

Framework for an accessibility strategy

From this interactive version of the LEA framework you can access different levels of information for each aspect of the strategy:

- notes and suggestions at the first level;
- more detailed information at the second level;
- information about specific resources, accessed from the resources box at the third level.

Resources relevant to all aspects of plans and strategies can be accessed from the box below:

Resources relevant to all aspects of strategies and plans

Audit Commission (2002) *Special Educational Needs: A mainstream issue*

Audit Commission (2002) *Managing special educational needs: a self-review handbook for local education authorities*

Carlin J (2005) *Including Me: Managing complex health needs in schools and early years settings*. Council for Disabled Children

DfES (2001) *Access to education: for children and young people with medical needs*

DfES (2002) *Accessible Schools: Planning to increase access to schools for disabled pupils*

DfES/DoH (2005) *Managing medicines in schools and early years settings*

Meeting medical needs in mainstream education: a summary of survey findings

Suggested text for an introduction to an LEA strategy is included in the Word version of the framework on the CD-ROM.

1: Starting points

[Click here for more information on starting points](#)

1A: The purpose and direction of the local authority's strategy: vision and values

Identify priorities for the development of the vision and values:

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Work these into more detail as a set of action plans.

[Click here for more information on vision and values](#)

1B: Information from pupil data and school audits

Identify priorities for the development of information and data to support the strategy:

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Work these into more detail as a set of action plans.

[Click here for more information on information and data](#)

1C: Views of those consulted during the development of the strategy

Identify priorities for the development of consultation and involvement:

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Work these into more detail as a set of action plans.

[Click here for more information on consultation and involvement](#)

2: The main priorities in the local authority's strategy

[Click here for more information on the main priorities](#)

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Identify priorities for increasing access to the curriculum:

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Work these into more detail as a set of action plans.

[Click here for more information on access to the curriculum](#)

2B: Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services:

Identify priorities for improvements to the physical environment:

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Work these into more detail in a set of action plans.

[Click here for more information on improvements to the physical environment](#)

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Identify priorities for improving information for disabled pupils:

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Work these into more detail in a set of action plans.

[Click here for more information on information for disabled pupils](#)

3: Making it happen

[Click here for more information on making it happen](#)

3A: Management, coordination and implementation

Identify priorities for the management, coordination and implementation of the strategy:

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Work these into more detail as a set of action plans.

[Click here for more information on management, co-ordination and implementation](#)

3B: Accessibility of the strategy itself

Identify priorities for the development of the accessibility of the strategy:

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Work these into more detail as a set of action plans.

[Click here for more information on making the strategy accessible and easily available](#)



Improving access for disabled pupils: LEA strategies

"How good is your accessibility strategy?"

"Do all the schools in your authority have an accessibility plan and how good are they?"

"Where's the best place to start reviewing your strategy and who do you need to talk to?"

"Do you know how your strategy fits in with other authority planning requirements and how it can help you meet the duty to promote equality of opportunity under DDA 2005."

The materials in this section can help you to answer these questions. They provide a framework to support you in developing an effective strategy to improve access to education for disabled pupils in schools in your area.

The materials include:

- a summary of the requirements and principles of accessibility planning;
 - criteria to help you judge the quality of your current strategy;
 - three versions of the framework, with different levels of detail, to help you review and develop your strategy;
 - materials that you can use in training and development work on the DDA planning duties.
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Improving access for disabled pupils: LEA strategies

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On the accompanying CD-ROM:	
• Resources to support plans and strategies	
• Training materials	
• Accessibility Planning Project	
• <i>Improving access for disabled pupils: LEA strategies</i> word processed file	



1. How to use the materials

Accessibility planning has an important part to play in improving outcomes for disabled pupils and raising standards in schools. *Improving access for disabled pupils: LEA strategies* is designed to provide local authorities with practical tools and materials to support improvements in access for disabled pupils.

The materials in *Improving access for disabled pupils: LEA strategies* were developed through the Accessibility Planning Project (APP). APP worked with six partner local authorities¹ and their schools to develop the tools and materials in this section. The written guide and the materials on the accompanying CD-ROM, can be used in a number of different ways. They can be used:

- to steer the review and development of an accessibility strategy;
- as a toolbox to dip into where the local authority is looking for advice on particular aspects of its strategy;
- to support training on accessibility planning;
- to support the local authority's work with schools on their accessibility plans.

Improving access for disabled pupils: LEA strategies is organised in two linked parts:

- the written guide
- CD-ROM

The written guide

The *Framework for an accessibility strategy*, page 11, is the main tool in the written guide. It is designed to help LEAs to review and develop their strategies. The framework recommends a number of different sections for an effective strategy. Different versions of the framework provide different levels of detail on each section:

- Framework 1: the framework with notes
- Framework 2: the framework in detail.

On the CD-ROM there is:

- an 'empty' version which can be adapted for the local authority's own use;
- an interactive option that enables users to move between different levels of detail and to access the supporting case studies and other resources.

¹ The Children Act 2004 ceded the responsibilities of local education authorities to children's services authorities. In practice, the term 'children's services authority' is not generally used; 'local authority' is used instead. To reflect this, general references in these materials are to the 'local authority'. However, where the statutory duties placed on the 'local education authority' are under discussion, references are to the 'local education authority' or 'LEA.'

A section in the written guide, *Where are you now? Criteria for assessing your accessibility strategy*, provides criteria to enable local authorities to assess the quality of their accessibility strategy. Using the criteria can help a local authority to see:

- which areas of their strategy work well; and
- which areas of their strategy may need developing.

The CD-ROM includes:

Resources

The resources are designed to provide a toolbox of ideas and examples to support local authorities in developing different aspects of their accessibility strategy.

The resources include a variety of different materials:

- brief summaries of and extracts from official guidance;
- relevant information from a variety of research, surveys and other published sources; and
- useful tools and case studies from APP, including accounts of particular approaches taken in a school or local authority.

Training materials

The development of accessibility planning needs to proceed from an accurate and shared understanding of what the DDA requires and, in particular, a shared understanding of the definition of disability. Training has an important part to play in this.

The *Training materials* on the CD-ROM include:

- sample training sessions: these combine briefings and presentations with resources and activities;
- briefings on:
 - the disability discrimination duties;
 - the accessibility planning duties;
 - the definition of disability in the DDA;
- annotated PowerPoint presentations, including presentations on:
 - the disability discrimination duties;
 - the accessibility planning duties.

The Accessibility Planning Project

APP worked with six partner local authorities and their schools to produce the tools and resources in this guide and on the accompanying CD-ROM. This section on the CD-ROM includes:

- a description of APP and the work carried out with the partner authorities;
- an account of two analyses of strategies that were undertaken as part of the Project;
- an account of the analyses of a sample of school plans from two of the partner authorities.

These analyses of plans and strategies helped to set the priorities for the work with the local authorities and their schools. They also indicate where strengths and weaknesses may lie in plans and strategies in other local authorities.

The written guide

The text of this section of the written resource is also available on the CD-ROM, so that:

- materials can be copied and used in training and development activities; and
- text can be converted into other formats, for example large font, for increased accessibility.

Support to the review and development of school accessibility plans

Much of the local authority's responsibility is delivered by co-ordinating the development of access and by assuring itself of the quality of schools' plans and of the impact of schools' plans on improving access for disabled pupils.

The section *Improving access for disabled pupils: school plans* supports schools in the review and development of their accessibility plan. Local authorities may find this section useful in informing their work with schools.

Schools using the materials to support the review and development of their accessibility plan can use the different sections of the *Template for a school accessibility plan* to see:

- how they might develop different aspects of their plan;
- some of the key issues in accessibility planning;
- examples of how other schools have approached accessibility planning;
- references to guidance and other tools that may be useful to them.

Schools who are not sure of the relative strengths and weaknesses of their plan may want to assess their plan against the criteria in *Where are you now? Criteria for assessing your school accessibility plan*. The criteria will help schools to judge:

- which areas of their plan work well; and
- which areas of their plan may need developing.

The planning tools, *Duties and definitions* and some of the supporting materials are also available on the Teachernet website:

www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/accessibilityplanningproject/



2. Accessibility planning for local authorities

Requirements and principles

The Disability Discrimination Act 1995 (DDA) requires LEAs to have an accessibility strategy to improve access to education for disabled pupils over time. A companion section to this one, *Duties and definitions*, provides more detail on the duties. This section summarises the requirements and sets out some principles that should inform how local authorities develop their plans.

Requirements

Local authority accessibility strategies meet the statutory requirements when:

- they cover the three strands:
 - increased access to the curriculum for disabled pupils;
 - improvements to the physical environment of schools to increase access to education and associated services at schools;
 - improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled;
- they are:
 - adequately resourced;
 - implemented;
 - reviewed;
 - revised as necessary;
- they are in writing;
- they make clear how copies are made available on request;
- schools and diocesan authorities have been consulted;
- they are renewed every three years.

Principles

Effective local authority strategies:

- are rooted in a culture of high expectations for all;
- are guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum;
- seek out and respond to the views of key stakeholders;
- demonstrate a commitment to developing access to local schools for all pupils;
- support a problem solving approach;
- are committed to the effective and sustainable use of resources;
- are clear about the way in which they will be evaluated.

Local authority strategies draw on a sound information base when they:

- use information from audit and other data collection;
- reflect the use of evidence gathering and approaches validated by research;
- use outcome data to inform the development and evaluation of the strategy;
- reflect an understanding of the relationship between the SEN and disability duties;
- reflect a knowledge of other legislation that provides protection to children, such as that on race, human rights and health and safety.

