

ACCESSIBILITY STRATEGY - CHILDREN'S SERVICES (Special Education Needs and Disability)



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PART 1:

INTRODUCTION TO THE ACCESSIBILITY STRATEGY 2017-2020

1. Introduction

Darlington Borough Council is committed to ensuring that the Council meets and, where practicable, exceeds its requirements under Schedule 10 of the Equality Act (the Act) 2010. The Council has therefore researched and developed an Accessibility Strategy for the schools for which it is responsible¹ therefore this strategy applies to all maintained schools, which includes maintained nursery schools and the pupil referral unit. The referral unit provides education for vulnerable children and young people unable to attend a mainstream school.

In researching and developing this strategy, Darlington Borough Council has met its statutory duties under:

- Equality Act 2010
- Reasonable adjustments duty (schedule 13 of the Equality Act 2010)
- Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice January 2015
- Supporting children and young people at school with medical conditions (DfE September 2014)

Please see the additional guidance in Appendix 2.

2. Corporate Priorities: One Darlington Perfectly Placed

Our vision for children and young people within Darlington is that each and every one has the “**Best Start in Life**”. We recognise that in order to achieve this we need to provide services that meet the needs of children and young people and ensure that they are protected from harm, have their welfare safeguarded and promoted and receive help and support tailored to their individual needs.

Darlington Borough Council’s vision for the future of Children’s Services is outlined in our Sustainable Community Strategy 2008-2016 (revised May 2014) and our Children and Young People’s Plan 2014-17.

¹ Four Local Authority maintained schools, 2 nursery schools and Pupil Referral Unit.

VISION

We want to ensure that every child in the borough receives the best possible start in life, enabling them to live well and take advantage of the many benefits and opportunities on offer in Darlington.

The challenge is to make sure that all children and young people - irrespective of background, family circumstances or where they live - can achieve their potential and fulfil their aspirations.

Our vision is for a Darlington where the number of children living in poverty, ignorance, neglect, crime, harm, abuse and distress is low and falling. Where children are safe at home and healthy and where all children enter school at 5 years old ready to learn. Where children and young people receive the best possible education at settings where their personal, social and emotional development is promoted. Working closely with the Police, Schools, Health and other agencies in the Local Safeguarding Children's Board, we will ensure that any child or young person experiencing or at risk of significant harm, receive the necessary support and protection.

Special Educational Needs and Disability (SEND) 0-25 Inclusion and Commissioning Strategy - 'One Darlington Perfectly Placed'

The Darlington SEND Strategy sets out Darlington's response to the SEND reforms in the Children and Families Act 2014 which provides an opportunity to improve our support for children and young people with SEND and their families, and to develop provision to meet their needs. The Strategy aims to review services and further develop partnerships in Darlington to deliver the SEND reforms.

'One Darlington Perfectly Placed' encompasses commissioning of services and inclusion of all children and young people 0-25 who are identified as having SEND. We are well placed to endorse a strategy in which delivery by all its partners ensures that 'no child in Darlington is left behind'.

3. Guiding set of principles

This strategy has been reviewed and updated following consultation. Darlington Borough Council was given some key messages which underpin this strategy which are encompassed within the following set of guiding principles.

- **Inclusion:**
Equality and diversity should be actively promoted and celebrated within all schools to maximise inclusion. Policies and practice should develop awareness and understanding for children, young people and their parents/carers of differences and to **remove barriers and potential barriers** to participation and achievement to which all children and young people are entitled.

- **Access and quality:**
A range of high quality services should be available to children, young people and their families at the **time that they need them and in places that make sense to them**. Children and young people should be supported in the context of their own families and local communities/services unless it is not safe or appropriate to do so.
- **Prevention and early intervention:**
Intervening early, particularly in the early stages of a child's life, where appropriate Darlington Borough Council will endeavour to achieve;
 - the early identification of children and young people's needs
 - early intervention to support them
 - collaboration between education, health and social care services to provide support
- **Listening, active participation and partnership:**
Children and young people (**Pupil Voice**) and their families should be active participants in designing, planning and reviewing the services that they receive. Agencies will work in partnership with them and each other to promote self alliance;
- **Safeguarding:** agencies will work with each other and their families to ensure that children and young people are kept safe;
- **Rights and Responsibilities:** agencies will work with children, young people and their families in a way which ensures their rights and responsibilities are clearly recognised and promoted.

