

# Oldham Metropolitan Council Children Young People and Families Accessibility Strategy 2007 – 2010

## PART ONE

### Overview

#### 1.1 Introduction

Oldham MBC Accessibility Strategy 2007 – 2010 aims to improve the accessibility of education provided for pupils with disabilities within Oldham. It follows on from the Accessibility Strategy set in place in 2002.

Copies of the first Accessibility Strategy are available from Kathy Jones [Kathy.jones@oldham.gov.uk](mailto:Kathy.jones@oldham.gov.uk) Telephone 0161 770 3235

#### 1.2 Requirements and Principles.

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. In addition to its duties under the SEN legislation, since 2002 the local authority has three key duties towards pupils with disabilities under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- to publish and implement an accessibility strategy to increase access to school education for disabled pupils.

This strategy sets out the proposals of the local authority: Oldham MBC to increase access to school education for pupils with disabilities, in the schools for which it is responsible. The strategy covers the three areas required by the planning duties in the DDA:

- increasing the extent to which pupils with disabilities can participate in the curriculum;
- improving the physical environment of schools to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- improving the delivery of information to pupils with disabilities, which is provided in writing for pupils who are not disabled

There has been increasing recognition of the importance of ending discrimination against people with disabilities. Education is now also included in this. Local authorities are required by law to plan to improve access to every aspect of education for pupils with disabilities, and to monitor and review their plans. This sits alongside the many other duties that the council has towards the children and young people who live in Oldham.

When the strategy refers to 'schools' or 'school education' this covers all nursery, primary, secondary and special schools and education provided in residential and specialist residential care establishments. It also refers to Children and Family centres where the pre-school curriculum is taught. When it refers to 'the curriculum' this means everything that goes on in schools – in the classroom, the playground, the dinner hall and on trips and outings.

New legislation that came into force at the end of 2006 requires local authorities to take a much more active approach to achieving equality for people with disabilities. Oldham Council has produced a Disability Equality Scheme. This Accessibility Strategy is part of the Disability Equality Scheme.

All Oldham staff working within schools or providing support to schools are required to have regard to the Accessibility Strategy.

### **1.3 The 'duty to promote disability equality'**

This new duty relates to the duty to promote disability equality, produced by the Disability Rights Commission. This sets out the **general** and **specific** duties that Councils must meet. Under its general duties the Council must:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the legislation;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

The specific duties require Councils to produce a Disability Equality Scheme, which must contain arrangements to:

- carry out disability impact assessments of relevant functions and policies;

- gather information from disabled persons;
- draw up an action plan that leads to outcomes and has an impact;
- train staff to meet the general and specific duties;
- monitor and evaluate performance;
- consult, involve and report publicly on performance; and
- revise the scheme every three years.

A person has a 'disability' according to the Disability Discrimination Act 1995, as amended, if

*“he or she has a mental or physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”*

This definition includes, for example, pupils with certain medical conditions such as epilepsy or diabetes. It may apply if a pupil is experiencing difficulty with physical co-ordination or has speech problems, as well as to pupils with sensory impairments. The Council acknowledges that the strategy should make provision for pupils with, for example, communication difficulties, severe dyslexia or cognitive difficulties. It should also take into account pupils who have ongoing social, emotional and behavioural difficulties arising from a developmental condition.

Oldham's Inclusion Policy states that all pupils who need additional support in order to benefit from their education, even if they are not disabled, will have their needs met. The Accessibility Strategy provides a framework for improving the educational opportunities for all pupils who meet the legal definition of disability. The strategy also assists the Council in meeting its general and specific duties to promote the equality of pupils with disabilities in Oldham.

## **1.4 Accessibility Strategy: Progress Since 2002**

The Strategy for the period 2002 – 2006 set out the policy and practice put in place to improve access to services for pupils with disabilities.

**1.4.1 The Accessibility Strategy Working Group** was set up to implement and review the Accessibility Strategy and monitor progress in increasing access to educational services for pupils with disabilities.