Local authority strategies support partnership when they:

- show how the strategy and school plans reflect each other's priorities and demonstrate the benefits of a collaborative approach;
- are accessible to all;
- are embedded in the local authority school improvement and curriculum support programme;
- reflect the wishes, aspirations and concerns of parents and pupils;
- dovetail with and permeate other local planning processes and corporate policies;
- set out explicit links with the work of other agencies.

Key messages for local authorities

The Accessibility Planning Project (APP) worked with six partner local authorities and their schools to develop the accessibility planning materials. On the basis of that work some key issues emerged. They are provided here to inform the further development of local authorities' strategies.

Have all schools got a plan?

Collecting in schools' plans is an effective way of ensuring that schools have plans in place and enables the local authority to check the quality of the plans.

How good are schools' plans?

Analysing a sample of schools' plans can readily identify strengths and weaknesses in the plans and schools' responsiveness to different aspects of accessibility. This, in turn, can inform the local authority's strategy.

Guidance to address weaknesses in plans

Guidance and training for schools can build on strengths and target weaknesses identified through an analysis.

The picture from the data

Collecting pupil outcome data and setting it against known forms of provision can highlight more and less effective approaches, especially where outcome data shows National Curriculum sub-levels (for example: Level 2c, Level 4b) and P scales.

Getting disability on to the school improvement agenda

Ensuring that the school improvement team or school improvement partner is briefed, and can ask questions is one of the most effective ways of focusing on outcomes for disabled pupils and helping schools identify barriers.

Sharing good practice and sharing the workload

Facilitating school networks for sharing good practice and sharing development work supports a positive approach in schools.

Guidance and training on improvements to the physical environment

Providing guidance to schools on the planned improvement of the physical environment, especially where it is linked to staff training opportunities, can support schools in developing appropriate plans.

Coordination with schools on the physical environment

If schools are encouraged to contact the local authority when they are proposing any physical alterations, the local authority can offer guidance on access considerations.

Coordination across the local authority

The coordination of improvements across all the schools, in response to identified priorities, can lead to improvements for the greatest number of pupils and the best use of resources.

Consumers' views improve plans and strategies

Consultation with parents and pupils can help to identify effective ways of increasing access. Involving others also creates wider ownership of and commitment to the strategy.



3. Framework for an accessibility strategy

The *Framework for an accessibility strategy* proposes a number of sections that should be included in a local authority accessibility strategy. In each section a number of key issues is discussed. By addressing these issues, and undertaking the related development work, local authorities can have reasonable confidence that they will have an effective accessibility strategy.

There are two versions of the framework providing different levels of detail and support in this section of the resource:

- Framework 1: the framework with notes; and
- Framework 2: the framework in detail.

Framework 1 provides brief notes on each section of the strategy. *Framework 2* is more discursive and provides:

- more detailed guidance;
- examples of how other local authorities have approached particular aspects of accessibility planning;
- reference on to guidance and other tools, in the *Resources* section.

A third empty version of the framework is available on the CD-ROM.

Don't know where to start?

Local authorities who are not sure where to start can assess their current strategy using the criteria in *Section 5: Where are you now? Assessing your accessibility strategy*.

These can help local authorities to judge:

- which areas of their strategy work well; and
- which areas of their strategy may need developing.

Resources to support accessibility planning

The *Resources* are on the CD-ROM and include:

- brief summaries of official guidance;
- summaries and extracts from national reports;
- relevant information from a variety of other sources, such as research studies;
- useful tools, case studies and guidance developed by APP partners.

The resources can be accessed from the electronic version of the *Framework in detail*, or from the full list of resources on the CD-ROM.

Before using the framework it is important to be clear about...

Who is disabled

The definition in the DDA is broad. It includes more pupils than many people think. There is a significant overlap with pupils with special educational needs, though the definition of special educational needs does not cover all disabled children, for example: pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have special educational needs. For guidance on the DDA definition, the following resources may help:

- slide 7 of the PowerPoint presentation on the The Disability Discrimination Act and Schools, see *Training materials*;
- Is Tom disabled? See *Duties and definitions*; or
- A bit more about definitions, see *Duties and definitions*.

Other duties that are owed to disabled pupils

In addition to the planning duties, schools and local authorities have duties towards disabled pupils, both individually and collectively, 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 that they are not at a substantial disadvantage. This is an anticipatory duty, so requires everyone to think ahead.

It is important that these duties are in place and that the planning duties build on them. For guidance on the reasonable adjustments duty, the following resources may help:

- the PowerPoint presentation on the The Disability Discrimination Act and Schools, see *Training materials*;
- The duties, see *Duties and definitions*;
- *Making reasonable adjustments for disabled pupils*
- the Disability Rights Commission's *Code of Practice for schools*: website: www.drc-gb.org/education/knowyourduties/schools.asp

Who the strategy is for

The strategy is for:

- disabled pupils who are in schools now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;
- disabled pupils who are in the school system, but at an earlier key stage: good advance information about disabled pupils going to schools will be important to making reasonable adjustments and to making planned improvements over time;
- disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development, in all planning processes.

Other duties under the DDA

Local authorities also have duties towards disabled staff under Part 2 of the DDA, towards the general public under Part 3 of the DDA and to disabled people under the DDA 2005. Strategies should take these duties into account.

These considerations need to be taken into account in each section of the strategy.



Framework 1: the framework with notes

An empty copy of the framework is included in the *LEA strategies* section on the CD-ROM.

LEA name:

3-year period covered by the plan:

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. In addition to its duties under SEN legislation, since September 2002, the local education authority has had three key duties towards disabled pupils, 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 that 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 to increase access to school education for disabled pupils, 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 disabled pupils can participate in the curriculum;
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The text above can be incorporated into the introduction of the LEA Strategy

1. Starting points

1A: The purpose and direction of the local authority's strategy: vision and values

This section might set out:

- the local authority's ambitions for its disabled pupils;
- the local authority's focus on removing barriers in every area of education;
- the local authority's focus on outcomes for disabled pupils;
- the key requirements set out in the National Curriculum Inclusion Statement;
- the local authority's wider commitment to equal opportunities;
- how the local authority promotes these values in schools;
- the local authority's commitment to ensuring access for disabled people to all its services.

In Section 1A of the empty framework on the CD-ROM identify the priorities for the development of the vision and values. Then work these into more detail as a set of action plans.

1B: Information from pupil data and school audits

Key starting points for the local authority's strategy need to be assessments of:

- the nature of the pupil population for whom the local authority is planning;
- the nature of the local authority's schools and their work with disabled pupils;
- the impact of the local authority's policies on the participation of disabled pupils.

This section needs to reflect a proper understanding of which pupils may be included in the DDA definition of disability.

The nature of the pupil population for whom the local authority is planning:

This section might:

- draw on, but not be limited to, PLASC data;
- include information and data on pupils with health needs;
- draw on information from local health agencies and the register of disabled children;
- draw on information from early years providers;
- include information on pupils placed outside the local authority;
- include any calculation of future needs and/or numbers, drawing on local/national trends in the school population;
- show how any or all of the above inform the priorities in the strategy.

The nature of the local authority's schools and their work with disabled pupils:

This section might include a consideration of any audit or data collection that reflects schools' strengths and weaknesses in working with disabled pupils. This might include:

- patterns of admissions, attendance and exclusions;
- information on levels of staff awareness of schools' duties in the DDA;
- audits of the physical environment of schools;
- information from any curriculum audit in schools;
- a consideration of the strengths and weaknesses identified in schools' accessibility plans;
- the priorities currently set in schools' other plans, particularly their School Improvement Plans and Asset Management Plans.

The local authority should also consider the impact of its policies on the participation of disabled pupils, for example:

- policies on school transport;
- policies on placement;
- the way that support services are deployed.

Outcomes for disabled pupils.

In order to inform the school improvement process, the local authority needs to undertake a detailed analysis of:

- outcomes for disabled pupils: examinations, end of key stage outcomes;
- patterns of achievement across different areas of the curriculum;
- patterns of achievement for different groups of disabled pupils;
- patterns of achievement across different schools;
- achievements in extra-curricular activities;
- outcomes for disabled pupils against the Every Child Matters objectives.

In Section 1B of the empty framework on the CD-ROM identify the priorities for the development of information and data. Then work these into more detail as a set of action plans.

1C: Views of those consulted during the development of the strategy

The strategy should be informed by those whose views and aspirations will be able to focus the authority's priorities:

- parents;
- pupils;
- disabled people.

This section should include information from those whom the authority is required to consult:

- schools;
- diocesan authorities.

Other organisations may also be able to contribute to the strategy, for example:

- Children's Centres;
- Learning and Skills Councils;
- Connexions.

The strategy could show what adjustments were made in the light of what people said.

In Section 1C of the empty framework on the CD-ROM identify the priorities for the development of consultation and involvement. Then work these into more detail as a set of action plans.

2. The main priorities in the local authority's strategy

2A: Increasing access to the curriculum for disabled pupils

There should be clear linkage between the issues identified in the starting points and the priorities set in this section. Priorities might include:

Support to curriculum development work:

- develop and support networks between schools so that they can sustain curriculum development over time;
- work with schools to use patterns identified in barriers to learning across the authority to improve curriculum access, for example, access to appropriate PE for pupils with a physical impairment, access to humanities for pupils with learning difficulties;
- identify and promote good practice in relation to the deployment of staff;
- disseminate information on 'what works' both from local initiatives and research evidence;
- ensure schools build accessible curricula through collaboration between subject leaders and the SENCO;
- ensure schools move from individual 'reasonable adjustments' to accessibility plans.

Developing aspects of school improvement work:

- include schools' work with disabled pupils in supported school self-evaluation, within the Ofsted frameworks;
- ensure that pupil and parent views are part of school self-evaluation;
- develop and maintain the skills of the authority's school improvement team in relation to schools' work with disabled pupils;
- develop tools to support this work.