4. Definition of Disability

The definition of disability is set out in the Equality Act 2010 and states that a disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect² on their ability to carry out normal day to day activities.

This definition includes children and young people with physical, sensory, intellectual or mental impairments, those with learning difficulties, autism, speech language and communication needs, severe dyslexia, diabetes and epilepsy.

Within this context we will see and value the child or young person, not his or her disability and in doing so endeavour to break down barriers by promoting informed understanding of what a child or young person can do. Importantly, we will seek to overcome barriers to learning.

² at least a year or lifelong

5. Darlington's Local Offer

The Local Offer sets out in one place the support available to families of children and young people with SEND in Darlington. To ensure the effectiveness of the local offer, the Local Authority:

- encourages educational settings to link their Accessibility Plan and SEND Information Report to the Local Offer;
- reviews and updates the Local Offer regularly, responding to feedback from professionals, children and young people and their families;
- makes the Local Offer available both online – external link: (<https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>) and through distribution of leaflets to a wide range of organisations in Darlington, including health services, social care, education and schools, voluntary organisations, reception areas, and private companies.

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PART 2: THE ACCESSIBILITY STRATEGY

1. Scope of the Strategy

This Accessibility Strategy sets out how the Local Authority will work with schools for which is responsible³ to:

- increase the extent to which disabled children and young people can participate in the schools' curriculum
- improve the physical environment of schools
- Improve delivery of information to children and young people with disabilities and/or learning difficulties

It is the Local Authority vision that this Strategy provides best practice for which all schools in the borough will benefit.

1.1 Increasing participation in the school curriculum

Schools are responsible for providing a broad and well balanced curriculum including the wider curriculum such as enrichment activities and school trips. The Local Authority will support and encourage schools to:

- provide training and awareness raising opportunities for staff, governors and parents/carers;
- share good practice across schools;
- set suitable learning challenges;
- respond to disabled children and young people's diverse learning needs;
- overcome potential and perceived barriers to learning and assessment for individuals and groups of disabled children and young people;
- ensure that schools are aware of support services that provide advice to schools and staff;
- provide specialist help where possible to identify ways forward in increasing the inclusion of all disabled children and young people;
- Schools should also consider the implications of accessibility for disabled parents and carers.

1.2 Improving the physical environment of schools

Physical environment includes the school buildings and facilities as well as physical aids to access education. The Local Authority will support schools to identify and address, where practicable, the following:

- making reasonable adjustments to enable better physical access to the school, its' classrooms and activities;
- rearranging of room space or changing the layout of classrooms to create extra physical space/opportunities to move around where needed;

³ Four Local Authority maintained schools, 2 nursery schools and Pupil Referral Unit.

- the needs of children and young people with complex physical impairments who use wheelchairs to move around the school;
- children and young people with less complex physical impairments who are ambulant but still require adaptations or adjustments to the school environment;
- children and young people with a sensory impairment or other difficulty requiring adaptations to the school environment or the presentation of information in appropriate formats;
- children and young people who for various reasons require toilet and changing facilities;
- consider and plan for the needs of future disabled children and young people where practicable;
- where a distinct, unusual or specific impact is likely to affect disabled children and young people, then a full Disability Impact Assessment is desirable.

In the case of the Local Authority funded capital works, Darlington Borough Council will take every opportunity to explore the viability of going beyond obligations and duties in striving to eliminate all barriers faced by disabled children and young people, and to meet their needs.

1.3 Improving the delivery of information

The School Information (England) (Amendment) Regulations 2012 details the minimum requirements for information which must be provided on school websites and reproduced as a paper copy without charge on request by parents/carers.

School websites must be reviewed annually and include:

- name, postal address and telephone number of the school and the name of the person to whom enquiries should be addressed;
- admission arrangements for the school, including any selection or oversubscription criteria or guidance on how to access such information on the Local Authority website;
- information as to where and how parents/carers may access the most recent school inspection report, key stage 2 and key stage 4 results and school performance tables;
- Information about the school curriculum, details of any reading schemes and lists of any courses offered which lead to qualifications e.g. GCSEs;
- the school's behaviour policy;
- the school's policy for children and young people with special educational needs and disabilities;
- the school's allocation from the pupil premium grant, plans for its expenditure and details of how the previous allocation was utilised and the impact on attainment for the children and young people in respect of whom the funding was allocated;
- the school's complaints procedure;
- it is the school's responsibility to consult with parents/carers, and consider needs in order to meet above regulations.

