council about any change; if subsequently the facility is needed again, this reinstatement will then be the financial responsibility of the Governing Body.

### **Adaptations in Voluntary Aided Schools:**

Most, but not all adaptations in Voluntary Aided Schools are funded from the Locally Co-ordinated Voluntary Aided Programme (LCVAP) which provides funding at 90% of the cost; the final 10% falls to the Governing Body of the school, trustees or to the relevant Church Authority.

Consideration will be given to the Governor's 10% being met by the council.

### **Adaptations in Academies:**

Academy Schools are independent of the council and are funded directly by Central Government.

Advice from EFA is that councils should discuss the placement of a pupil with additional needs with an Academy and that the issue of costs and funding should form part of that discussion. The Academy may decline a placement where it cannot afford to make the necessary adaptations.

It follows that the council must either:

- (i) Co-fund the cost of adaptations
- (ii) Fund the works required
- (iii) Offer the pupil an alternative, non-Academy place.

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## **3: Improving the availability of accessible information to disabled pupils**

This covers planning to make information (normally provided by the school to its pupils) accessible to disabled pupils. This should take account of pupils disabilities, pupils and parents preferred formats and be made available within a reasonable timeframe.

There is a range of support services from health, social care and education to advise

educational settings about suitability and reasonable adaptations.

This advice and guidance includes the following topics:

- Issues of physical space and how to reduce distractions.
- Opportunities to present information visually.
- Providing organisational strategies to complete activities.
- Using visual structures to help with organisation, increase clarity and provide instruction.

## **Communication and Interaction**

Available council resources:

- Carrying out specialist assessments and monitoring children's progress.
- Provide ongoing advice on how to meet the needs of individual children.
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school (see section 1).

Expectations of schools:

- Support pupils understanding of the spoken word by using visual clues, gestures, illustrations, diagrams and the written word.
- Modify adult language in terms of complexity, vocabulary, utterance and speed.
- Repeat instructions and modify the instruction if required.
- Teach strategies to pupils that support self-learning and self-help.
- Identify key vocabulary of the curriculum and teach definitions and cueing sentences.
- Support the organisation of language through visual imagery.
- Provide written information in a straightforward style.
- Ensure that details of homework are given in sufficient time to allow for understanding.
- Support the development of conversational skills and other aspects of social communication.

There are specific responsibilities and support available for pupils with Autistic Spectrum Condition, these can be found here [www.autism.org.uk](http://www.autism.org.uk)

## Learning and development

Available council resources:

- Assess, monitor and support progress of children identified as having high needs.
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school (see section 1).

Expectations of schools:

- When addressing communication needs, avoid asking pupils to read in public unless they are comfortable to do so, instead find an area of strength for them to demonstrate publicly.
- Use a multi-sensory approach during lessons to maximise learning channels.
- Carefully consider presentation of worksheets.
- Provide pupils with photocopies of key text to allow for highlighting.
- Regularly place the child in a group where they can contribute knowledge.
- Ensure the work/materials suit the child's mental age, as well as reading age.
- Ensure adequate reinforcement/consolidation of reading and writing skills to the level of automaticity.
- Use colour and visual clues to support reinforcement.
- Help the pupil organise themselves by developing visual timetable, prompts and structures to support their memory and routines.
- Use alternative methods for recording content, specifically methods that support revision.
- Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness or quantity.

## Sensory/physical

Available council resources:

- Facilitate multi-agency work including health and social care professionals and school staff.
- Provide specialist equipment to support learning.

Expectations of schools:

- Ensure that all pupils coat pegs, drawers and furniture are at appropriate heights.
- Sinks, taps and play equipment to be at a suitable height and suitable for pupils with poor motor skills.
- Playground markings to promote appropriate motor planning games and route planning.
- Handrails to be placed adjacent to steps.

- Adjustable height furniture in science and technology rooms.
- Alternative means of access determined to avoid difficult steps.
- Doorways to be wheelchair accessible.
- Fire doors to be suitable for access for physically impaired pupils.
- Liaise with health authority staff when considering the height of any toilet seats and equipment that may be required.
- Ensure that any adaptations to toilet areas allow space for a changing bench and suitable storage areas.
- All uneven surfaces on the premises to be monitored and repaired.
- Any obstacles, steps or uneven surfaces that cannot be removed to be clearly marked.
- The tread and riser of steps to be clearly marked with a contrasting colour.