Work with schools, pupils and parents to remove barriers to activities within and beyond the school day:

- ensuring schools' policies on medicines and personal care are in line with Department for Education and Skills guidance and enable pupils with health needs to participate in the full range of activities;
- developing transport policies to improve access to and participation in the full range of activities;
- drawing up lists of providers of accessible local transport;
- drawing up lists of accessible venues for activities and trips.

In Section 2A of the empty framework on the CD-ROM identify the priorities for increasing access to the curriculum. Then work these into more detail as a set of action plans.

2B: Improvements to the physical environment of schools

There should be clear linkage between the issues identified in the starting points and the priorities set out in this section. Priorities might include:

The development of an approach that uses capital funding strategically over time to improve access across all schools and:

- takes account of all the work already done to improve access;
- ensures a spread of accessible schools across the authority;

- ensures the availability of good early information about pupils coming through the school system;
- ensures that work to improve accessibility is a factor in all capital projects.

The provision of advice and guidance to schools on:

- the use of the significant Devolved Formula Capital that is available to them;
- key improvements to the physical, environment that schools should prioritise in their accessibility plans;
- how the building regulations apply to all works;
- how to embed the development of accessibility in all works, small or large and however funded.

How the local authority supports schools, and works with other agencies to support schools in:

- purchasing furniture and equipment that improve access;
- developing staff expertise alongside the improvements to the physical environment.

How the local authority supports schools, and works with others to support schools in addressing the different barriers that exist in the school environment:

- for pupils with a range of impairments, including disabled pupils who do not have a physical impairment;
- in relation to different areas of the curriculum, extra-curricular activities and the wider school curriculum.

In Section 2B of the empty framework on the CD-ROM identify the priorities for improvements to the physical environment. Then work these into more detail as a set of action plans.

2C: Improving the provision to disabled pupils of information that is provided in writing to pupils who are not disabled

The strategy should make the scope of this section absolutely clear. Priorities might include:

Guidance for schools on providing information for pupils:

- in a range of different formats;
- in different areas of the national curriculum;
- in extra-curricular activities;
- in the wider 'school curriculum.'

Ensuring that all schools are aware of:

- local authority services for providing alternatives to written communication; and
- how to access them.

Improving the provision of information for pupils with a range of different impairments, including disabled pupils who do not have a sensory impairment.

Ensuring that professional development and mechanisms for sharing effective practice are available in this area.

In Section 2C of the empty framework on the CD-ROM identify the priorities for improvements to information for disabled pupils. Then work these into more detail as a set of action plans.

3. Making It Happen

3A: Management, co-ordination and implementation

The planning process: the local authority's strategy should show:

- how elected members take responsibility for the accessibility strategy and set a clear direction for it;
- how and when the local authority will review and revise its strategy, including how others might contribute to that process;
- how the local authority will evaluate its strategy;
- how the local authority will get pupil data, school information and feedback from different groups, to inform the evaluation.

The authority might show how their accessibility strategy is co-ordinated with:

- the different SEN and disability duties, Part 2 of DDA: Employment, Part 3 of DDA: Goods and services;
- other statutory duties: on race; on human rights; on health and safety;
- other planning processes: the Children and Young People's Plan and other plans that feed into it.

The strategy might show how the local authority is developing support to school accessibility planning through:

- analysis of school accessibility plans to inform the local authority's priorities;
- the development of local authority advice/guidance/training for staff and governors to improve the quality of school accessibility planning;
- support to the sharing of good practice in school accessibility planning;
- advice and guidance to schools on using a range of funding streams to support increased access;
- making training and professional development opportunities available.

Joint working with other agencies:

- how the local authority will develop its links with other agencies to improve access for disabled pupils, for example: links with health agencies to ensure disabled pupils with medical needs have full access to education;
- any joint priorities/targets across agencies.

Development of the local authority's transport policy to improve access to education for disabled pupils.

Implementation: the local authority needs to ensure that its action plans show:

- clear priorities;
- how resources are allocated (human resources or funding) for different elements of the work;
- clear responsibilities;
- clear timescales;
- clear outcomes with performance criteria where relevant.

In Section 3A of the empty framework on the CD-ROM identify the priorities for the management, coordination and implementation of the strategy. Then work these into more detail as a set of action plans.

3B: Accessibility of the strategy itself

This section might set out how the strategy is made available:

- how it is publicised;
- whether it is available on the website;
- whether it was sent to all schools;
- whether it is available in different formats: large font, simplified language;
- whether particular attention has been paid to: readability; explanation of jargon, layout.

In Section 3B of the empty framework on the CD-ROM identify the priorities for the development of the accessibility of the strategy. Then work these into more detail as a set of action plans.



Framework 2: the framework in detail

1. Starting points

- 1A Vision and values
- 1B Information from pupil data and school audits
- 1C Views of those consulted during the development of the strategy

2. The main priorities in the accessibility strategy

- 2A Increasing the extent to which disabled pupils can participate in schools curricula
- 2B Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- 2C Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

3. Making it happen

- 3A Management, coordination and implementation
- 3B Making the strategy available

References

References in the text are detailed in the footnotes. All references are also listed in *Section 4: References*.

Resources

At the end of each section of the *Framework in detail* there is a list of resources that are relevant to that aspect of the strategy. The resources include:

- summaries and extracts from official guidance and national reports;
- relevant information from and about a variety of other published resources; and
- useful tools and case studies developed by APP partners, including accounts of particular approaches taken in a school or local authority.

These resources are on the CD-ROM and can be accessed either:

- from the electronic version of the *Framework in detail*, through the 'resources box' at the end of each part of the strategy or plan; or
- from the *Resources* section on the CD-ROM. This section includes resources that are relevant to accessibility planning, to making reasonable adjustments and to the early years work.

Listed below are some resources that are relevant to all aspects of strategies and plans:

Resources relevant to all aspects of strategies and plans

Audit Commission (2002) *Special Educational Needs: A mainstream issue*

Audit Commission (2002) *Managing special educational needs: a self-review handbook for local education authorities*

Carlin J (2005) *Including Me: Managing complex health needs in schools and early years settings*. Council for Disabled Children

DfES (2001) *Access to education: for children and young people with medical needs*

DfES (2002) *Accessible Schools: Planning to increase access to schools for disabled pupils*

DfES/DoH (2005) *Managing medicines in schools and early years settings*

Meeting medical needs in mainstream education: a summary of survey findings

1. Starting points

To meet the statutory requirements an accessibility strategy needs to cover the three main strands of increasing access over time:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment of schools to increase access to education and associated services in schools;
- improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

The experience of the Accessibility Planning Project (APP) was that getting the starting points right made the setting of the main priorities in the strategy more straightforward. The framework includes three main starting points for an accessibility strategy:

- a vision and a set of values;
- information about disabled pupils and about schools;
- the views of disabled pupils and their parents.

These are not statutory requirements, but they help to make the statutory parts of the strategy:

- easier to identify and prioritise;
- more relevant to the local area;
- more clearly owned by the local community;
- more responsive to disabled pupils;
- easier to monitor and evaluate.

DDA 2005: the duty to promote disability equality

The DDA 2005 and the regulations made under it place both general and specific duties on local authorities, see *Section 1: Duties and definitions*. The specific duties include the requirement to publish a Disability Equality Scheme. The Scheme ‘*may be set out within another published document or a number of other published documents... Nevertheless, to ensure transparency it will generally be appropriate to publish the Scheme as a whole so that stakeholders can view its different elements together.*’²

If local authorities adopt the approach recommended in the sections on *Information from pupil data and school audits* and *Views of those consulted*, this will help them to meet the requirements of these parts of a Disability Equality Scheme. Other aspects of Disability Equality Schemes are discussed in the sections of the strategy that are most relevant.

The Disability Rights Commission³ has published a Code of Practice and is providing non-statutory guidance on the duties in the DDA 2005.

^{2,3} Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)*

1A: Vision and values

The vision and values section should be capable of communicating the purpose and direction of the accessibility strategy. It should be clearly expressed. However, this is not an exercise in developing perfectly honed prose; the key purpose is to convey a genuine expression of shared purpose.

Why vision and values?

An expression of vision and values gives direction to any planning process. If a strategy is to achieve good outcomes for disabled pupils, an important part of the evaluation will be an examination of those outcomes. In effect the vision and values provide the framework for judging whether intentions have been realised.

Developing a corporate view

The development team and other local authority officers will need to discuss any statement of vision and values because it is intended to express corporate intentions. This discussion can:

- be an important part of the process of developing an accessibility strategy;
- help involve all officers in its development and create a sense of ownership of the strategy;
- remind colleagues of the key duties towards disabled pupils under the DDA;
- link to the practicalities and engage officers in the implementation of the strategy.

Effective strategies are informed by clear values

Challenged to justify the expectation that a strategy would have some expression of vision and values, APP considered the effectiveness of local authority accessibility strategies. There was a strong association between those strategies judged to be more effective and those with a set of values informing the strategy.

A tool for effective communication

An expression of vision and values can communicate the essence of a strategy to those outside the process of its development. It can be part of consultation on the strategy. It supports and enables a discussion of the likely effectiveness of different ways of realising the strategy's intentions.

If a local authority adopted a vision and a set of values, what should this look like?

This section might set out:

- the local authority's ambitions for its disabled pupils;
- the local authority's focus on removing barriers in every area of education;
- the local authority's focus on outcomes for disabled pupils;
- the key requirements of the National Curriculum Inclusion Statement⁴;
- the local authority's wider commitment to equal opportunities;
- how the local authority promotes these values in schools;

⁴ Qualifications and Curriculum Authority/DfEE(1999) *Inclusion: providing effective learning opportunities for all pupils known as The National Curriculum Inclusion Statement*

- the commitment across the local authority to ensuring access for disabled people to all its services.