Every disabled child matters. The needs of young people with disabilities are central to the planning, design and implementation of the strategy.

Representation on the group is as follows

- Planning and Resources: Asset Management Planning: Ron Gregory
- Supporting Access for Children Young People and Learners: Pupil Service; Gill Hoar and Sean Cummiskey
- Children with Additional and Complex Needs: Additional Educational Needs Service: Julie Sweeting
- CACN: AEN Visual Impairment Physical Impairment Team: Pat Gregory
- CACN: AEN Service Early Years Team Claire Ward

The strategy identified priorities and actions to ensure the specified duties were met, areas of need identified, policies agreed and recommendations implemented.

### **1.4.2 Access to buildings**

There was a systematic approach to increasing physical access to school premises. This began with an audit of all school premises which included identifying, initially schools in three of the six area committee areas that

- were barrier free,
- had potential to be barrier free,
- required adaptations for individual pupils

Following that an annual survey was established to invite schools to identify and request support in improving access for pupils with disabilities,

Close work with the AEN Early Years Team ensures necessary adaptations are identified and made in a timely manner to ensure schools can accommodate the needs of individual pupils with disabilities who are about to start school for the first time.

### **1.4.3 Supporting the personal care and support needs of pupils with disabilities**

A Multi Agency Planning Group was set up to develop consistent cohesive practices. This has led to the formulation of robust shared policies and guidelines on Moving and Handling, The Administration of Medicine, and Toileting, duties which still cause tension in a small number of settings.

The Transition Policy and Guidelines were drawn up to address the additional needs of all children and young people at transition from home to school, at each phase, within phases and into the world of work in a timely manner to ensure a positive start in new settings and schools.

Work is currently underway with the Health and Safety Officers to ensure schools meet their duty of care to staff and pupils by engaging in training in the management of potentially challenging behaviours in school as well as Personal Emergency Evacuation Planning.

A comprehensive training programme was established jointly between the AEN service and colleagues in special schools to maximise expertise in developing communication skills, strategies to manage challenging behaviour and meet the needs of particular groups across the authority.

### **1.4.4 Access to the curriculum.**

The core work of the AEN Service and colleagues in the Educational Psychology Service promoted Inclusion Friendly Schools with Focus on the continuum of need including specific areas of need such as Dyslexia, Dyspraxia, Dyscalculia, Autistic Spectrum Disorders, Social, Emotional and Behavioural Difficulties, Speech Language and Communication Difficulties, Severe and Moderate Learning Difficulties and Sensory Impairment. An accredited SENCo Training Course was also introduced.

Provision Management supports schools in clarifying roles, responsibilities and identifying effective interventions in providing for AENs.

### **1.4.5 Alternative formats**

The multi agency working group coordinated the development and introduction of a range of communication initiatives that are used consistently across the authority. These include Intensive Interaction, PECS, Signalong, with software and systems whereby a range of alternative formats can be produced ranging from Boardmaker symbols to Standard English Braille. Total Communication Policy and Good Practice Guidelines have been produced.

## **1.5 Review of the strategy 2002- 06**

### **1.5.1 The initial findings**

In monitoring and evaluating the strategy the progress towards the strategy's targets were analysed. Evidence of pupil location and progress, as well as the views of pupils, parents, schools, and service personnel across the department were taken into account. Overall it was agreed:

- Good progress has been made towards most of the targets in the previous strategy.
- The Council has a good picture of the state of all of its school buildings and Asset Management has developed guidelines for prioritising the programme of works needed to continue improving them.
- The audit of school buildings was carried out and new procedures were set up to ensure any adaptations to buildings, or whole new schools, are built to a high level of accessibility for people with various disabilities.
- Difficulties encountered in earlier new-build projects in relation to accessibility have been recognised, and efforts made to iron out similar problems in future building projects.
- There are very good systems for schools to ask for help and advice with their building adaptations.
- Most schools have worked hard to ensure that the curriculum is accessible to all pupils.
- The National Strategies have supported the provision of interventions to meet the social, and emotional aspects of learning.
- Most pupils are able to benefit from most of the activities on offer by the schools.