The Local Authority will work in partnership with schools and other agencies to provide access for children and young people with specific impairments or disabilities to a range of human, paper and electronic sources of information which may include as a minimum:

- the use of the development of appropriate formats to ensure that information is accessible by all, regardless of a child or young person's disability, for example, written material being produced in a minimum of 12 point and in a plain font such as Arial. This may not be sufficient for some visually impaired individuals and advice should be sought on the production of more accessible written material;
- easy read formats which delivers information using large print with illustrations and can be supported by audio;
- language is free from jargon and straightforward;
- provision of specialist access equipment for children and young people with severe communication difficulties including members of the Deaf community.
- handouts/timetables;
- development and management of an accessible website.

2. School Accessibility Plans

Just as Section 10 of the Equality Act requires local authorities to prepare an Accessibility Strategy, it also requires that schools' responsible bodies produce Accessibility Plans. This Strategy and Accessibility Plan template⁴ aim to support all schools in being able to meet this duty in writing and publishing their plan.

Schools have a statutory duty to develop and implement their own Strategies (including development of Accessibility Plans)⁵, setting out how they are going to meet the needs of children with and young people with disabilities to enable them to access the curriculum⁶ and to make their learning and studying environment enrichment⁷ activities and all educational visits both on and off school sites as accessible as possible.

Accessibility Plans must be published on-line, which should include details of how they support the above objectives. The Accessibility Plan can either be a freestanding document or be part of another document (such as the school development plan), in this later case this must be clearly signposted from the school's website. The Accessibility Plan must be reviewed every three years. Further support to do so is found in Appendix 4.

⁴ Part 4 sets out a draft template of an Accessibility Plan that outlines the duties of Schools set out in schedule 10 of the Equality Act 2010.

⁵ The Department for Education (DfE) has stated that fewer than 50% of schools have Accessibility Plans. Source: National Child and Maternal Health Intelligence Network accessed 22 February 2017

⁶ There are statutory programmes of study and attainment targets for physical education at key stages 1 to 4. Sport is included in the definition of physical education.

⁷ Activities outside of the core curriculum including any sporting/physical activity.

3. External Resources

Darlington Borough Council provides guidance and support to schools through:

- advice on appropriate communication strategies for children and young people with social, communication needs (including ASD);
- advice on differentiation, graduated response strategies including for cognition and learning strategies;
- provision of a specialist equipment grant, subject to eligibility;
- the Local Asset Management Plan Agreement which is a shared agreement of schools asset management priorities between the maintained school/setting and the Local Authority;
- allocation of school condition improvement funding for maintained non-VA schools which is agreed with schools on an annual basis;
- a number of our schools host a specialist provision that delivers outreach to all schools. These provisions specialise in Autism Spectrum Disorder, Speech Language and Communication Needs, Cognition and Learning needs. We also have a specialist provision for in-reach water therapy;
- funded training through outreach services (such as ASD, Speech and Language), all schools have fully trained 'ASD Leads whose role is to embed good practice in their setting in order to meet the needs of pupils who have autism or who are identified as having social communication difficulties;
- a Low Incidence Needs Service provides support for children and young people with visual and hearing impairments, down syndrome, and physical needs which includes environmental assessments for disabled children /young people, moving and handling training and risk assessments;
- the Local Authority SEND co-ordinator partnership link officer who provides ongoing training to further enhance support for our children and young people with SEND by means of a graduated response;
- the Darlington Life Stages Service can support disabled children and young people with a learning disability and /or physical disability aged 0-25 years. Experienced social care coordinators in the team work with children and young people and their parents/carers, as well as partner agencies to improve outcomes for children and young people who have a variety of needs;
- the educational psychology service provides advice and guidance to educational establishments; other services such as social work, and direct support to individual children and young people based on their assessed needs.