Where the local authority has already set out its vision for disabled pupils, the appropriate text could be cut and pasted into the accessibility strategy.

Vision and values: resources:

DfES (2001) *Inclusive Schooling: Children with Special Educational Needs*

DfES (2002) *Accessible Schools: Planning to increase access to schools for disabled pupils*

QCA (1999) *General statement of inclusion: Providing effective learning opportunities for all pupils*

UNESCO (1994) *The Salamanca Statement*

1B: Information from pupil data and school audits

The most useful data is data that works for both the local authority and the school. Data must be given back to schools to help them plan.

Helen Jenner, Tower Hamlets

Why collect data and information?

Pupil data and information are key starting points for the local authority's strategy. The data will largely be drawn from that which local authorities and schools already hold or which is available from the Department for Education and Skills. Focused data collection can establish:

- the pupil population for whom the local authority is planning, including the number of disabled pupils within its area of responsibility, the number likely to come into the authority, the nature of their impairment and where they are placed or likely to be placed within the authority;
- schools' current provision for disabled pupils in terms of appropriateness and fit with accessibility requirements, the physical accessibility of current provision for disabled children, young people and adults;
- how disabled pupils in the authority are progressing and how their progress relates to the provision made for them.

The strategy can also show how the local authority and its schools will work in partnership to make the best use of pupil data and information for the benefit of disabled pupils.

Definitions: the pupil population for whom the local authority is planning

This section needs to reflect a proper understanding of which pupils may be included in the DDA definition of disability⁵. This section might:

- draw on information from health agencies and the social services register of disabled children;

⁵ Disability Rights Commission (2002) *Disability Discrimination Act 1995: Part 4: Code of Practice for Schools* (Appendix One: The meaning of disability)

- draw on information from early years providers;
- include information on pupils placed outside the local authority, including any strategic re-organisation planned as a result of developing local capacity;
- include a calculation of future needs and/or numbers;
- show how any or all of the above inform the priorities in the strategy.

The schools' annual census gives data on types of special educational need. The strategy can show how the authority has calculated the population of disabled pupils, of whom there are likely to be more than those gathered in a census of SEN. The populations will overlap substantially.

Sometimes decisions about who does or does not fall within the definition of disability will challenge preconceptions. For example, a pupil with a history of long-term treatment for mental health is likely to be correctly viewed as disabled, though mental health is rarely viewed as a disability in everyday discourse.

WATCHPOINT:

If this is the first collation of this data, time should be allocated to building common understandings of population definitions among contributing agencies.

How might a local authority set about drawing together relevant information?

A local authority's work on data for disabled pupils, as with similar activities, will be grounded in two major information cycles:

- information given by the authority and its schools to the Department for Education and Skills, collated and fed back in useable/useful form by the Department;
- information gathered from schools, collated and fed back in useable/useful form by the authority.

Both cycles can be set within the local approach to self-evaluation, so that data collected is used actively for development planning.

WATCHPOINT:

'If data is well kept and up-to-date... then data collections become painless and far less time-consuming. It's about putting systems in place to ensure that the most useful data is kept as a matter of course.'

The nature of the local authority's schools and their work with disabled pupils

It is desirable for the section to consider local authority data collection that reflects schools' strengths and weaknesses in working with disabled pupils. This might include:

- patterns of admissions of disabled pupils;
- the resulting pupil profile across schools, or across clusters or families of schools where appropriate;
- information from any curriculum audit in schools;
- strengths and weaknesses identified by the analysis of schools' accessibility plans;
- the priorities in schools' other plans;

- audits of the physical environment of schools;
- outcomes for disabled pupils: examinations, end of key stage outcomes, patterns across different areas of the curriculum;
- patterns of exclusion and attendance for disabled pupils and pupils with SEN.

The authority should also consider the impact of a range of local policies or protocols on the participation of disabled pupils, for example:

- the impact of placement policies or admissions protocols on the pupil profile across schools;
- the impact on pupil progress of the way that support services are deployed;
- the impact of policies on school transport on the ability of pupils to participate in activities beyond the school day.

Working with school data

Schools collect their own data, but local authorities can play an important part in providing comparative information for schools. A number of local authorities now analyse pupil level data from the Pupil Level Annual School Census (PLASC) alongside pupils' key stage outcomes and examination results and compile information files to inform the school improvement process. This information can highlight differences in outcomes in different areas of the curriculum and for different groups of pupils.

The London Borough of Tower Hamlets collects more detailed information on outcomes in order to be able to reflect the progress of pupils who may be making slower progress. The information includes:

- sub-levels of the national curriculum levels;
- outcomes at the P levels.

This enables the local authority to have detailed discussions with schools about the progress of different groups of pupils. It enabled one school to identify the fact that, whilst pupils with a statement and those at *School Action Plus* were making good progress, pupils at *School Action* were not. The school went on to identify possible reasons for this and addressed them through their accessibility plan.

Note: strategies can also include plans for improving data services for schools.

The national picture

Benchmark data from PLASC⁶ collated nationally can also provide comparative information for schools. This may help the school to see whether their current pupil population reflects the national picture. Over time the data will be able to show trends in the school population that will be able to inform national, local and school planning.

It should be remembered that the PLASC data does not necessarily include all disabled pupils. There are some pupils who are disabled who are not counted within the PLASC data, for example a diabetic pupil who does not have SEN. The Department for Education and Skills is working to identify a disability data set that can be used by local authorities and schools to inform access planning.

⁶ Information Management in Schools Data Collection and Dissemination
<http://www.teachernet.gov.uk/management/ims/datacollections/>
 For the statistics provided through the PLASC data collection see: <http://www.dfes.gov.uk/rsgateway/index.shtml>

Using data in partnership with schools and other agencies: transition

The strategy should show how the authority gathers data on disabled pupil populations, in particular as they approach transition times.

The strategy should show how the authority informs schools that disabled pupils will be joining them, and how they do this in time for schools to anticipate the provision that will need to be put in place and the adjustments that will need to be made.

Using data in partnership with schools and other agencies: physical environment

The strategy should show how the authority gathers data on the accessibility of school environments and feeds that back to schools.

Using data in partnership with schools and other agencies: pupil well-being

The strategy might show:

- how the authority and its partners will collect data to support the achievement of the *Every Child Matters* outcomes for disabled pupils, and how it will make such data useful to schools;
- how the data collected will support the authority and schools in their evaluation of provision for disabled pupils ('holding up the mirror'), for example through the use of targeted questions about pupil progress;
- how the authority offers schools pupil achievement data in a form that supports the evaluation of their work with disabled pupils. The Department for Education and Skills invites schools to report the attainment of any child with special educational needs working below national curriculum level 1 as a P level. This should lend support to the strategic collection of data in this form;
- how the authority will develop support for schools on the process of provision mapping, collate the results and feedback any useful lessons;
- how collated data on attendance, exclusions and child and adolescent mental health is fed back to schools in a way that helps them improve practice;
- what data the authority has collected through feedback from pupils on the performance of schools in relation to disability.

DDA 2005: the duty to promote disability equality

The Disability Equality Scheme, required under the DDA 2005, see *Section 1: Duties and definitions*, has to include a statement of the authority's '*arrangements for gathering information on the effects of its policies and practices on disabled persons,*' and, in particular, the effect of its policies and practices '*on the educational opportunities available to, and on the achievements of, disabled pupils.*'

A Disability Equality Scheme also requires local authorities to gather information on the effects of their policies and practices on the '*recruitment, development and retention of their disabled employees*' and on the use of their services by disabled people.

If local authorities collect the information that has been discussed in this section, and if they extend this to include disabled staff and service users, this will help them to meet the requirements of this part of a Disability Equality Scheme. Other aspects of Disability Equality Schemes are discussed in the sections of the strategy that are most relevant.

Listed below are some of the resources that are relevant to pupil data and school audits.

Information and data: resources:

Burgess E (2003) *Are we nearly there yet?* Checklist for action

DfES (2004) *Data Collection by type of Special Educational Needs*

Ofsted (2004) *Special educational needs and disability: towards inclusive schools: Criteria for self-evaluation*

Information and data: Tower Hamlets

Information collection in Norfolk

1C: Views of those consulted

The case for consulting with pupils is made in statute. There are also moral and pragmatic arguments for consulting with disabled pupils and their parents on the authority's accessibility strategy:

- *the moral case: we should consult with people on things that will affect them;*
- *the pragmatic case: provision is more effective if it is informed by pupils' and parents' views.*

What should the section on consultation and involvement include?

This section should show how the authority consults and involves disabled pupils, their parents, and a range of other partners, in the development of the strategy. Where consultative mechanisms and forums do not exist, local authorities should give high priority to developing them.

How might an authority go about consultation and involvement?

The approach used will depend on how the authority and its schools normally consult with and involve partners in the development of policy.

Consultation should be 'embedded' in the preparation of the strategy. Key structures and mechanisms will vary from one authority to another. In some local authorities parent forums are established and provide regular feedback and input to policy development. The planning process may be able to draw on regular data collections, such as the Tower Hamlets pupil attitude surveys, but may also benefit from one-off or occasional consultations that are focused solely on accessibility.

Partner local authorities involved in APP were clear that local authority staff should be prepared to say 'we don't know how to tackle this' sometimes, so as to learn from the experience of parents, pupils and others. They should also be ready to explain the procedures and priorities that determine the authority's planning.

The elements of successful consultation

The Disability Rights Commission⁷ proposes some important principles for the involvement of disabled people. They suggest that involvement should:

- be focused
- cover relevant stakeholders
- be proportionate
- be accessible
- be influential

Focus

The main purpose of the consultation should be clear and it should focus on key issues. At the same time, questions should often be open-ended to allow for unexpected responses and avoid narrowing down the range of answers that might be elicited.