## 1.5.2 Outstanding Issues and Areas for Development

- Some things have been difficult to achieve. Evidence shows that not all schools are fully aware of and embrace their duty to include every pupil with a disability.
- While awareness and understanding of the Accessibility Strategy amongst school staff is good, this is not reflected to the same extent in School Improvement Plans and, although schools introduce measures to make the curriculum more accessible, this is not of universal quality or as a direct result of the Accessibility Strategy.
- Parents, meanwhile, are much less likely to know about the strategy.
- Most schools identify their school building accessibility requirements in relation to their current pupil profile. Few employ their anticipatory duty.
- Some schools perceived problems with buildings to rest with the authority. These relate to requirements of pupils with physical difficulties, such as provision of appropriate areas for personal care and for pupils whose social and emotional difficulties can lead to risk taking and in some case absconding from buildings that are not contained, requests for secure perimeter fencing. Not all requests have been feasible and or reasonable. Some schools do not seem able or willing to make reasonable adjustments even when staffing ratios are good.
- While there are clear processes for requesting physical adaptations and receiving guidance on differentiating the curriculum the request rate is not as high as it might be.
- Processes for the assessment for, provision, maintenance, training in and monitoring the use of specialist ICT are not as systematic as they might be. ICT is available to individual pupils with additional needs in Oldham schools. Not all pupils provided with specialist ICT are using it as routinely or exclusively as they might. It is unclear whether all pupils who would benefit from individual access to specialist hardware and software have been identified.
- Schools are generally positive about their efforts to differentiate the curriculum although this is not always evidenced by pupil progress.

- Basic differentiation and related access arrangements are in place but there are fewer people in mainstream schools with in depth knowledge of the additional curriculum needs of pupils with sensory, physical and learning difficulties. As a result some pupils with additional needs and or disabilities are not as autonomous as they could be in school and not all of them are achieving their potential.
- Most pupils with a physical or sensory disability benefit from most activities available in school, though not all of them are participating on equal terms.
- Pupils with needs relating to social, emotional and behavioural difficulties, personal care, and regular medication are at risk of being left out in some schools. (Sanctions such as fixed term exclusions that result in pupils being sent home place some pupils at risk.
- Securing appropriate out of school activities, transport and escorts can be difficult for some groups of pupils with particular needs.
- Involving pupils in meetings about their learning is likely to be affected by the pupil's age.
- There is lack of clarity regarding the appropriate use of additional adults in the classroom. There is tension between diffuse use of Teaching Assistants and ensuring individual pupils with additional funding for support receive their entitlement and benefit from inclusive learning.
- Parents do not always feel as confident as schools do that all that everything that can be done is being done.
- A comprehensive training programme is in place to build capacity in schools.
- Despite excellent take up of training not all schools have confidence in their capacity to respond to diverse needs.

### **1.5.6 Recommended Action:**

1. Governors and senior managers should be involved in Accessibility Planning and The Disability Scheme and ensure it is an integral part of School Improvement Plans and that it is published in their school handbooks.
2. Communication with and involvement of parents.  
Efforts should be made to ensure that parents are included in and better informed about the Accessibility Strategy and Disability Equality Scheme and related Local Authority policies.
3. Schools' Accessibility Planning should take account of local authority policy and guidance on
  - Inclusion
  - AEN Provision and Budget Management
  - Assessment
  - Behaviour
  - Educating Children Out of Cohort
  - Administration of Prescribed Medicines at School For Children With Chronic Medical Conditions
  - Supporting Personal Care and Continence
  - Moving and Handling
  - Total Communication
  - Transition
4. The programme of improving access to the physical environment of schools should continue, and particular attention should be paid to the needs of pupils with a range of learning difficulties and disabilities.
5. Increased efforts are needed to ensure that all pupils are able to take part in all school-related activities.
6. Governors, Senior Managers, teaching and support staff should continue to be offered additional relevant Continuing Professional Development opportunities to help them to support pupils with disabilities and fulfil the requirements of the Accessibility Strategy.