4. Monitoring and review

Darlington Borough Council is responsible for keeping its Accessibility Strategy under review during the period to which it relates (2017-2020) and if necessary to revise it implementing any changes in relevant legislation. This will be achieved annually through means of:

- Monitoring the number of schools which meet the minimum standards for accessibility
- Monitoring admissions to maintained schools

- Feedback from parents/carers
- Feedback from disabled children and young people
- Monitoring outcomes from equality impact assessments

This strategy is the responsibility of the Education Service within the People Directorate. It will be monitored by officers within that service and monitored by the Accessibility Project Group and governed by the Children's and Adult Services Directorate Management Team. An Annual Report will be provided to the Children and Young People's Scrutiny Committee.

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PART 3: APPENDICES

Appendix 1 – Definitions

Appendix 2 – Legal Framework

Appendix 3 – Data

Appendix 4 – Guidance and Best Practice

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Appendix 1 - Definitions

Settings/Schools

All maintained schools, maintained nurseries and the pupil referral unit for which Darlington Borough Council is responsible.

Discrimination

Public bodies, specifically schools this instance, must not disadvantage a disabled child or young person as a direct consequence of their disability. As required by the Equality Act 2010 schools must not implement changes which apply to all children and young people but could have a significant adverse effect on disabled children and young people.

Children and young people

Children and young people spoken of in this strategy are of compulsory school age and in attendance in a maintained setting, i.e. nursery school, school, or pupil referral unit, and where a nursery school provides childcare and education for 2 to 4 year olds.

Compulsory school age

Start of compulsory school age

A child reaches compulsory school age on or after their fifth birthday. If a child turns five between 1 September and 31 December, they are of compulsory school age on 31 December. If a child turns five between 1 January and 31 March they are of compulsory school age on 31 March. If a child turns five between 1 April and 31 August they are of compulsory school age on 31 August.

End of compulsory school age

A child can leave school on the last Friday in June if they are 16 by the end of the summer holidays. Then, they must do one of the following until they are 18:

- stay in full-time education, for example at a college
- start an [apprenticeship](#) or [traineeship](#)
- spend 20 hours or more a week working or volunteering, while in part-time education or training

Appendix 2 - Legal framework

Darlington Borough Council has met its legal obligations relating to the Accessibility Strategy under the following legislation:

- Equality Act 2010
- Reasonable adjustments duty (schedule 13 of the Equality Act 2010)
- Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice January 2015
- Supporting children and young people at school with medical conditions (DfE September 2014)

A brief overview of the key points from each piece of legislation which have been considered in developing the Accessibility Strategy are given below.

Equality Act 2010

Schedule 10 of the Equality Act explains that local authorities in England and Wales must prepare an accessibility strategy for the schools for which it is responsible. An Accessibility Strategy is intended to:

- Increase the extent to which disabled children and young people can participate in the school curriculum
- Improve the physical environment of schools for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- improve the delivery to disabled children and young people of information which is readily accessible to children and young people who are not disabled.

Darlington Borough Council (as the local authority) must keep its accessibility strategy under review following its implementation during the period to which it relates (usually three years) and, if necessary, revise it.

The Equality Act 2010, Schedule 10, also states that a relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its Accessibility Strategy.

The law on disability discrimination is different from the rest of the Equality Act 2010 in that it only works in one direction, e.g. it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled children and young people more favourably than non-disabled children and young people. The disability equality duties state that the Local Authority must:

- Promotes equality of opportunity.

- Eliminates unlawful discrimination.
- Eliminates disability – related harassment.
- Promotes positive attitudes towards disabled people.
- Encourages participation by disabled people in public life.
- Take steps to meet disabled people’s needs by doing things you would not normally do for non-disabled people.

School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children/young people, the steps taken to prevent disabled children/young people being treated less favourably than others, the facilities provided to assist access of disabled children/young people, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet, the particular needs of pupils with particular protected characteristics.

Reasonable adjustments duty

The reasonable adjustments duty is part of the Equality Act 2010 and came into force on 1 October 2010 (as part of the original Act). The Equality Duty came into force later, 5 April 2011, but is still part of the original Act.