WATCHPOINT:

Bullying often concerns disabled pupils far more than any other aspect of school life. Consultation is less useful if it omits such issues.

Relevant stakeholders

The section should include the views and aspirations of those who will be able to inform and focus the local authority's priorities:

- disabled pupils themselves;
- parents of disabled pupils.

Pupils and their parents are well-placed to identify the barriers encountered in access to education and ways of overcoming these barriers. The systematic involvement of pupils and their parents should help to ensure that the priorities set in the strategy are those that will have the greatest impact on accessibility.

Where school councils are well established and include the representation of disabled pupils they can contribute an important perspective to the strategy. Where consultative mechanisms are set up within the authority for pupils or for parents they can inform the strategy. The local authority also has an important role in feeding back to schools the issues that pupils and their parents have raised in relation to accessibility. These in turn should inform the development of schools' accessibility plans.

Local authorities should also take account of other sources of information on the views of disabled children and young people. Research and surveys can supplement and complement what authorities hear locally. In 2003 Eleni Burgess, then a sixteen year old at school, carried out a survey of 100 young people who use a wheelchair. Eleni wrote up her findings in a booklet, *Are we nearly there yet?*⁸ Her insights are illuminating and some are unexpected. On the basis of her survey she compiled a short questionnaire for schools to use to test out how accessible they are.

This section should also include information from those with whom the local authority is required to consult:

- schools; and
- diocesan authorities.

⁷ Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)*

⁸ Burgess, E (2003) *Are we nearly there yet?*

School and diocesan authorities can help inform the priorities of the accessibility strategy. For example, training needs can be identified across a number of school accessibility plans and appropriate training arranged in the light of this. School priorities may well require significant capital works and both devolved capital and centrally-retained capital budgets should be brought within the scope of the consultation.

The local authority's partners beyond children's services can also be consulted: including health agencies and colleagues from, for example, sports facilities, school transport services and specialist teaching teams. Other local organisations may have useful views, for example organisations of disabled people.

The section can show how any adjustments have been made to the local authority's priorities in the light of comments from these groups.

Proportionate consultation

Is the length and detail of the consultation proportionate to the issues involved?

A consultation should allow time and resources to explore 'hidden issues'. Until they begin consulting, authority staff 'may not know what they don't know' about some areas of concern to stakeholders: time will need to be spent addressing these issues.

Accessible consultation

If all stakeholders are to participate, the following should be carefully considered:

- form: should the consultation be written or face-to-face? If it is written, what, if any, arrangements will support the completion of questionnaires or similar approaches? If face-to-face, will the interviews be individual or group?
- format: if the consultation is written are different formats available, including large print, easy words versions or taped versions, as necessary?
- time: if the consultation is face-to-face, is it at a time when relevant stakeholders can attend? If it is written, can time be allowed to pilot a questionnaire and, once piloted, for everyone to respond to the questionnaires?
- place: if the consultation is face-to-face, is the venue accessible and welcoming to all? if it is written, is the return point in a convenient and accessible place?

Influential consultation

Those being consulted must feel that they can affect what will happen next, otherwise they will feel there is little point in expressing their views. They must be clear about what the 'givens' are and what the consultation can influence. The strategy should show how action taken following the consultation has been influenced by the views of those who were consulted.

DDA 2005: the duty to promote disability equality

As part of their duties under the DDA 2005 local authorities are required to publish a Disability Equality Scheme, see *Section 1: Duties and definitions*. Authorities are required to 'involve in the development of the Scheme disabled people who appear to [the authority] to have an interest in the way it carries out its functions.'⁹ The Scheme itself must also show how disabled people have been involved in its development.

⁹ Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)*

If local authorities consult with and involve disabled pupils, their parents and other disabled people in the sorts of ways discussed in this section, and if they set out in their Scheme how they have done this, this will help them to meet the requirements of a Disability Equality Scheme. The Disability Rights Commission is providing guidance on the duties in the 2005 Act.

Listed below are some of the resources that are relevant to the views of those consulted.

Views of those consulted during the development of the plan: resources:

Barnes C, Corker M and others (2000) *Lives of Disabled Children* ESRC Research Project, part of *Children 5-16 Research Programme*

Burgess E (2003) *Are we nearly there yet?*

How to consult ... and how not to

Consultation with parents in Norfolk

Consultation with pupils in Doncaster

Powerful Voices: Ealing conference for children

2. The main priorities in the accessibility strategy

This part of the local authority's strategy is required by statute, see *Section 1: Duties and definitions*. The strategy must include proposals in each of these three strands:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment of schools to increase access to education and associated services;
- improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

DDA 2005: the duty to promote disability equality

As part of their duties under the DDA 2005, LEAs are required to publish and implement a Disability Equality Scheme, see *Section 1: Duties and definitions*. This has to include a statement of 'the steps that [the authority] proposes to take towards the fulfilment of its [general duty to promote disability equality].'¹⁰

The priorities identified in this section of the local authority's accessibility strategy are likely to constitute a significant part of their proposals within their Disability Equality Scheme. If the priorities identified in the strategy are extended to include 'a statement of steps to be taken' in respect of disabled staff, this will help the strategy to meet the requirements of this part of a Disability Equality Scheme. The Disability Rights Commission is providing guidance on the duties in the 2005 Act.

Other aspects of Disability Equality Schemes are discussed in the sections of the strategy that are most relevant.

2A: Increasing access to the curriculum for disabled pupils

An accessibility strategy is a strategy for... increasing the extent to which disabled pupils can participate in the schools' curriculums.

DDA Section 28D (2) (b)

Collaborative planning, co-ordinated by the local authority, is vital for accessible curriculum development across schools.

Work by APP with its partner local authorities has indicated that the co-ordination of accessible curriculum development across schools:

- avoids 're-inventing the wheel';
- supports quality teaching and learning;
- reduces teacher workload.

The local authority is ideally placed to oversee or facilitate the dissemination of what is known about evidence-based practice through:

- formal professional development;
- informal support and advice;
- publication in print or electronic form;
- collecting and distributing examples of innovative and interesting practice from its schools and services and encouraging schools to work together.

¹⁰ Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)*

When a consortium, cluster or cross-local authority group works together ideas, adapted schemes of work and medium-term plans can be shared; subject and disability or SEN specialists can be involved; and support from national initiatives such as the Primary and Secondary National Strategies can be made available. This helps with:

- designing appropriate teaching sequences and access strategies;
- setting appropriate curriculum objectives for disabled learners, across the curriculum;
- ensuring that curriculum plans make the most of the advances in formative assessment/assessment for local learning¹¹.

Local authorities can ensure that resources are made available to support such collaboration. Collaboration is also an excellent way to build teacher confidence in trying new approaches to accessibility: teachers who might feel anxious about developing teaching ideas on their own can be supported by the group.

The authority can also make clear how the *National Curriculum Inclusion Statement*¹² and *Planning, Teaching and Assessing the Curriculum*¹³ are explicit about the wide range of accessibility strategies that can be used. Many curriculum developments begin from the determination of schools and authorities to make reasonable adjustments for individuals, use the flexibilities of the National Curriculum, and broaden these out to become important elements of accessibility planning.

There will also always be a need for support with the finding of materials, particularly age-appropriate ones, as young people with learning difficulties move into secondary school.

There is good evidence about successful inclusive curricula, drawn from inspectorate and other surveys. There is also a growing literature on 'what works' in relation to the education of disabled pupils and pupils with special educational needs. The most accessible and comprehensive to date is the scoping study of other classroom research by Davis and Florian (2004)¹⁴.

APP and RAP in common with Ofsted and the Primary National Strategy, have identified the need for formal and informal professional development for teachers, with support and advice on access strategies, as vital to curriculum differentiation. The SENCO, along with subject leaders, should be a key player in this work. Authorities that work with their partner schools to find appropriate non-bureaucratic approaches to SEN and disability can help free staff time for this.

¹¹ QCA Assessment for Learning resources : www.qca.org.uk/7659.html

¹² Qualifications and Curriculum Authority/DfEE(1999) *Inclusion: providing effective learning opportunities for all pupils known as The National Curriculum Inclusion Statement*

¹³ QCA/DfEE(2001) *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties*

¹⁴ Davis,P & Florian,L (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study: DfES Research Report 516*

WATCHPOINT:

The substantial increase in the employment of teaching assistants over the last few years has often led to an expansion of SENCOs' management tasks. The authority, through networking and advice, codified in the Accessibility Strategy, can support the deployment of at least some teaching assistants in relation to specific curriculum areas. Curriculum leaders can then be involved in planning to raise the quality of differentiation in the school through the use of additional adults in classrooms.

What should this section include?

It may be helpful to identify broad priorities here, with more detailed action plans attached to the strategy. There should be clear linkage between the issues identified in the starting points and the priorities set in this section. Priorities might include:

- the role of the authority in coordinating, facilitating and disseminating curriculum plans and ideas;
- the role of the authority in making specialist support from disability/SEN and curriculum specialists available to schools;
- how the authority's professional development strategy will support the development of accessible curricula in all of its schools;
- how the authority will encourage the appointment of Advanced Skill Teachers and 'leading teachers' who understand both subject and disability/SEN issues in relation to curriculum;
- the development of improved information on outcomes for disabled pupils.

These priorities can be supported by:

- work with schools, pupils and parents to identify and remove barriers to extra-curricular activities such as school trips, by listing accessible venues for activities and trips;
- work to support schools on provision for the out-of-class times when clubs or other activities may provide support for disabled pupils;
- work, perhaps within the workforce reform agenda, to ensure that the role of the teaching assistant is properly delineated, supported and managed. Ofsted (2004)¹⁵ have noted that much of the SEN national budget goes towards the provision of additional adults in classes, and that performance management for them needs to improve.