### **1.5.7 Accessibility Strategy Time Line**

#### **Autumn 2002 Local Authority Accessibility Strategy Put Together**

- Training for schools re accessibility planning duties.
- Borough Wide Accessibility Audit of Access to Buildings, Curriculum and Alternative Formats.
- Individual visits to schools by request.
- Accessibility Strategy distributed for comments/feedback.

#### **Following feedback**

- A template, with suggestions for increasing accessibility in all three areas and for accessibility planning distributed to all schools.
- An annual letter is sent out to schools in the autumn term asking for details of immediate need or need in preparation for adaptations to buildings for individual pupils about to start school.
- Accessibility feature of SEN Service consultations with schools in October 2004 and June 2006

#### **Following October 2004 Consultation**

The suggestion was made that building facilities rooms for personal care in more schools, even when potential to be barrier free was not an option, would enable more pupils with less complex needs to attend a local school. This was agreed and complemented the barrier free building programme.

#### **Following June 2006 Consultation**

Working group of heads met to discuss future buildings. The following recommendations were made:

- Continue Barrier Free building programme.
- Identify schools in need of facilities rooms
- Extend the range of facilities to include multi purpose tutorial rooms to facilitate the delivery of a range of interventions that required a distraction free setting. The pressing need perceived to be in schools that were built to open plan specifications.

#### **September 2006 Training for the new Accessibility Planning and Disability Equality Scheme Duties Commenced.**

This included consultation on the Local Authority Accessibility Strategy Review and Recommendations.

To date

- Three authority wide sessions (42 schools).
- Catholic Head Teachers sessions (8 schools)
- 2 Governor Training Sessions
- Eleven individual school visits.

## **Part Two: Accessibility Strategy Targets for 2007 - 2010**

### **2.1 The purpose and direction of Oldham MBC's Strategy: Vision and Values**

Oldham MBC is committed to ensuring that all children and young people have the opportunity to participate in and contribute to all the educational programmes, activities and experiences available in Oldham. The Accessibility Strategy forms an important part of Oldham's endeavour to reduce discrimination, improve opportunities and achieve equality of opportunity and success for all.

## 2.2 Information from Pupil Data and School Audits

Oldham Schools Census January 2007						
SEN : Numbers						
First or only registrations						

Phase	Total	No specialist provision	School Action	School Plus	Action Statements	Total SEN
Primary	23316	19086	2821	1181	228	4230
Secondary	16312	13485	1927	698	202	2827
Special	347	0	0	8	339	347
PRU	139	95	0	0	44	44
Total	40114	32666	4748	1887	813	7448

Oldham Schools Census January 2007						
SEN : Percentages						
First or only registrations						

Phase	Total	No specialist provision	School Action	School Plus	Action Statements	Total SEN
Primary	23316	81.9	12.1	5.1	1.0	18.1
Secondary	16312	82.7	11.8	4.3	1.2	17.3
Special	347	0.0	0.0	2.3	97.7	100
PRU	139	68.3	0.0	0.0	31.7	31.7
Total	40114	81.4	11.8	4.7	2.0	18.6

<b>Oldham Schools Census January 2007</b>															
<b>SEN : Primary Need</b>															
<b>First or only registrations</b>															