Under the Equality Duty 2011 the duty to make reasonable adjustments in schools is as follows:

- If a school takes an action which places a disabled children and young people at a disadvantage when compared to other children and young people who do not have disabilities, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will also have to consider reasonable adjustments for disabled children and young people generally – both current and future. The duty to make reasonable adjustments is an anticipatory duty so schools should not wait until a disabled children or young person arrives before making or planning to make reasonable adjustments.
- Schools are not obliged to anticipate and make adjustments for all potential disabilities and need only consider general reasonable adjustments e.g. producing documents in a large font.
- Schools will be required to consider the reasonableness of adjustments based on each individual case.

The Equality Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. Schools may consider financial or other resources required for an adjustment, its effectiveness, the effect on other children and young people, health and safety requirements and whether aids should be made available from other agencies.

A reasonable adjustment should be decided by agreement between the Local Authority, the school and parents/carers.

Children and Families Act 2014

There are four key principles in the Act for Local Authorities:

- to consider the views, wishes and feelings of the child, young person and their parents
- to involve the child, young person and their parents in decisions that affect them
- to give the child, young person and their parents the information and support they need to be involved in decision making
- to support the child, young person and their parents to achieve the best possible outcomes.

The Local Authority is required to arrange for children or young people with special educational needs or disabilities (SEND) and their parents to have information and advice about these. This should include information on health and social care and personal budgets.

Local Authorities need to develop and publish a Local Offer setting out the support and services available for local children and young people with SEND.

They should also talk to them about developing their education, health and care (EHC) plan, including the schools and colleges they can choose and how they can use personal budgets.

All parents, children and young people should have access to impartial information, advice and support about SEND which includes different options.

The Act includes the right of parents or children and young people to challenge decisions made by the Local Authority in relation to their education, health and care. The Act details how Local Authorities should identify ways of dealing with any disagreements and what further action parents or children and young people can take to resolve any disagreements.

The Local Authority has specific additional responsibilities for children and young people with SEND who are:

- looked after (in care);

- care leavers;
- in need of additional social care in addition to special educational support and services;
- educated away from home (in another Local Authority Area) educated at home;
- in education somewhere other than at school;
- in hospital;
- in custody or detention;
- the children of parents in the armed forces.

SEN and Disability Code of Practice 2014

The principles which underpin the Code of Practice are:

- the views, wishes and feelings of the child or young person, and their parents
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The local offer should reflect the services that are available. The local offer must include provision in the local authority area. It must also include provision outside the local area that the local authority expects is likely to be used by children and young people with SEND or disabilities.

Parents, children and young people must be involved in the development and review of the Local Offer. This includes:

- collaboration between education, health and social care services to provide support. Schools must use their best endeavours to offer high quality teaching which is differentiated and personalised for all children and young people and in addition high quality special educational provision - that which is additional to or different from what is provided to all – for those who need it;
- a child or young person who does not have an EHC plan must be educated in mainstream setting except for specific circumstances.

Local authorities are required to arrange for children and young people with SEN or disabilities and their parents to be provided with information and advice about matters relating to their SEND, including matters related to health and social care.

The SEND Code of Practice emphasises that educational settings including further education establishments must not have discriminatory admissions policies. Where a child or young person has SEN but does not have an Education, Health and Care

Plan they must be educated in a mainstream setting except in specific circumstances set out in the Code of Practice.

Supporting Children and Young People at School with Medical Conditions (DfE September 2014)

Local Authorities are required to provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within individual healthcare plans can be delivered effectively. They should work with schools to support children and young people with medical conditions to attend full time. Where children and young people would not receive a suitable education in a mainstream school because of their health needs then the Local Authority has a duty to make other arrangements.

The intention is to ensure that children and young people at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Governing bodies are expected to ensure that arrangements are in place in schools to support children and young people with medical conditions and detail those requirements.

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Appendix 3 – Data

Darlington Context

The figures below are based on ONS estimates and projections based on trends at 2012⁸.

- **Population** – the population in Darlington (2012) was estimated at 105,200. By 2027, projected to increase to 107,600 (an extra 2,400). [By 2032 to 108,100 (an extra 2,900)].
- **0 to 15s** : Make up 19.1% (1 in 5) of the population in mid 2012 and that proportion remains fairly stable, though reducing gradually to 18.5% by 2027 [17.9% By 2032].
- **Births** – Births in 2012 were 1,335, similar to the previous 5 years. Births are projected to begin falling off to 1,200 by 2027 [and 1,180 by 2032]. Primary school numbers will peak around 2018/2019 whilst secondary school numbers continue to fall until 2016/17 when numbers then start to increase, peaking around 2023/24.