## Vision and Hearing

The Sensory Inclusion Service (SIS) for Visually Impaired (VI), Hearing Impaired (HI) and Multi-Sensory Impaired (MSI) children and young people offers specialist advice, training and support to schools to ensure that information is accessible for children and young people with a sensory impairment.

The service advises on:

- The modification of materials into appropriate formats in order to enable full visual and linguistic access.
- Access arrangements for formal examinations to ensure that children and young people with sensory loss have equal opportunities academically.
- Support and advice on acoustic measures for inclusion in schools and the use of technology such as FM systems, hearing aids and cochlear implants.
- The use of specialist ICT and other equipment
- Modification techniques according to the preferred medium (e.g. large print or Braille). The service makes full use of electronic formats such as PDFs of textbooks sourcing them for schools and colleges in the process.
- Mobility training and orientation through a Habilitation Specialist

Further information about the Sensory Inclusion Service can be found on the [Local Offer](#).

## Evaluation and Review

This Strategy will cover the period 2019-2023 and will be regularly reviewed by the contributors and revised/updated as required within this time period.

The overall responsibility for the evaluation and review rests with the Assistant Director for Education and Corporate Parenting, with oversight from the Service Delivery Manager of Equalities.

School improvement visits will include a question regarding the school's accessibility policy or plan and their implementation of the Equality Act 2010.

This strategy will be published on the Telford and Wrekin Local Offer

[http://www.telfordsend.org.uk/localofferservices/info/1/home/65/schools\\_accessibility\\_strategy](http://www.telfordsend.org.uk/localofferservices/info/1/home/65/schools_accessibility_strategy)

### Key References:

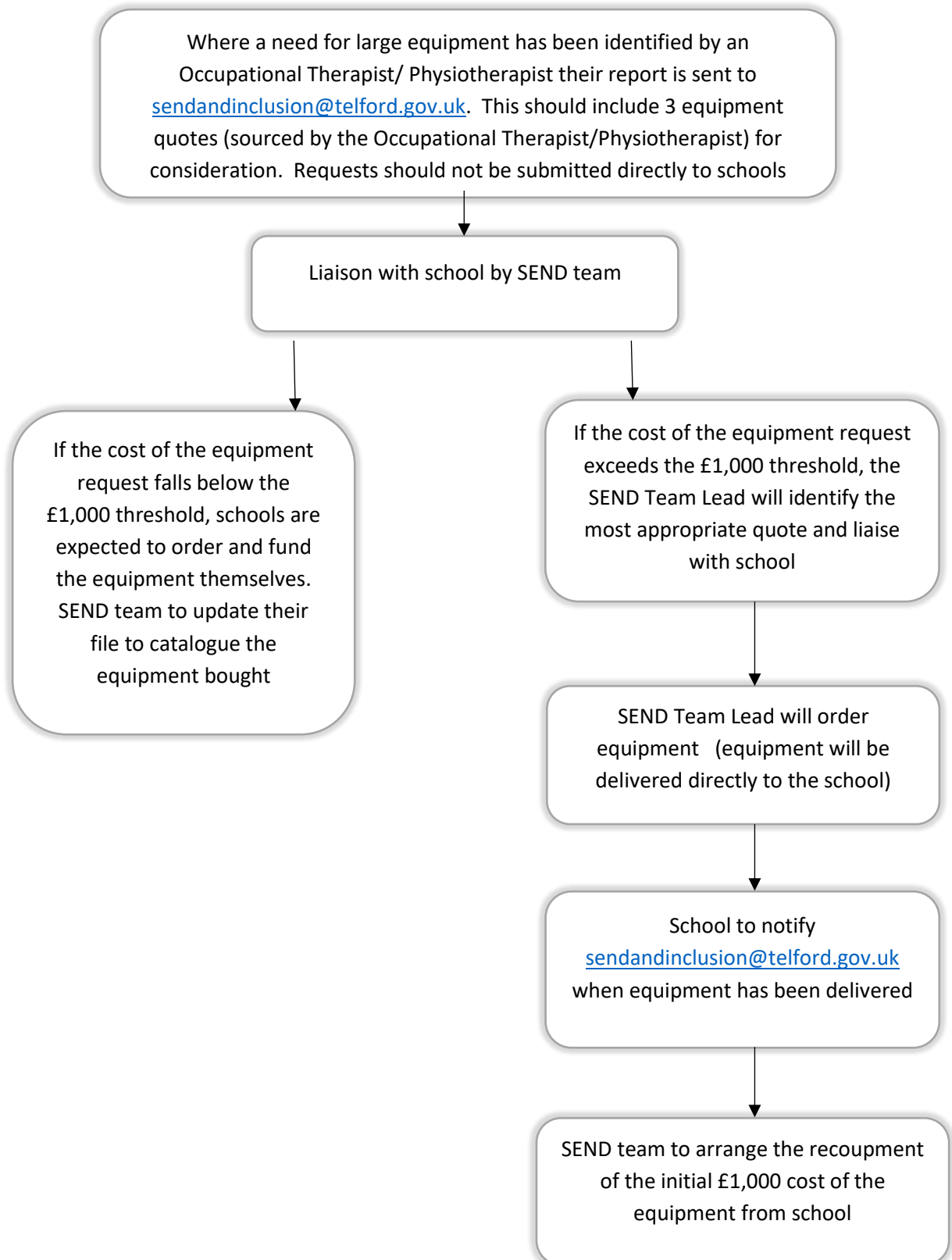
The Equality Act 2010 and schools (DfE advice: May 2014):