Phase	Phase			ASD	BESD	HI	MLD	MSI	Oth	PD	PMLD	SLCN	SLD	SPLD	VI
Pr	SA	A	2821	0	0	0	0	0	0	0	0	0	0	0	0
	SAP	P	0	75	227	43	381	1	42	40	2	235	12	99	24
	St	S	0	63	18	14	26	0	0	35	2	25	30	6	9
<b>Total</b>			<b>2821</b>	<b>138</b>	<b>245</b>	<b>57</b>	<b>407</b>	<b>1</b>	<b>42</b>	<b>75</b>	<b>4</b>	<b>260</b>	<b>42</b>	<b>105</b>	<b>33</b>
Sec	SA	A	1927	0	0	0	0	0	0	0	0	0	0	0	0
	SAP	P	0	15	227	13	211	0	39	12	1	37	2	118	23
	St	S	0	22	32	18	50	0	5	10	0	32	4	22	7
<b>Total</b>			<b>1927</b>	<b>37</b>	<b>259</b>	<b>31</b>	<b>261</b>	<b>0</b>	<b>44</b>	<b>22</b>	<b>1</b>	<b>69</b>	<b>6</b>	<b>140</b>	<b>30</b>
Spec	SA	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	SAP	P	0	1	0	0	0	0	0	0	0	0	0	1	5
	St	S	0	43	19	4	88	5	5	42	42	2	81	2	7
<b>Total</b>			<b>0</b>	<b>44</b>	<b>19</b>	<b>4</b>	<b>88</b>	<b>5</b>	<b>5</b>	<b>42</b>	<b>42</b>	<b>3</b>	<b>81</b>	<b>2</b>	<b>12</b>
PRU	SA	A		0	0	0	0	0	0	0	0	0	0	0	0
	SAP	P		0	0	0	0	0	0	0	0	0	0	0	0
	St	S		0	44	0	0	0	0	0	0	0	0	0	0
<b>Total</b>			<b>0</b>	<b>0</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>G. Total</b>			<b>4748</b>	<b>219</b>	<b>567</b>	<b>92</b>	<b>756</b>	<b>6</b>	<b>91</b>	<b>139</b>	<b>47</b>	<b>332</b>	<b>129</b>	<b>247</b>	<b>75</b>

### **2.3 Views of those consulted**

Consultation is a regular feature of ongoing dialogue with pupils through termly reviews and formal consultation events. The Transition Conference held in April 2006 with young people was particularly successful. The regular stakeholders events facilitate borough wide consultation. All the authority's partner providers and stakeholders within and beyond the Department for Children, Young People and Families are involved. This includes for example Parents, Pupils, Pupils with Disabilities, Schools Diocesan Authorities, Children's Centres, Positive Steps

Parent Forum and SENCo forum are held regularly and parent's views and the views of colleagues working in the area of additional needs are considered in all planning.

The annual school survey and dialogue with schools also provide valuable information which informs prioritisation and planning.

As identified in the review of the previous strategy Pupils with needs relating to social, emotional and behavioural difficulties, personal care, and regular medication are at risk of being left out in some schools.

## **2.4 Accessibility Strategy 2007 – 2010**

### **2.4.1 Main Priorities: Infrastructure and Strategic Targets**

These priorities are necessary to supporting and ensuring the implementation and success of the Accessibility Strategy as a whole:

1. Agreement that the local authority's vision is articulated in the range of Policies and Guidelines for implementation detailed above.
2. The capital budget and project-specific budgets will continue to be available for building work to schools will continue to be allocated to improving access to the physical environment and customising personal care and specialist learning spaces according to identified needs.
3. The local authority's information systems will be used to provide essential data on all pupils with a disability. The data will be examined to determine trends in impact, inclusion, achievement and attainment, and to identify areas of unmet need. Plans will be made to address the identified areas of unmet need
4. Continuation of the Inclusion Friendly Schools Project which will focus on capacity building in schools including extended school activities in response to consultation and communication with pupils. Continuing Professional development opportunities will be offered to all school staff on specific disabilities, disability legislation and wider accessibility issues to continually improve schools' capacity to respond to diverse needs.
5. AEN Provision and Budget Management encouraged across the authority to maximise efficiency and effectiveness of appropriate AEN Provision in mainstream, resourced and special schools. Supported by School and Local Authority Service Level Partnership Agreements.
6. The AEN Service will work with colleagues in the Equality Section on consultation with pupils with disabilities, their parents, disabled adult users of school buildings and partner agencies about the services which will be an integral part of the development of the Accessibility Strategy. Views gathered will be used to measure how well the strategy is working, and will lead to improvements. The use of equalities impact assessments will also be an important feature of this work.
7. Each school's governors and senior leadership team will take responsibility for and be supported to develop an accessibility plan and disability equality scheme which will embrace all aspects of school life and pupil development. This will be evidenced within School Improvement Plans and School Handbooks (which will include reference to the School's Accessibility Plan and Disability Equality Scheme) and by pupil progress.