In January 2016, the percentage known to be eligible for and claiming free school meals in Darlington maintained schools was 17.9% (compared to 14.5% nationally).

Prevalence of Disability in Children in Darlington

Children with long-term disability are a diverse group. Some will have highly complex needs requiring multi-agency support across health, social services and education – the most extreme example perhaps being those who are technology-dependent. Other children will require substantially less support, although nevertheless have a long-term disability.

There have been many attempts to provide accurate estimates of disability in children and young people. Some of these have provided condition based estimates based on the literature and others have utilised specific survey data. Information on self-reported (by the parent) long-standing illness or disability is provided from the General Household Survey.

Routine data are collected by local authorities on children with Statement of Special Educational Need (Statement), and Education Health and Care Plans (EHCP), but this does not reflect the spectrum of disability and is only a weak proxy measure for severity. There is ongoing work to define disability in the context of the child's participation in usual activities, using questionnaires to families and children. If this

⁸ Tees Valley Unlimited, Economic Strategy & Intelligence, 19th November, 2014 using Office for National Statistics (ONS) 2012-Based Sub-National Population Projections (SNPPs) for Local Authorities which were released by ONS in May 2014.

approach were to be adopted nationally (for local implementation) then meaningful comparisons could start to be made.⁹

The number of disabled children and young people in England is estimated to be between 288,000 and 513,000 by the Thomas Coram Research Unit (TCRU). The mean percentage of disabled children and young people in English local authorities has likewise been estimated to be between 3.0 percent and 5.4 percent. If applied to the population of Darlington this would equate to between 641 and 1,153 children or young people, experiencing some form of disability.

The health of children and young people, Office for National Statistics (ONS), 2004 calculated prevalence rates using two sources – the General Household Survey (GHS) and the Family Fund Trust (FFT) register of applicants. Much of the following analysis and observation is taken from this document. The resulting age-specific estimates¹⁰ are as follows for Darlington.

- Age-specific estimates (population aged 0 to 19 years) with long-standing illness or mild disability - 8,998. Children aged 0 to 4 years display lower prevalence than children in the higher age groups.
- Age-specific estimates (population aged 0 to 19 years) of severely disabled population – 36. The rates are higher for children in the 0 to 4 age group.

For the population aged 0 to 19 years of age (estimates), with long-standing illness or disability

Boys aged 0-4	462
Boys aged 5-9	800
Boys aged 10-14	620
Boys aged 15-19	594

Girls aged 0-4	416
Girls aged 5-9	522
Girls aged 10-14	589
Girls age 15-19	496

Age-specific estimates (population aged 0 to 19 years) of severely disabled population

Boys aged 0-4	5
Boys aged 5-9	4
Boys aged 10-14	2
Boys aged 15-19	1

Girls aged 0-4	3
Girls aged 5-9	1
Girls aged 10-14	1
Girls age 15-19	1

⁹ Source: National Child and Maternal Health Intelligence Network accessed 22 February 2017

¹⁰ Source: National Child and Maternal Health Intelligence Network accessed 22 February 2017 unpublished analysis of Family Fund Trust statistics

Prevalence rates by socio-economic background

The prevalence rates of children and adolescents with mild disabilities were found¹¹ to be higher for those from semi-skilled manual and unskilled manual family backgrounds. The prevalence of children with mild disabilities from professional family backgrounds were lower in comparison to the other socio-economic groups. The rate of severe disability was found to be greatest amongst children from semi-skilled manual family backgrounds, whilst the lowest rates were for children from professional and managerial family background.

Children with Special Education Needs and Disability (SEND)

As recorded in the Autumn 2016 census, the number of pupils overall is 16117, 2129 of which have School Support (13.2%), 159 have a statement (1%), and 286 have an EHCP (1.8%). There are 1,998 children on roll at maintained schools and settings¹² (Autumn 2016). The total number of children /young people that receive Special Education Needs (SEN) Support or have an EHCP or Statement is **278** of the total number of children /young people attending these settings of which have school support (14%), 3 statements (0.2%) and 7 EHCPs (0.4%). The Autumn census does not cover each of these areas by primary need, however, the latest data collected in January 2016 is as follows.