How might an authority go about developing this section?

When co-ordination (see section below) on accessibility is in place across authority staff, much of the work of developing this section will probably be incorporated into the work of those responsible for school improvement. They are well-placed to ensure that issues on accessibility raised as a result of school improvement work are appropriately prioritised in the strategy.

¹⁵ Ofsted (2004) *Special educational needs and disability: towards inclusive schools*

The work of APP in surveying authority strategies, however, suggests that this is not a typical authority structure. The disability/SEN work on curriculum is often somewhat separate from the 'main' school improvement programme. If this is the case, the strategy might prioritise the need to draw these elements together to address curriculum access issues for disabled pupils.

Whatever the structural position, there are two key factors:

- accessible curricula are best developed collectively and as part of the normal processes of school improvement – those that relate to ongoing involvement in Ofsted supported self-evaluation procedures. Data and information from audits and surveys (see section 1B: *Information from pupil data and school audits*) will be important in this process;
- the single most important element in self-evaluation of curriculum is asking the right questions about outcomes in relation to provision, see Ofsted (2004)¹⁶. This applies to disability and SEN as much as to every other area. The development of the strategy will be supported by professional development for all authority staff providing support to school colleagues in asking those questions.

Authorities can consider adding the issues that link curriculum and environmental accessibility, such as quality acoustic environments. Many pupils with mild or temporary hearing loss, such as glue-ear, will find it difficult to learn from teachers talking in noisy environments. Such issues can be addressed in both the curriculum and physical environment sections of the strategy.

Increasing access to the curriculum: resources:

DfES (1998) *Health and Safety of Pupils on Educational Visits*

QCA/DfEE (1999) *Inclusion: providing effective learning opportunities for all pupils*
(the National Curriculum Inclusion Statement)

QCA/DfEE (2001) *Planning, teaching and assessing the curriculum for pupils with learning difficulties*

Target-Setting in curriculum accessibility

Planning access at KS3: Globetown Action Zone and Morpeth School in Tower Hamlets and Hall Mead School in Havering

Planning access: Stoke Newington Media Arts College

Havering: video-conferencing for transition

Transition from KS2 to KS3 in Sutton

Collaborative planning: Harrow

¹⁶ Ofsted (2004) *Special educational needs and disability: towards inclusive schools*

2B: Improvements to the physical environment of schools

An accessibility strategy is a strategy for... 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 associated services provided or offered by the schools.

DDA Section 28D (2) (b)

A successful approach to the development of physical accessibility will use capital funding strategically across the authority, but recognise the need to retain some flexibility and local responsiveness. A number of elements are involved:

- a clear map of what has already been achieved in terms of the development of accessible schools. This needs to be matched by a map of where disabled pupils are in relation to these schools;
- a spread of accessible schools across the authority, with at least one fully accessible school in each phase in each area of the authority;
- good systems for early information about pupils coming into and moving through the school system – from early years providers and support services – and information about parental preferences – from parents, schools and parent partnership services – with pupils' access requirements and parental preferences informing the strategy;
- good information for parents on the accessibility of different schools. This needs to be made available at the earliest stages so that it can inform the expression of parental preferences. Early years providers, parent partnership services, support services and schools themselves have an important role in this;
- the development of improved accessibility in all schools;
- a contingency fund to provide access where the need arises less predictably and at shorter notice.

Local authorities involved in the earlier stages of the Building Schools for the Future (BSF)¹⁷ programme, will be able to develop another tranche of schools that should be accessible to all pupils.

The strategy can seek to raise the quality of access in all schools through devolved capital allocations and refurbishment, as well as substantial investment in individual schools to develop a spread of accessible schools across the authority.

The development of accessibility more widely, across all schools, is supported significantly by:

- the amount of Devolved Formula Capital (DFC)¹⁸ that is being made available to schools: with a typical primary school of 250 pupils expecting to receive £34,000 in 2007-08, and a typical secondary school of 1,000 pupils anticipating £113,000 in 2007-08. There are conditions on the use of DFC, but also some flexibilities in that funding can be carried forward for up to three years if a school is proposing to fund a larger project. Some local authorities have devised imaginative partnership schemes that draw on schools' DFC but match the funds from their minor capital works budget;

¹⁷ Department for Education and Skills (2002) *Schools for the Future: Designs for learning communities: Building Bulletin 95*

¹⁸ Department for Education and Skills *Devolved Formula Capital Guidance 2005-06*

- the fact that the building regulations now apply to all works in schools. This builds in accessibility;
- advice and guidance to schools, from local authorities, about the priorities that schools should be setting in their accessibility plans, and addressing through capital works, either as stand alone work or piggy-backed on other work;
- advice and guidance to schools on developing accessibility through any piece of work, however large or small, and refurbishment or redecoration, however funded.

The local authority also has an important role in ensuring that expertise and equipment are in the accessible schools at the right time to enable access for disabled pupils. Support services have an important role in providing the training, support and advice, so good co-ordination between support services and those responsible for buildings and planning side is critical.

What should this section include?

The section can show how the authority will schedule developments to:

- improve physical access across all schools over time. The section might set out a planned and forward looking approach to decision-making in this area, rather than designating named schools for accessibility development;
- support schools in addressing physical barriers that affect pupils with a range of impairments, including disabled pupils who do not have a physical impairment;
- support schools in addressing physical barriers in relation to different curriculum areas, extra-curricular activities and the wider school curriculum;
- ensure schools know that accessibility regulations apply to all capital works;
- co-ordinate plans for physical access with the authority's asset management plan.

The experience of local authority partners in APP suggests that the strategy would benefit from showing how the local authority will:

- recruit and train staff for its accessibility team who understand school, pupil and parental concerns and can negotiate changes successfully, bearing in mind the practical, emotional and social issues involved;
- ensure disability and SEN specialists, architecture/capital development departments and other teams liaise effectively to anticipate disabled students' transitions;
- ensure the highest standards of accessibility in refurbishments funded from devolved capital budgets;
- ensure that its staff can advise on any refurbishment plans funded by schools without authority help before such plans are implemented;
- monitor major building schemes for accessibility throughout their development;
- ensure head-teachers' continuing professional development includes advice on accessibility issues and sources of information on them.

Systems for advice and support to schools might include:

- short, accessible checklists and guidance booklets¹⁹;
- web-site support, possibly including virtual tours of schools with good provision for disabled pupils;
- bringing schools together to share practice;
- information about the latest materials and up-to-date guidance.

¹⁹ Hampshire County Council (2004) *School Inclusion Design Brief*

WATCHPOINT:

A forward-looking and comprehensive approach is important: it can prevent building work having to be redone at unnecessary expense. Sensitive and knowledgeable support from authority staff can ensure schools do not embark on capital works without up-to-date advice on physical accessibility.

A key element of the 'maintenance strategy' in this section will be support for schools in building access considerations into redecoration, refurbishment, and minor capital works. Points covered might include:

- provision of officer time for liaison on accessibility requirements;
- guidance on what schools should be able to do within their own budgets;
- guidance on the budgets and sources of support appropriate for specific disabilities, such as sensory impairment.

Support for equitable admissions processes for disabled pupils might include

- maintaining up-to-date data on premises so that informed and strategic choices can be made;
- guidance for parents regarding accessible schools, taking into account geographical, denominational and gender issues;
- how flexibility is retained in the budget to cater for individual choice.

WATCHPOINT:

Accessibility does not necessarily mean independence -there may need to be further work to make sure this happens.

The physical environment: resources

Schools Building and Design Unit, Department for Education and Employment (2001)

Building Bulletin 94: Inclusive School Design – Accommodating pupils with special educational needs and disabilities in mainstream schools (extract) – Planning activity

Schools Building and Design Unit, Department for Education and Skills (2005 consultative draft) *The Update of Building Bulletin 77: Designing for Pupils with Special Educational Needs and Disabilities in Schools*

Bath and North East Somerset

Improving access in Norfolk schools

A study of three primary schools

Blackburn with Darwen: physical accessibility

Joinedupdesignforschools

Hampshire County Council Outline Design Brief: School Inclusion

Working with occupational therapists

2C: Improving information for disabled pupils

An accessibility strategy is a strategy for... Improving the delivery to disabled pupils –

- (i) within a reasonable time, and*
- (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.*

DDA Section 28D (9) (c)

The surveys of school and local authority accessibility planning carried out by APP show this area to be the least well covered of the three planning duties. This may be because:

- there are misconceptions about the scope of the requirement. For example, many authorities have seen it as referring principally to written information for parents. The requirement is set out in full above;
- most authorities have sensory impairment services which provide effective support to schools. Officers may feel there is less that needs to be done in this area than others.

Reviewing provision in this area offers the chance to identify gaps in provision and to explore opportunities for development of new services, such as those offered on sign and symbol by Nottingham City and Nottinghamshire local authorities²⁰.

What should this section include?

It may be helpful to identify broad priorities here, with more detailed action plans attached to the strategy

Priorities might include:

- using data on placements of disabled pupils to site resources for provision of alternatives to written information;
- ensuring all schools are aware of how to access services provided by the authority;
- providing guidance and professional development on how information in different forms can be provided for disabled pupils in different areas of the national curriculum/in extra-curricular activities/in the wider 'school curriculum';
- improving the provision of information for pupils with a range of different impairments, including disabled pupils who do not have a sensory impairment;
- ensuring there are mechanisms for sharing effective practice.

WATCHPOINT:

As alternative forms of communication, such as symbols, become increasingly common in schools, teachers realise their potential for improving the learning of all pupils. The strategy can build this into its scheme for future development.

²⁰ The Nottingham Signs and Symbols Network

Listed below are some of the resources that are relevant to improving information for disabled pupils.

Information for pupils: resources

Norfolk guidelines

Havering guidance

Nottinghamshire Sign and Symbol Project

3. Making it happen

Local authorities are required to put their accessibility strategies in writing, to resource them and implement them. The first strategies ran for three years, from 1 April 2003 to 31 March 2006. Strategies are renewable every three years. During the three-year period, strategies must be kept under review and, if necessary, revised.

Local authorities are required to make their strategy available on reasonable request.

The sections in this part of the template are designed to support local authorities in meeting these requirements.

DDA 2005: the duty to promote disability equality

As part of their duties under the DDA 2005, local authorities are required to publish a Disability Equality Scheme, see *Section 1: Duties and definitions*. The key aspects of the Scheme must be implemented, and progress on its implementation has to be reported annually. The Scheme has to be reviewed and a revised Scheme published within three years of the first one and every three years thereafter.

For greater efficiency, the cycle of review, revision and implementation of a local authority's Disability Equality Scheme can be linked to the cycle of work on its accessibility strategy.

The Disability Rights Commission is providing guidance on the duties in the 2005 Act.

Other aspects of Disability Equality Schemes are discussed in the sections of the strategy that are most relevant.

3A: Management, co-ordination and implementation

Accessibility strategies are not required to be separate, stand alone documents. They benefit from being incorporated into broader plans, such as the Children and Young People's Plan. The experience of the Accessibility Planning Project suggests that the strategy should also be retained as a separate entity for ease of reference and to maintain an appropriate emphasis on the planning duties and their implementation.

Why should an accessibility strategy include a section on management, co-ordination and implementation?

Agreed planning schedules for co-ordination and oversight are essential if all the authority's officers and their partners are to discharge their responsibilities within the accessibility strategy. A planning group of key officers led from a senior level and drawn from planning and buildings, school improvement, SEN/Inclusion section, support services and parent partnership, is well-placed to oversee the development, implementation, review and evaluation of the strategy.

The roll-out of *Every Child Matters*²¹, including children's trust arrangements and joint frameworks such as that for inspection across children's services, should allow implementation of the planning duties to be set effectively within a multi-agency approach and in the context of the local authority's Children and Young People's Plan.

²¹ Department for Education and Skills *Every Child Matters* website

What should the section on management, co-ordination and oversight include?

This section can include:

- links to the range of plans and other duties which are relevant to successful accessibility planning;
- an outline of the planning process;
- clear priorities for the strategy;
- lead responsibilities for oversight of progress;
- clear timescales;
- clear outcomes with performance criteria where relevant;
- how resources are allocated (human resources or funding) for different elements of the work. Human resource planning will usefully describe how training and development opportunities will be made available to support implementation of the strategy.

The areas that can be linked into the strategy:

These areas can be linked into the strategy:

- the different SEN & disability duties, Part 2 of DDA (employment) to Part 3 of DDA (goods & services);
- other statutory duties: on race, human rights and health and safety;
- school improvement and curriculum support work;

The planning process

The section should describe:

- how and when the authority will review and revise its strategy, including how people might contribute to the process;
- how the authority will evaluate its strategy;
- how the authority will get pupil data, school information and feedback from different groups, to inform the evaluation.

Priorities

It may be helpful to identify broad priorities here, with more detailed action plans attached to the strategy. There should be clear linkage between the issues identified in the starting points and the priorities set in this section.

The process of prioritisation, including the setting of timelines, resource identification and allocation of responsibilities will benefit from being undertaken through the authority's normal partnership arrangements between its agencies, schools and services and other local statutory and voluntary bodies.

Prioritisation can be tested against the views of parents and pupils, as well as taking specific notice of the issues identified in school accessibility plans.

It will also be helpful to lodge timelines within the Children and Young People's Plan.

Responsibilities, timetables and outcomes

Clarity about responsibilities, timetables and outcomes makes the strategy credible to parents and partners as well as providing a practical framework for its implementation and evaluation.

Resourcing

The section can set out:

- advice and guidance to schools on using a range of funding sources to increase access;
- how the authority and its partners will address equity of resourcing and improving outcomes for disabled pupils. Research into collaboration between education and health (Law and others, 2000)²² on speech, language and communication suggested that single, combined, funding streams managed by one agency and steered by a multi-agency group are the most effective.

Partnership with schools

This section could also explain how the authority will work in partnership with schools on their accessibility planning, perhaps through:

- the development of authority advice/guidance/training for staff and governors to improve the quality of school accessibility planning;
- an explanation of how the authority will support the sharing of good practice in relation to school accessibility planning.

WATCHPOINT:

Where accessibility is to be implemented through a cluster approach, as, for example, in relation to curriculum access, the strategy can lighten the load on schools by approaches, such as telephone conferencing, which minimise the time involved in co-ordination.

How can an authority set about drawing together this section?

The earlier sections on consultation and audit will largely provide the foundation for this section. Local authorities may also find recent Ofsted work on unifying development planning useful. For example, Ofsted, 2004²³, in its review of local authorities' work to unify development planning across agencies for children and young people, noted that:

- authorities could make more use of ICT communication with their partners;
- 14-19 issues could often have been addressed more thoroughly;
- while there had been an improvement in the incorporation of outcomes for all services in the planning, the process was not always carried through. 'Often key outcomes for non-school aspects such as youth and adult education were incorporated into the targets but not fully into the strategic analysis or programme of activities.'

Management, co-ordination and implementation: resources

School improvement and the DDA

Bath and North East Somerset guidance on resources

Governor check list

Planning sheet

Co-ordination: Bath and North-East Somerset

²² Law, J.C et al (2000) *Provision for Children with Speech and Language Needs in England and Wales: Facilitating Communication Between Education and Health Services* DfEE Research Report 239 DfEE Publications

²³ Ofsted (2004) *Strategic Planning in LEAs: A technical report evaluating developments in LEAs' strategic planning and identifying good practice*

3B: Accessibility of the strategy itself

However good a strategy, it will not be implemented if it is not accessible and easily available.

What is the scope of this element of the strategy?

This section might set out how the strategy is made available:

- how it is publicised;
- where hard copies are available;
- whether it is available on the authority's website;
- whether it was sent to all schools;
- whether it is available in different formats: large font, simplified language;
- whether particular attention has been paid to: readability, explanation of jargon, layout.

What should the strategy say about accessibility of other plans?

It is highly desirable for a strategy to explain how the local authority will make other strategies, plans and policies available in alternative formats to disabled parents and others.

How should the strategy model accessibility?

- Its design and reproduction must be generally of a high standard and user-friendly for all readers.
- It must be accessible for disabled readers, for example: avoid putting pictures under chunks of text (this can be a barrier for visually-impaired readers) and use a typeface such as Arial at an appropriately large font size (at least 12 point).
- Designers should also anticipate the need for the strategy to be made available in alternative formats, for example in extra large type.
- The style needs to be clear and the writing as jargon-free as possible. If jargon is necessary it should be explained. As a preliminary exercise, strategy-writers could try running their draft through the filter of one of the readability programs accessible through some word-processing packages: a 12 year-old reading age might be an appropriate target.

How should the strategy be made available?

The strategy must be made readily available to anyone who requests it. Wider requirements relating to the freedom of information mean that strategies, and information on their implementation, should be made readily available on request.

Hard copies will be needed and can be widely distributed. The strategy can also be put on the authority's website. A strategy placed on a website should be downloadable by students, staff or parents at whatever font size is needed.

The accessibility of the strategy itself: resources:

Freedom of Information Act 2000

Norfolk website information for parents



4. References¹

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Barnes C, Corker M & others (2000) *Lives of Disabled Children*

A research briefing outlining the research can be found at: www.hull.ac/children5to16programme/ The full research report is available from: www.mailbase.ac.uk/lists/disability-research/files/children.rtf

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Are we nearly there yet? is available from arewenearlythereyet@btopenworld.com

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http://www.odpm.gov.uk/stellent/groups/odpm_about/documents/page/odpm_about_022929-03.hcsp

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<http://www.dfes.gov.uk/research/data/uploadfiles/RB516.doc>

Department for Education and Skills (2001) *SEN Code of Practice*

<http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

Department for Education and Skills (2001) *Inclusive Schooling: Children with Special Educational Needs* Ref: DfES/0774/2001

<http://www.teachernet.gov.uk/docbank/index.cfm?id=4621>

Department for Education And Skills (2001) *Distribution of resources to support inclusion* <http://www.teachernet.gov.uk/docbank/index.cfm?id=5964>

¹ The information content, design and layout of websites changes regularly. Where any document is not available at the address indicated, the most efficient way to find it is likely to be by searching for the document by its title, using an internet search engine.