8. All pupils with special educational needs and disabilities will benefit from a comprehensive assessment for specialist ICT, be provided with appropriate ICT equipment, training in its use and encouraged to maximise this assistive technology in school.

9. The pupil led annual school census data for special educational needs will be more robust in particular with regard to the group of pupils returned as having needs relating to social emotional and behavioural difficulties. Example of six primary schools' returns for this year:

School	Number on roll	Needs	Statements	SA+	SA	Total	% School Population	% SEN Population with SEBD
1	294	SEN	2	36	49	87	29%	
		SEBD		11	30	41	14%	48%
2	436	SEN	2	19	80	101	23%	
		SEBD		6	11	17	4%	17%
3	297	SEN		10	46	56	19%	
		SEBD		1	5	6	4%	21%
4	296	SEN	7	23	18	48	16%	
		SEBD		1	7	8	3%	19%
5	181	SEN	1	9	14	24	13%	
		SEBD		1	3	4	4%	31%
6	225	SEN	2	12	15	29	13%	
		SEBD		0	6	9	4%	31%

10. Pupils with special educational needs and disabilities, in particular those with needs relating to social, emotional and behavioural difficulties, personal care and regular medication take a full and active part in all aspects of school life.

## **2.4.2 Accessibility Strategy Main Priority: Action and Developments**

### **2.4.2.1 Increasing Access to the Curriculum**

The definition of the curriculum is a broad one and includes all the activities available in school. Some pupils with disabilities have an educational entitlement to activities that are unique to them in addition to those routinely available to all pupils. The Accessibility Strategy curriculum targets are designed to address the holistic needs of children and young people with a range of learning difficulties and disabilities and include the development of a range of academic and affective skills training programmes.

AEN Provision and Budget Management will be developed across the authority to ensure a comprehensive range of effective additional to and different from strategies and interventions is available in all mainstream and special schools. This will also clarify what it is reasonable to require schools to provide and support them in managing their budgets effectively.

Relevant and easily accessible information will be available to enable all schools to improve the extent to which they are able to offer the broadest most relevant curriculum opportunities to pupils affected by particular learning difficulties and disabilities. The information and guidance will include examples of good practice and will be reviewed, updated and expanded each year.

The range of extra-curricular and out-of-school activities offered by and to schools across Oldham will be identified. The extent to which such activities are taken up by pupils with a disability will be investigated. Efforts will be made to ensure that extra-curricular and out-of-school activities are made as accessible as possible to all pupils.

### **2.4.2.2 Improvements to the Physical Environment of Schools**

The physical environment targets are aimed towards improving school buildings and outdoor facilities. The targets are aimed to assist in making the best use of existing buildings as well as making sound decisions for new building projects.

The current database of accessible school buildings will be updated and include details of adaptations and extensions to existing buildings. Details of schools' accessibility will be available on the Intranet. An analysis of the data base including the cost of meeting accessibility requirements will inform prioritisation, and ongoing budget allocations to improve the accessibility of educational establishments taking into account the following principles:

- Exploring reasonable alternative arrangements and adjustments prior to any expenditure
- Assessing recommended Disability Discrimination Act (DDA) works and work which can reasonable be asked of schools under Devolved School Management to avoid unnecessary subsidisation of schools budgets.
- Ensuring the most used premises are the most accessible.
- Ensuring some form of consultation takes place between disabled people/disabled service users/disabled staff team members, and the Accessibility Strategy Group.
- Keeping a record of all access improvement activity and providing information to the Local Authority.
- Specifications used in the design of all new school buildings will be updated and revised to reflect the best possible standards of accessibility.
- An Accessibility Audit Proforma will be developed as a design template to evaluate designs, and ensure fulfilment of accessibility requirements in building schools for the future.
- Guidelines on changing the use of rooms or facilities, and prioritising the use of devolved school budgets, to improve the accessibility of schools will be developed. Relevant staff, such as Head Teachers and School Business Managers, will be trained to implement the guidelines. Schools will be supported to implement relevant changes.