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEN Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

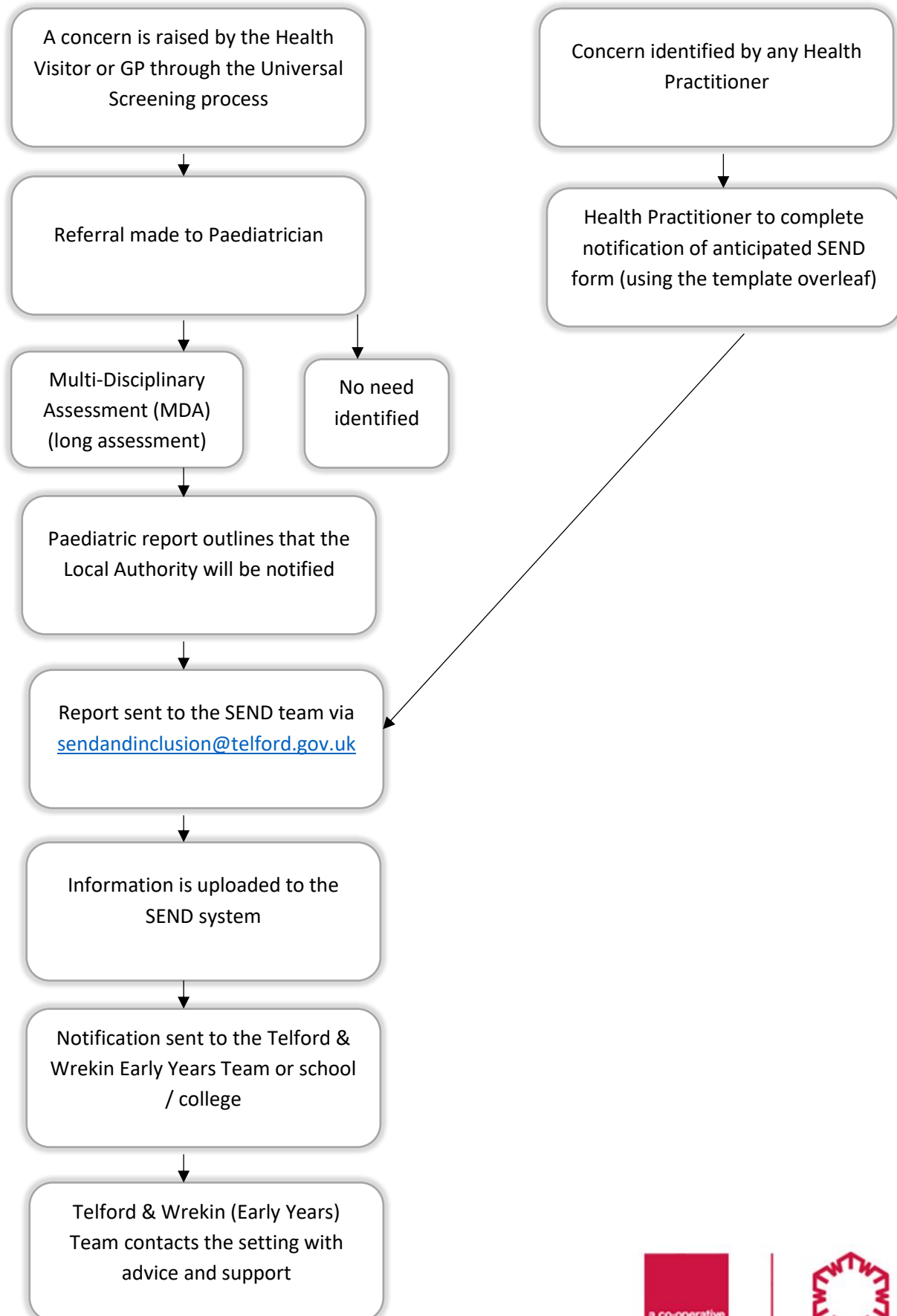
Adjustments for candidates with disabilities and learning difficulties; Access arrangements and reasonable adjustments: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