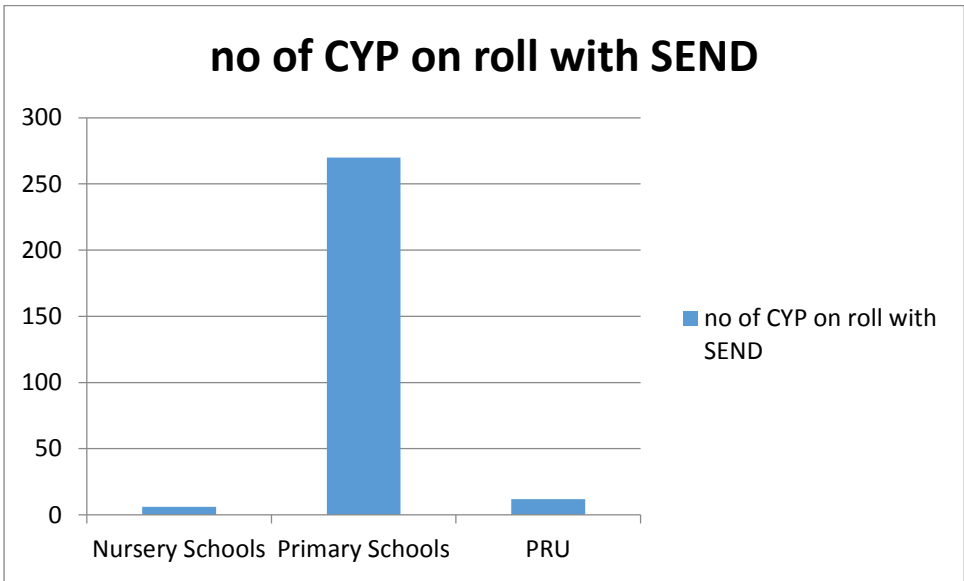
Summary of SEND January 2016 Census¹³ – by Primary Need

ASD	237	Other	27
Social, Emotional and Mental Health (SEMH)	493	Physical Disability	101
Hearing Impairment	50	Profound and multiple learning difficulty	32
Moderate Learning Difficulty	592	Speech, language and communication needs (SLCN)	537
Multi-sensory Impairment	21	Severe Learning Difficulty	38
SEND support but no specialist assessment (NSA)	48	Specific learning difficulty	289
Visual Impairment	35		

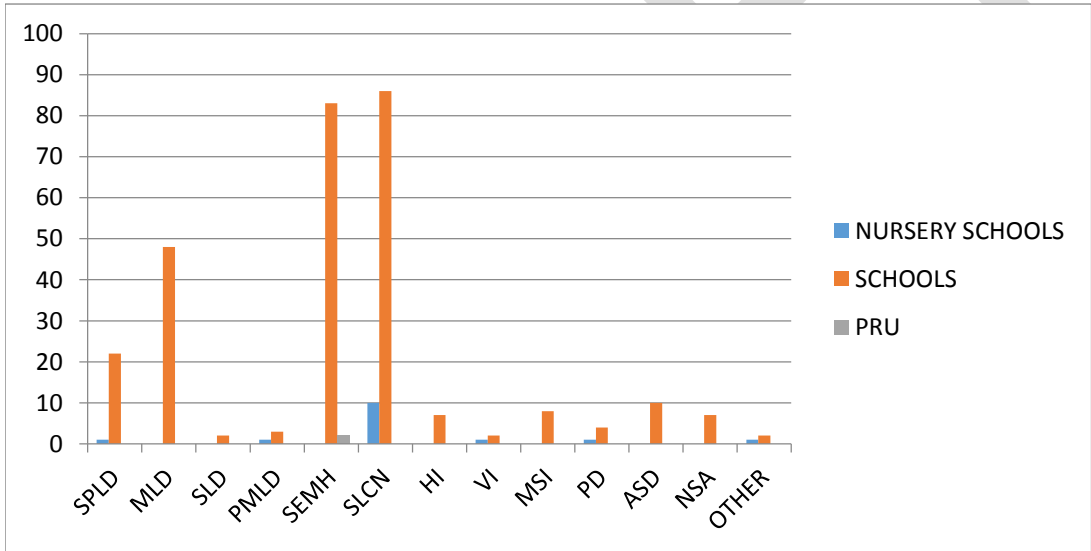
¹¹ Source: National Child and Maternal Health Intelligence Network 2011 accessed 22 February 2017

¹² Four Local Authority maintained schools, 2 nursery schools and Pupil Referral Unit.