### 2.4.2.3 Improving Information For Disabled Pupils

Oldham Local Authority aims to provide information to pupils in suitable alternative formats whenever this is needed. A variety of communication methods may be required and could include use of technology, Braille, Large Print, British Sign Language, picture exchange systems, or use of visual timetables. This ought to include the full range of information distributed in schools such as class handouts or worksheets, textbooks, timetables, tests or exams, homework, information notices displayed in school or other forms of communication within school and outside.

In furtherance of this

- The existing system for providing equipment and technical aids will be improved to make more effective use of the equipment, ICT and technical devices provided.
- The skills and expertise of the whole school workforce, their role in supporting pupils with disabilities in schools and their uptake of training opportunities to support their communication and involvement with all pupils will be monitored and reviewed.
- Schools will be supported to promote inclusive communication through effective systems including appropriate use of ICT and alternative and augmentative communication.
- A policy framework will set out key principles and competencies, models of effective practice, coordination of support services, including partner agencies and self review.
- Schools will be encouraged and trained to create and design e communications that comply with Accessibility standards, thus providing their information to as wide a range of pupils, parents, staff and the public as possible.
- Local Authority minimum standards will be agreed for access to information for disabled people.
- Schools will be supported to improve home/school communication with pupils who are absent for extended or frequent periods.
- Schools will ensure pupils with disabilities are as fully involved as possible in decision-making relating to individual learning, and whole-school provision.

**PART THREE: Accessibility Strategy Development Plan**

**3.1 Strategic Targets to address Main Priorities**

Aim	Action	Intended Outcome	Person Responsible For Action and Time Scale	Monitoring Arrangements	Cross Reference
3.1.1 Policies and Guidelines to underpin the Accessibility Strategy and Disability Equality Duty.	<p>Multi agency working group established to write policies.</p> <p>Present paper to ELT for the ratification of the policies and guidelines.</p>	<p>Policies and guidelines ratified by ELT and used as framework for support and challenge.</p> <p>All pupils receive quality provision in line with their entitlement.</p>	<p>JES to prepare and present paper to ELT. April – September 2007</p>	<p>SH JB Monthly 1:1 and annual report</p>	<p>MP 2.4.1.1 SEL SIP Corporate Plan HWCP</p>
3.1.2 The Access Initiative budget plan will improve access to the physical environment for children and young people with disabilities.	<p>Budget allocated to improving access to the physical environment, maintenance and replacement of equipment.</p> <p>Schools supported to plan to increase access.</p>	<p>Comprehensive spending plan is available for approval.</p> <p>Spending supports targets.</p>	<p>RG Annually April to March</p>	<p>Termly Accessibility Strategy Group</p>	<p>MP 2.4.1.2 and 2.4.2.2 Corporate Plan AIE</p>

<p>3.1.3 The information system in the local authority will be used to provide essential data on all pupils with a disability. The data will be examined to determine trends in impact, inclusion, achievement and attainment, and to identify areas of unmet need. Plans will be made to address the identified areas of unmet need.</p>	<p>Identify the SEN data set.</p> <p>Gather existing data and identify gaps in information.</p> <p>Plan to improve the quality of data collected.</p> <p>Plan to meet gaps in provision.</p>	<p>All available data identified and sen set agreed.</p> <p>Information needs are mapped and met.</p> <p>Detailed and accurate information is available.</p> <p>Plans to address gaps formulated in ongoing planning.</p>	<p>Data set established by January 2008</p> <p>JES and AA</p>	<p>SH</p> <p>Report monthly 1:1</p>	<p>AST 2.2</p> <p>MP 2.4.1.3</p> <p>SEL SIP</p> <p>Corporate Plan</p> <p>RPCPF</p>
<p>3.1.4 Increase the capacity of mainstream schools to respond to diverse needs.</p>	<p>The staffing resources of the Additional Educational Needs Service and other Local Authority Services will be allocated equitably according to need to schools to ensure quality provision for children and young people with additional educational needs.</p>	<p>Clear view of the capacity of each Oldham's School's quality and effectiveness in providing for children and young people with SEN and Disability.</p> <p>Comprehensive range of training and support allocated differentially to schools according to need.</p> <p>Children with SEN have their needs met and make good progress.</p>	<p>JES</p> <p>Agreed termly</p>	<p>SH JD</p> <p>Termly report to SIS</p>	<p>AST 2.1</p> <p>MP2.4.1.4</p> <p>SEL SIP</p> <p>Corporate Plan</p> <p>RPCYPF</p>