## Appendix One: Process for Equipment Requests



## Appendix Two

### Health Notification of SEN or disability by Health to Telford and Wrekin Council



## Health Notification of Anticipated Special Educational Needs and Disability

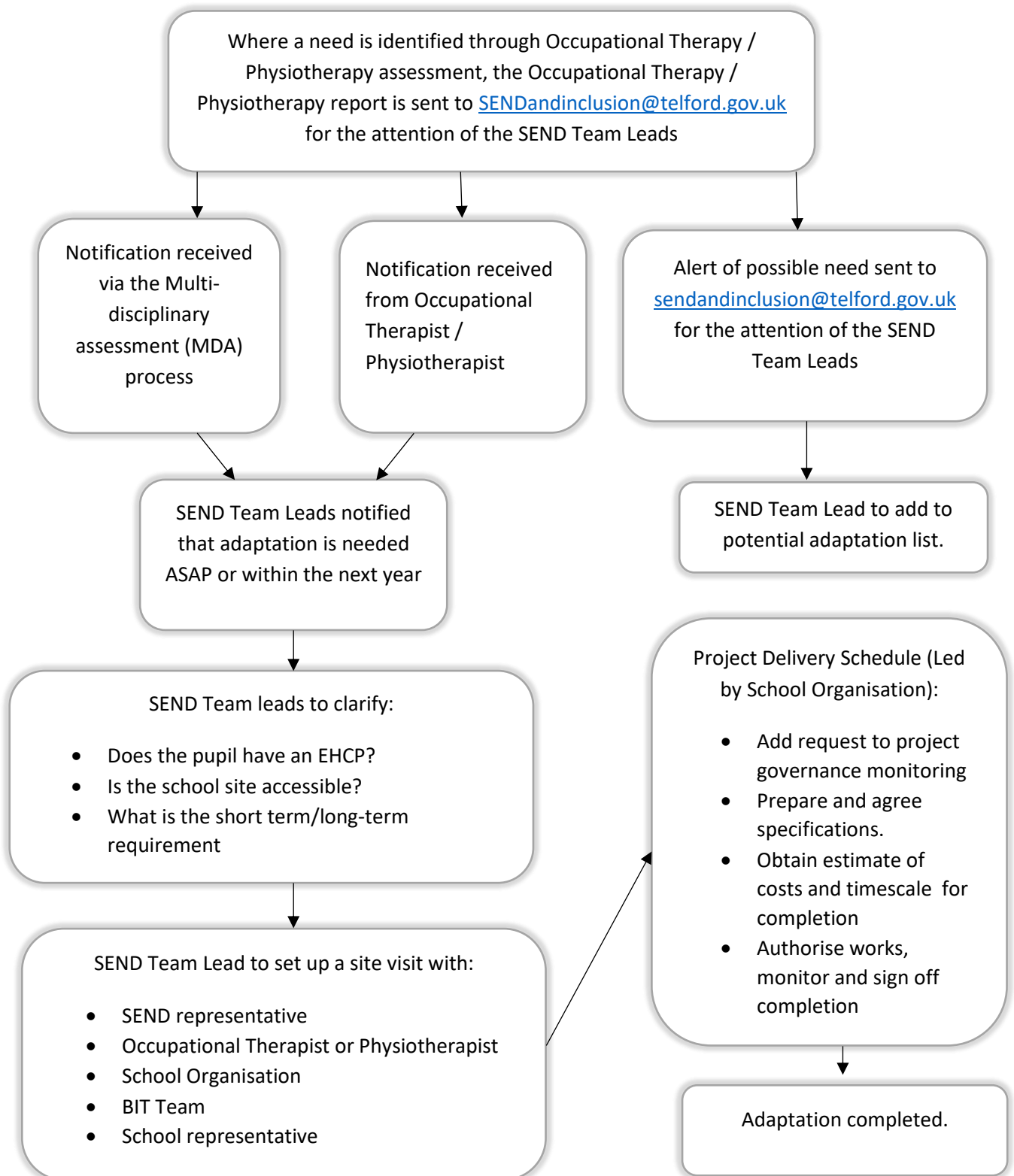
This is a notification of a child / young person whom has, or will probably go on to have, a Special Educational Need or Disability as outlined by the SEND Code of Practice 2014 section 5.15. I am bringing this child / young person to the attention of the Local Authority.