Department for Education and Skills (2002) *Accessible Schools: Planning to increase access to schools for disabled pupils*. Ref: LEA/0168/2002
http://www.teachernet.gov.uk/_doc/2220/Access_Guide_.pdf

Department for Education and Skills (2002) *Schools for the Future: Designs for learning communities: Building Bulletin 95*
<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/sbschoolsforthefuture/>

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<http://www.dfes.gov.uk/listeningtolearn/>

Department for Education and Skills *Every Child Matters* website
<http://www.everychildmatters.gov.uk/>

Department for Education and Skills (2004) *Removing Barriers to Achievement*
<http://www.teachernet.gov.uk/wholeschool/sen/senstrategy/>

Department for Education and Skills (2005) *Managing Medicines in Schools and Early Years Settings* DFES-1448-2005
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Department for Education and Skills (2005) *Maximising progress – ensuring the attainment of pupils with SEN*

Three booklets published as part of the Key Stage 3 National Strategy materials:

Part 1 Using data – target setting and target getting

DfES ref 1040/2004G

Part 2 Approaches to learning and teaching in the mainstream classroom

DfES ref 0105/2005G

Part 3 Managing the learning process for pupils with SEN

DfES ref 0106/2005G

The Standards website: http://www.standards.dfes.gov.uk/keystage3/respub/sen_inc

Department for Education and Skills (2005) *Devolved Formula Capital Guidance 2005-06* www.teachernet.gov.uk/devolved

Department of Health (2004) *National Service Framework for Children, Young People and Maternity Services, in particular Standard 8: Disabled Children and Young People and those with complex health needs;*

http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPAmpGBrowsableDocument/fs/en?CONTENT_ID=4094479&MULTIPAGE_ID=4867289&chk=Zhu1Wh

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<http://www.teachernet.gov.uk/docbank/index.cfm?id=5542>

Information Commissioner's website: www.informationcommissioner.gov.uk

A leaflet for governors can be downloaded from the Teachernet website:

www.teachernet.gov.uk

Information Management in Schools Data Collection and Dissemination

<http://www.teachernet.gov.uk/management/ims/datacollections/>

for the statistics provided through the PLASC data collection see:

<http://www.dfes.gov.uk/rsgateway/index.shtml>

Law, J.C et al (2000) *Provision for Children with Speech and Language Needs in England and Wales: Facilitating Communication Between Education and Health Services* DfEE

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[projectid=12921&resultspage=1](http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=12921&resultspage=1)

The Nottingham Signs and Symbols Network

<http://www.nottinghamteachernet.co.uk/drugs/sen/signs.html>

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Qualifications and Curriculum Authority/DfEE (1999) *Inclusion: providing effective learning opportunities for all pupils known as The National Curriculum Inclusion Statement*

http://www.nc.uk.net/nc_resources/html/inclusion.shtml

QCA Assessment for Learning resources: <http://www.qca.org.uk/294.html>**QCA/DfEE(2001)** *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties* www.nc.uk.net/ld**Schools Access Initiative**

<http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/sai/>

School Building and Design Unit at the Department for Education and Skills. Guidance is available at:

[http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/)

[schoolbuildings/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/)

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http://www.unesco.org/education/pdf/SALAMA_E.PDF



5. Where are you now? Criteria for assessing your accessibility strategy

This section provides a set of criteria for local authorities to use in reviewing their accessibility strategy. The criteria were developed as part of the Accessibility Planning Project and were derived from the requirements and principles that provided a framework for the Project. The criteria were used in the two analyses of samples of accessibility strategies in 2003 and 2004, see *Accessibility Planning Project* on the CD-ROM.

The criteria can help local authorities to make a judgement about the quality of their strategy. This in turn can:

- indicate starting points for the improvement of the strategy;
- enable local authorities to see how they may want to develop their strategy.

If a local authority is also seeking to meet some of the requirements of a Disability Equality Scheme through its accessibility plan, the criteria can be adapted to include that.

The criteria should not be used in a mechanistic way. It is possible, for example, that a particular aspect of a strategy is judged to be good, yet does not meet all the criteria for that aspect; equally a particular aspect might meet all the criteria but might not be judged to be good. The criteria should be used to inform a judgement about a strategy, not to dictate it.

To sharpen the analysis, Ofsted grades can be used to judge each section (1: outstanding; 2: good; 3: satisfactory; 4: inadequate); colleagues can analyse their strategy separately and then compare judgements.

Criteria for assessing an accessibility strategy

Name of local authority:

1. Summary (the statutory requirements are in bold)

Aspect of plan:	Score
1 Values	
2 Information/data	
3 Consultation/involvement	
4 Increased access to the curriculum for disabled pupils	
5 Improvements to the physical environment to increase access to education and associated services	
6 Improvements in the provision of information for disabled pupils	
7 Coordination	
8 Accessibility of the strategy itself	
9 Duration, review and revision	
10 Evaluation	
11 Training and support	
12 How likely is it that the strategy will be implemented?	

Comments:

2. Criteria:

1. Values	Score
Consider: <ul style="list-style-type: none"> ● how explicit the strategy is about vision and values ● whether the strategy focuses on the removal of barriers for disabled pupils ● whether the strategy reflects a commitment to provide access for disabled pupils to local schools ● whether the values reflect the national curriculum inclusion statement ● whether there is a focus on outcomes for disabled pupils ● whether there is evidence of a commitment to equal opportunities 	
2. Information/data	Score
Consider whether: <ul style="list-style-type: none"> ● there is reference to an audit or other data collection at the school level and/or at local authority level ● such information informs the strategy ● there is any calculation of future needs/numbers of disabled pupils ● the strategy draws on outcome data 	
3. Consultation/involvement	Score
Consider whether there is evidence: <ul style="list-style-type: none"> ● that the development of the strategy involved schools ● of adjustments made in the light of what schools said ● that the development of the strategy involved the diocesan authorities ● of adjustments made in the light of what the diocesan authorities said ● that the development of the strategy involved parents ● of adjustments made because of what parents said ● that the development of the strategy involved all pupils ● of adjustments made because of what pupils said ● that the development of the strategy involved other organisations/disabled people ● of adjustments made because of what they said 	
4. Increased access to the curriculum for disabled pupils	Score
Consider whether: <ul style="list-style-type: none"> ● curriculum access is covered in the strategy itself ● the strategy addresses: <ul style="list-style-type: none"> – access to different areas of the national curriculum – access to extra-curricular activities – access to the wider 'school curriculum' – curriculum access for pupils with a range of different impairments ● the strategy shows how the authority will work collaboratively with schools and other partners, such as therapy services, in developing differentiation across all schools, settings and PRUs 	

5. Improvements to the physical environment	Score
<p>Consider whether:</p> <ul style="list-style-type: none"> ● physical improvements are covered in the strategy itself ● the strategy identifies physical improvements that will increase: <ul style="list-style-type: none"> – access to different areas of the national curriculum – access to extra-curricular activities – access to the wider ‘school curriculum’ ● the strategy sets out physical improvements affecting access for: <ul style="list-style-type: none"> – pupils with a range of different impairments – disabled pupils who do not have a physical impairment ● the strategy supports schools’ use of devolved capital budgets and other sources of funds to improve physical accessibility over time ● the strategy shows how the local authority will satisfy itself that all building work funded from developed or locally-raised capital will take appropriate account of physical accessibility for children, young people and adults 	

6. Improvements in the provision of information	Score
<p>Consider whether:</p> <ul style="list-style-type: none"> ● information for pupils is covered in the strategy itself ● information for pupils is considered in: <ul style="list-style-type: none"> – different areas of the national curriculum – extra-curricular activities – the wider ‘school curriculum’ ● the strategy sets out to improve access to information for: <ul style="list-style-type: none"> – pupils with a range of different impairments – disabled pupils who do not have a sensory impairment 	

7. Co-ordination	Score
<p>Consider whether linkages are made:</p> <ul style="list-style-type: none"> ● between the different SEN and disability duties, Part 2 of DDA (Employment) Part 3 of DDA (Goods and services) and with the Disability Equality Duties ● with other statutory duties: on race...on human rights...on health and safety ● with school improvement and curriculum support work ● with other planning processes including the Children and Young People’s Plan and the other plans that feed into it 	

8. Accessibility of the strategy itself	Score
<p>Consider:</p> <ul style="list-style-type: none"> ● whether the strategy is available on the local authority website ● any evidence that the strategy is available on request ● whether it was sent to all schools ● whether the strategy is available in different formats ● how readable the strategy is: <ul style="list-style-type: none"> – jargon/acronyms – typeface/font size – how well set out (how easy to find your way around) 	

9. Duration, review and revision	Score
Consider whether: <ul style="list-style-type: none"> ● the duration of the strategy is clear ● there is a date set down for the review of the strategy ● it is clear how the strategy will be revised ● it is clear how anyone might contribute to that process 	

10. Evaluation	Score
Consider whether: <ul style="list-style-type: none"> ● there are outcomes built into the strategy that can inform the evaluation of the strategy ● there is a variety of evidence that can be used in the evaluation of the strategy (pupil attainment, staff confidence, parental satisfaction) ● there is a mechanism for the evaluation of the strategy 	

11. Training and support	Score
Consider whether there is evidence of: <ul style="list-style-type: none"> ● awareness raising activities/general training on the DDA ● targeted training: for particular groups of pupils/staff/aspects of school life ● support/advice to be provided ● a systematic approach to/support for sharing good practice 	

12. How likely is it that the plan will be implemented?	Score			
	Curriculum	Physical environment	Information for pupils	Overall
Does the strategy identify – resources				
– responsibilities				
– timings				
– outcomes for pupils and for staff				
Overall judgement of how likely the plan is to be implemented				

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Bath and North East Somerset

Richard Brock
Chris Kavanagh

Blackburn with Darwen

Cath Hitchen
Helen Olive
Dave Ramsey
Margaret Wilmore

Doncaster

Geoff Lewis
Ian Archer, Don Valley High School
Ann Fowlie, Sandell Wood School
Sue McCallum, Mexborough School
Carol Ray, Sandell Wood School

Havering

Gordon Allen
Sue Boyers
Stuart Clarke
Russell Sherman
Liz Smith
Anna Williams
Elizabeth Bint, Hall Mead School
Carole Tipler, Marshalls Park School
Dee Williamson, Marshalls Park School

Norfolk

Kim Barber
Stephen Edwards
Karen Taylor
James Thatcher
Ros Vahey

Tower Hamlets

Steve Cochrane
Lisa Gorman
Helen Jenner
John Sinnott
Jackie Barnes, Morpeth School
Nicky Stephenson, Harbinger School