<p>3.1.5 . AEN Provision and Budget Management approach established to enable all schools to improve the extent to which they are able to offer the broadest curriculum to pupils affected by specific disabilities.</p>	<p>Revise individual pupil led funding allocation and provide consistent three year budget.</p> <p>Work with schools to audit need, develop a range of interventions and systems for monitoring pupil progress.</p>	<p>Whole class planning and quality first teaching underpins a graduated response to SEN.</p> <p>Provision will match need.</p> <p>Schools will respond flexibly to ongoing need using their allocated resources.</p> <p>Each school will provide LA with Provision Maps.</p>	<p>JES September 07 commencement</p>	<p>SH Monthly 1:1</p>	<p>AST 2.1 MP 2.4.1.5 SEL SIP Corporate Plan RPCYPF Best Value</p>
<p>3.1.6 Consultation will be an integral part of the development of the Accessibility Strategy.</p>	<p>Identify consultation needs Plan consultation programme. Hold consultation event(s). Prepare EIA</p>	<p>Accessibility Planning will reflect user views.</p> <p>Views gathered show how well the Strategy is working, and will contribute to ongoing improvement.</p>	<p>JES Consultation dates established in each area for the year from September 07 in partnership with parent forum (Mrs P FDK)</p>	<p>SH Termly feedback 1:1 ELT</p>	<p>AST 2.3 MP 2.4.6 SEL SIP Corporate Plan CC ICSE</p>
<p>3.1.7 All schools will include A Planning and DE Schemes in their SIPs. CPD opportunities will be offered to all school staff on disabilities, SEN + disability and Accessibility.</p>	<p>Accessibility Strategy published and disseminated CPD needs identified training programme produced Liaison with SIS to extend Accessibility Strategy requirements in the SIP Advice from AEN Service</p>	<p>All schools will have APs in place by December 2007</p> <p>Increased awareness of the Accessibility Strategy with parents, public and schools.</p>	<p>JES Register established from January 2008</p>	<p>SH Monthly 1:1 ELT</p>	<p>MP 2.4.1 2.4.2 2.4.3 SEL SIP Corporate Plan RPCYPF AICSE</p>

3.1.8 All pupils with SEN and disability receive assessment for provision of and support to use ICT equipment.	Audit of need carried out. Budget identified and allocated. Protocols and SLA with VI service drawn up.	All pupils in need of specialist individual ICT equipment assessed for provided with and using it.	JES Process articulated to schools monitored through team leaders meetings	SH Monthly feedback 1:!	MP 2.4.1.8 SEL SIP RPCYPF
3.1.9 All pupils identified as having SEBDs will have been profiled using an agreed assessment tool	BfL strategy group agree profile tool - and all schools encouraged to apply it before returning a pupil as having SEBD needs	Robust data on pupils with SEBDs.  All pupils with SEBD identified and in receipt of appropriate support.	AN	JB ELT Ongoing	AST 2.1 and 2.2. SEL SIP BfL SIP Corporate Plan HWCP
3.1.10 Schools will collaborate to make full time provision from day six for pupils who have been issued with fixed term exclusions.	Data used to identify schools that are managing inclusion well. Good practice disseminated. Schools agree a process.	More pupils in more schools learning more.	AN	JB ELT ongoing	AST 2.1 SEL SIP BfL SIP Corporate Plan HWCP

## August 2007

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