<b>Name of Child / Young Person</b>																
<b>Date of Birth : NHS Number:</b>																
<b>Address</b>																
<b>Date of Notification</b>																
<b>Local Authority</b>	<input type="checkbox"/> Shropshire <input checked="" type="checkbox"/> <b>Telford and Wrekin</b> Other: .....															
<b>Parent/ Carer Names</b>																
<b>Contact Details of Parents/Carers if different from above Tel: Number</b>																
<b>Diagnosis / Provisional Diagnosis Conditions/Description of possible difficulties</b>																
<b>GP and Contact Details</b>																
<b>Please tick if this child / young person attends any of the following:</b>	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Playgroup</td> <td><input type="checkbox"/> Preschool</td> <td><input type="checkbox"/> Play Pals</td> </tr> <tr> <td><input type="checkbox"/> Nursery</td> <td><input type="checkbox"/> Toddler group</td> <td><input type="checkbox"/> School</td> </tr> <tr> <td><input type="checkbox"/> Sixth Form</td> <td><input type="checkbox"/> College</td> <td><input type="checkbox"/> Work</td> </tr> <tr> <td><input type="checkbox"/> Clubs</td> <td><input type="checkbox"/> Apprenticeship Placement</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Child Development Centre</td> <td><input type="checkbox"/> Others:</td> <td></td> </tr> </table>	<input type="checkbox"/> Playgroup	<input type="checkbox"/> Preschool	<input type="checkbox"/> Play Pals	<input type="checkbox"/> Nursery	<input type="checkbox"/> Toddler group	<input type="checkbox"/> School	<input type="checkbox"/> Sixth Form	<input type="checkbox"/> College	<input type="checkbox"/> Work	<input type="checkbox"/> Clubs	<input type="checkbox"/> Apprenticeship Placement		<input type="checkbox"/> Child Development Centre	<input type="checkbox"/> Others:	
<input type="checkbox"/> Playgroup	<input type="checkbox"/> Preschool	<input type="checkbox"/> Play Pals														
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<input type="checkbox"/> Child Development Centre	<input type="checkbox"/> Others:															
<b>Name of nursery / school / sixth form / college / other educational placement</b>																





## Appendix Three: Process for Building Adaptation Requests



## Appendix Four: Action Plan 2019-2023

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to supplement the aims of our vision statement and will be delivered alongside the [Telford and Wrekin Strategy for Children and Young People with SEND 2017/2020](#).

### General Targets and Expectations:

#### Target 1

- 100% of schools to have an accessibility plan and equality objectives published on their school websites. (Accessibility plans should be reviewed and updated every 3 years, equality objectives every 4 years. An equality report should be published annually that demonstrates how they are meeting their Public Sector Equality Duty)

#### Target 2

- Schools to understand their duties under the Equality Act and to be aware of the training opportunities which are available to them and how this training can be accessed via the [Commercial Services Website](#)

#### Target 3

- Appropriate planning to be undertaken by schools to allow children with physical disabilities to participate in school trips. Guidance, training information, events, resources and key links regarding educational visits and journeys can be found on the following webpage [www.twccommercial.co.uk/educationalvisits](http://www.twccommercial.co.uk/educationalvisits)

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

Key Objective	Action	Success Measures	Monitoring and Evaluation
1	LA to undertake an audit/survey of equipment and children with physical difficulties in need of significant adaptations / equipment	LA to know the location of equipment in schools  LA to have a clear knowledge of the children with physical difficulties within LA schools where significant adaptations / equipment may be required	Survey to be distributed to schools for completion
2	Facilitation of the exchange of good practice between special and mainstream schools	Mainstream and special schools feel that the LA has facilitated this practice	Collected via feedback and evaluation tools
3	LA to improve access to the curriculum to encourage pupil participation and ensure schools provide high quality personalised education where appropriate	A high level of satisfaction from schools and parents/pupils advising that they receive appropriate advice and support from LA practitioners	Collected via feedback from schools
4	Provide regular opportunities for SENCOs to meet, share good practice and to keep up to date with new developments to ensure effective classroom practice which promotes independence	Improved attendance at SENCO network meetings	Collected via feedback from schools

5	Improve the ability of school staff to deal with a range of special educational needs and disabilities through for example the offer of the Autism Education Trust training programme for all schools/settings	Greater understanding and awareness of pupils with an Autism Spectrum Condition. More pupils educated in borough, with needs met in mainstream settings. Increased parental confidence and positive parental feedback	Course attendance; School development plans
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**2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

Key Objective	Action	Success Measures	Monitoring and Evaluation
1	Ensure new buildings and significant extensions or adaptations of existing buildings comply with accessibility requirements and enable access for individuals with physical and sensory needs	A high level of satisfaction amongst mainstream settings and parents that settings are accessible	Feedback to be collected from schools
2	Audit of accessibility plans on school websites	All schools to have a current accessibility plan published on their school website	LA representative to undertake termly audit of school websites
3	LA to develop appropriate effective provision to meet the needs of the majority of children with SEND in borough	Increased percentage of children and young people with SEND are educated in borough	Data collected by the LA / JSNA

4	Individual adaptations to be undertaken (where appropriate) in a timely and efficient manner	A high level of satisfaction amongst mainstream settings that adaptations were timely and efficient	Feedback from mainstream settings
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**3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

Information should be available through the Local Offer website [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

Key Objective	Action	Success Measures	Monitoring and Evaluation
1	Ensure that information and guidance on the Local Offer is accessible in multiple formats	Use of alternative formats such as Text to Speech, high contrast display, Browse Aloud and magnification tools	Feedback from parents/carers and practitioners which states that the Local Offer is easy to read and understand. Termly review meetings with providers, parents/carers and commissioners
2	LA to seek feedback from children and young people and their families to ascertain whether the format of available information is fit for purpose	The Local Offer will detail all services which are available to support children and young people and their families in a clear and transparent way so that they can understand what is available	Via feedback from stakeholders, commissioners, parents/carers and young people

3	LA to actively and effectively promote awareness of available services and support throughout the LA, eg joint attendance at family events / training opportunities / stakeholder events	Regular meetings with parent and carers forums / and of the children and young people's forum (Shout Out for SEND).	Via feedback from stakeholders, and publication of an Annual report which details achievements and future developments
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## Local Offer for Special Educational Needs and Disability

Discover everything you need to know about education, health and care services in your local area for children and young people with SEND 0-25yrs at...

[www.telfordsend.org.uk](http://www.telfordsend.org.uk)

### Key features...

- Search for clear and accessible information, advice and sources of support.
- Explore leisure, fun and short breaks activities.
- Find out about specialist services and education health and care plans.
- Learn how schools support special educational needs.
- Use the interactive map showing what is available near to where you live.
- Have your say through our online feedback form.