¹³ Source: Darlington Joint Strategic Needs Analysis




The most recent figures available for the number of children/young people by primary need due to Census data collections (Spring Term 2016) is presented below :





The largest area of need is in speech, language and communication, in schools and nurseries, followed by social, emotional and mental health. The 5% attending the Pupil Referral Unit primary need is social, emotional and mental health.

Appendix 4 – Guidance and Best Practice

 [SEND Code of Practice \(DfE July 2014 - updated in January 15\) PDF format 3.32MB\)](#)

 [SEND Regulations \(DfE 2015\) \(PDF format 210KB\)](#)

 [Statutory Guidance on Supporting Children and young people at School with Medical Conditions \(PDF format 402KB\)](#)

 [Ofsted and Care Quality Commission SENDD Inspection Framework of the Local Area \(PDF format 129 KB\)](#)

DFE Guidance (external link)

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

DFE Guidance (external link)

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

DFE Guidance (external link)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410294/Advice_on_standards_for_school_premises.pdf

The Special Educational Needs and Disability code of practice: 0 to 25 years

Special Educational Needs and Disability Regulations 2014

Statutory guidance to support Children and young people with medical needs in schools

The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of Children and young people who have special educational needs and/or disabilities

The DFE guidance for maintained schools for **publication of the Accessibility Plan in compliance with [paragraph 3 of schedule 10 of the Equality Act 2010](#)**. This can be provided as part of the SEND information report on school's policy for children and young people with SEND.

The DFE guidance for Academies and free schools to carry out Accessibility Planning for disabled children and young people under the [Equalities Act 2010](#). **The Accessibility Plan can either be a freestanding document or part of another document (such as school development plan).**

The DFE guidance helps schools and local authorities understand their obligations and duties in relation to:

- the [School Premises Regulations 2012](#)
- part 5 of the revised [Education \(Independent School Standards\) \(England\) Regulations 2010](#), which came into force on 1 January 2013

Health and Wellbeing Strategy – external link (<http://www.darlington.gov.uk/your-council/democracy/committees-meetings-and-involvement/other-committees-and-boards/health-and-well-being-board>)

Darlington Borough Council's Health and Wellbeing Strategy 2013-2016

Children's and Young Peoples Plan – external link (<http://www.darlington.gov.uk/education-and-learning/>)

Darlington Borough Council's Children's and Young People's Plan 2014-2017

Advice on school premises
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410294/Advice_on_standards_for_school_premises.pdf

DFE Guidance:
Advice on standards for school premises. For local authorities, proprietors, school leaders, school staff and governing bodies

School Premises Regulations 2012, which came into force on 31 October 2012, and Part 5 of the revised Education (Independent School Standards) (England) Regulations 2010, which came into force on 1 January 2013.

Background to what the Public Sector Equality Duty is, how it came about and why we need it. A PowerPoint presentation is also available to download covering the same.

Public Sector Equality Duty and Human Rights Regulations
<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>

PART 4: EXAMPLE ACCESSIBILITY PLAN TEMPLATE (FOR SETTINGS)

An Accessibility Plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable. This will be provided to schools as a separate document.

Example Accessibility Plan (including action plan template)

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with the Local Authority's aims and equality and diversity policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- This Accessibility Plan and SEN Information Report will be linked to the Darlington Local Offer and be available as part of the school Local Offer.



**DARLINGTON
BOROUGH COUNCIL**

**Accessibility Action Plan (Template)
201x - 201x**

Name and address of school:

Head Teacher:

Our Actions

As a school our priorities are, as set out according to the requirements of the Equality Act 2010:

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

-

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

-

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

-

Financial Planning and control

The Head Teacher, Senior Leadership Team and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

-

Accessibility Action Plan Template – add rows as necessary

Aspire to improve to do more than the minimum, additional best practice

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes