

DRAFT

WEST BERKSHIRE COUNCIL

ACCESSIBILITY STRATEGY

2011 - 2014

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West Berkshire Council

Accessibility Strategy 2011 – 2014 (DRAFT)

1. Introduction

1.1 Since September 2002 Local Education Authorities have had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act (DDA) 1995. As of 1st October 2010, the Equality Act has replaced most of the Disability Discrimination Act. However, the disability equality duties contained in the DDA continue to apply. The three duties are:

- 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.

1.2 This strategy sets out the proposals of West Berkshire Council 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.

1.3 The definition of disability under the DDA is:

A “physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities”. A “physical impairment” includes visual and hearing difficulties as well as physical /mobility problems. “Mental impairment” includes learning difficulties and mental illness. “Long term” means that the impairment has lasted or is likely to last 12 months or more. “Normal day to day activities” include mobility; manual dexterity; physical coordination; continence; ability to lift, carry or move objects; speech, hearing and eyesight; memory or ability to concentrate, learn or understand; perception of risk or physical danger. The definition includes some chronic medical conditions, progressive conditions such as cancer, multiple sclerosis and HIV and severe disfigurements.

For the purposes of this Accessibility Strategy, the Council is using this definition of disability.

Schools are more accustomed to using the definition of special educational needs from the 1996 Education Act which is:

“A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.

A child has a learning difficulty if:

- a. he has a significantly greater difficulty in learning than the majority of children of his age,
- b. he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
- c. he is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age.”

A large proportion of children who are identified by schools as having SEN will meet the definition of disability, although some may not if their difficulties are not long term and do not significantly affect their ability to carry out day to day activities. The majority of children who would be considered disabled under the DDA will also have special educational needs. However, some children will meet the definition of disability but not necessarily have any SEN, eg. children with long term health conditions, cancer or severe disfigurements.

1.4 West Berkshire subscribes to the social as opposed to medical model of disability, ie. society disables people by failing to adapt the environment to meet their needs. It is therefore the responsibility of the Council and of schools to make the environment of schools, their curriculum and the full range of activities they offer accessible to children with disabilities.

1.5 This is the second Accessibility Strategy published by West Berkshire Council. The achievements of the initial Accessibility Strategy have included the following:

- expansion of the SEN Training programme
- guidance and training for schools on Disability Equality Schemes
- development of the Special School Consultancy Service from The Castle and Brookfields Schools as a more consistent Authority wide service
- increase in capacity in the Pre School Teacher Counsellor Service, to provide more support to children under 5 with disabilities, including advice to early years settings

- increase in capacity of the ASD Advisory Teacher Service, to provide more support to mainstream schools on meeting the needs of children with ASD (autistic spectrum disorder)
- creation of two ASD resources at Theale Primary and Theale Green Secondary schools
- creation of a hearing impaired resource at Kennet School
- colocation of The Castle School's Post 16 Department in new purpose built facilities on the Newbury College site
- an extensive programme of building projects to improve access to mainstream schools.

1.6 This strategy builds on the achievements of the first Accessibility Strategy. Evidence has been collected to assess how accessible West Berkshire's schools are at the present time to children with SEN and disabilities, in terms of access to the curriculum, to information and to the physical environment. This has included data on a range of performance indicators as well as consultation with parents and schools. The new Accessibility Strategy seeks to make further improvements to the accessibility of West Berkshire's schools for children with SEN and disabilities.

2. About West Berkshire District

West Berkshire District covers an area of 272 square miles and makes up two thirds of the geographical county of Berkshire. It is a largely rural district with over 70% of its land designated as an area of outstanding natural beauty. Its main towns are Newbury and Thatcham, with Theale in the east of the district, and Hungerford to the west.

The population currently stands at just under 145,000 people and is projected to grow by 7% by 2028. In line with national trends, the proportion of older people is increasing.

Although West Berkshire remains a relatively prosperous area, there are pockets of real deprivation. Transport issues remain a high concern, particularly for those living in rural areas dependent on public services. The cost of housing is another key issue, and in particular the need for accessible housing for those with disabilities. The ability to provide appropriate services and housing is crucial to maintaining the viability of many of the rural communities.

The Council has undertaken detailed research into the demographic trends, changing lifestyles, work patterns, housing needs, and economic forecasts of the area. This information is captured in our District Profile which can be accessed via the Council's website, www.westberks.gov.uk, or alternatively hard copies can be provided on request.

3. Vision and Values

The Council's vision and values in respect of people with disabilities are set out in the following key documents:-

3.1 West Berkshire Council Plan

The Council Plan 2007–2011 sets out the Council’s values. These are:

- respect in all our relationships;
- integrity in everything we do; and
- ambition to deliver continuous improvement.

From these values, the Council Plan sets out a number of desired outcomes for the next four years. One outcome, entitled “Including Everyone”, reflects the need to better address areas of social exclusion and to increase equality in terms of opportunity, irrespective of people’s race or nationality, religion, age, gender, sexuality or any type of disability.

3.2 West Berkshire Equality Scheme

The Council’s Disability Equality Scheme has been replaced by an overarching Equality Scheme which covers race, gender, age, religion and sexual orientation as well as disability. The Council has published the following Equality Statement: “West Berkshire Council will actively strive to address inequalities through its planning and delivery of services. All Council Members, employees and agents will work to eliminate unlawful discrimination, and promote equality and good relations within all sections of the community. We will treat everyone with respect, regardless of race, disability, gender, age, religion or sexual orientation.” In the Equality Scheme’s Action Plan 2010 to 2013, the Council has made a commitment to:

- monitor access to services and facilities by disabled people
- improve accessibility of the information it provides
- improve access to Council buildings
- ensure libraries provide suitable materials for people with visual impairments
- improve accessibility of footpaths and rights of way
- improve access to public transport
- raise awareness of disability equality issues
- maintain external scrutiny by representatives of disabled groups
- involve disabled service users in the development of services

3.3 West Berkshire Children and Young People’s Plan

The Children and Young People’s Plan “A Fair and Equal Chance for all Children and Young People” has the following aim:

“ to enable all children, young people and their families to maximise their life potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed.”

Priorities in the plan which are specifically relevant to children with SEN and disabilities include:

- raise the achievement of children in vulnerable groups, including children with special educational needs
- enable vulnerable children and young people to become involved in positive activities, especially those with learning difficulties and autistic spectrum disorder

3.4 West Berkshire SEN Inclusion Policy

West Berkshire's SEN Inclusion Policy is based on the following key principles:

- Outcomes for children with special educational needs will be improved when statutory and voluntary agencies work together in a coordinated and integrated way. Children's needs should be addressed holistically.
- Children and young people with special educational needs are entitled to prompt identification of their needs, early intervention and high quality support within the context, in the great majority of cases, of a mainstream school environment.
- Children and young people with special educational needs should have access to the same opportunities as their peers, including a broad and balanced curriculum, and full access to the life of the school, including out of school activities.
- Pupils with special educational needs will achieve more if we have high expectations for them. They must be given the opportunity to achieve and reach their potential.
- Parents of children with special educational needs have a unique contribution to make to their child's education. They are entitled to be fully involved, listened to and respected. They are entitled to good quality information, support and independent advice.
- Adults working with children who have special educational needs must establish the child's views and wishes and involve the child where appropriate in decisions which are taken.
- Children with special educational needs will have different needs during the course of their education. They should have access to a flexible continuum of provision which can respond to their particular needs at different times.
- In the small minority of cases where it is not possible to meet a child's needs in their local mainstream school, provision should be as local to the child's home as possible.
- Children with special educational needs depend on good quality support from committed and skilled staff in schools. Good practice in SEN thrives when teachers and support staff are valued and supported and their professional development is given priority.

4. Data/ Evidence used to inform the Accessibility Strategy

In preparing this Accessibility Strategy, the Local Authority has gathered a wide range of data to inform its strategy and action plan.

4.1 Number of children with SEN / disabilities

In September 2010 there were 2192 children in West Berkshire schools identified as having SEN at School Action and 1138 at School Action Plus, giving a total of 3330 at the school based stages of the SEN Code of Practice. The majority, but not all, of these pupils were West Berkshire residents (2932 ie. 88%); the remainder being pupils who attend West Berkshire schools but are resident in another Authority (398 ie.12%).

There were in addition 740 West Berkshire resident pupils with a Statement of Special Educational Needs, plus a further 200 statemented pupils who attend West Berkshire schools but who are resident in another Authority and whose Statement is therefore maintained by that Authority. This gives a total of 4270 children with identified SEN in West Berkshire, or 4070 if the statemented children who are resident in other Authorities are excluded. (It should also be noted that a small proportion of West Berkshire resident statemented children are educated in schools outside of West Berkshire).

Approximately 17% of the West Berkshire school population are identified as having special educational needs. Over the last five years, the percentage of children identified with SEN in West Berkshire schools has varied between 17% to 20%, with the peak at 20% occurring in 2009. The reduction to 17% is accounted for mainly by schools identifying fewer children at School Action and also by a slight reduction in the number of children with statements. In 2010 the percentage of children nationally identified as having SEN was 20%, therefore West Berkshire's percentage is well below the national average.

The percentage of the 0 to 19 population in West Berkshire with a statement in 2010 was 2.1%. This is slightly higher than the national average which was 1.85% in 2009 (2010 national data not available).

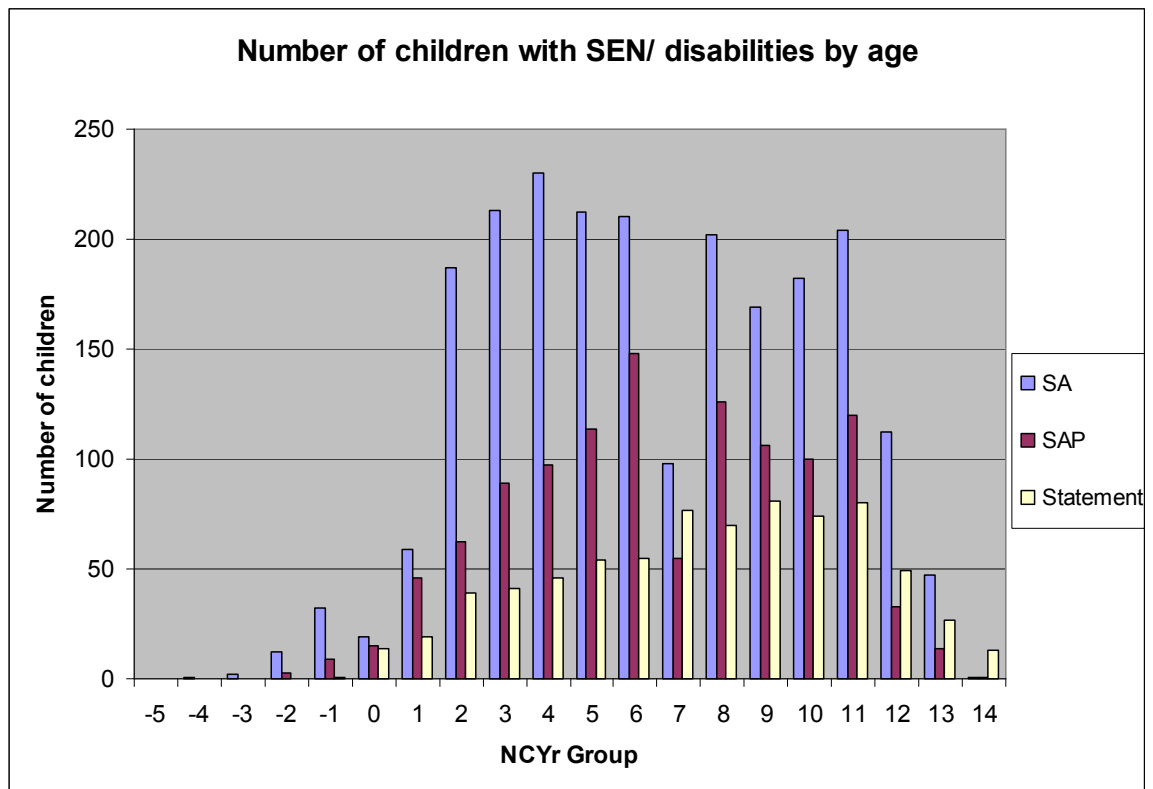
4.2 Number of children with SEN / disabilities by age.

The breakdown by age of all pupils identified with SEN is as follows:

| NCYr Group | Age | SA | SAP | Statement | Total |
|------------|-----|-----|-----|-----------|-------|
| -5 | 0 | 0 | 0 | 0 | 0 |
| -4 | 1 | 1 | 0 | 0 | 1 |
| -3 | 2 | 2 | 0 | 0 | 2 |
| -2 | 3 | 12 | 3 | 0 | 15 |
| -1 | 4 | 32 | 9 | 1 | 42 |
| 0 | 5 | 19 | 15 | 14 | 48 |
| 1 | 6 | 59 | 46 | 19 | 124 |
| 2 | 7 | 187 | 62 | 39 | 288 |
| 3 | 8 | 213 | 89 | 41 | 343 |
| 4 | 9 | 230 | 97 | 46 | 373 |
| 5 | 10 | 212 | 114 | 54 | 380 |
| 6 | 11 | 210 | 148 | 55 | 413 |
| 7 | 12 | 98 | 55 | 77 | 230 |
| 8 | 13 | 202 | 126 | 70 | 398 |
| 9 | 14 | 169 | 106 | 81 | 356 |
| 10 | 15 | 182 | 100 | 74 | 356 |
| 11 | 16 | 204 | 120 | 80 | 404 |

| | | | | | |
|--------------|----|-------------|-------------|------------|-------------|
| 12 | 17 | 112 | 33 | 49 | 194 |
| 13 | 18 | 47 | 14 | 27 | 88 |
| 14 | 19 | 1 | 1 | 13 | 15 |
| TOTAL | | 2192 | 1138 | 740 | 4070 |

This data is expressed as a bar chart below:



It is noted that numbers of children identified with SEN at the school based stages (School Action and School Action Plus) increase significantly between Year One and Year Two, presumably as children moving through Key Stage One are identified as having SEN. Numbers at the school based stages continue to rise in the primary years, reaching a peak in Year 6 (the final year of primary schooling), reducing dramatically in Year 7 then rising significantly again in Year 8. This data represents just a “snapshot” in September 2010, but if the same age distribution of SEN pupils were to be replicated in previous or future years this could indicate that pupils who are identified as SEN in primary schools are not identified as such by secondary schools in Year 7 on secondary transfer, but are then re identified in Year 8. This could indicate a difficulty with transfer of information between primary and secondary schools about children with SEN, or it could be the result of a deliberate strategy by secondary schools to make their own assessment of which children should be identified as SEN. This needs further investigation.

4.3 Number of children with SEN / disabilities by type of SEN.

4.3.1 The breakdown of SEN pupils by type of SEN is as follows:
(Please see Appendix Two for an explanation of the SEN codes).

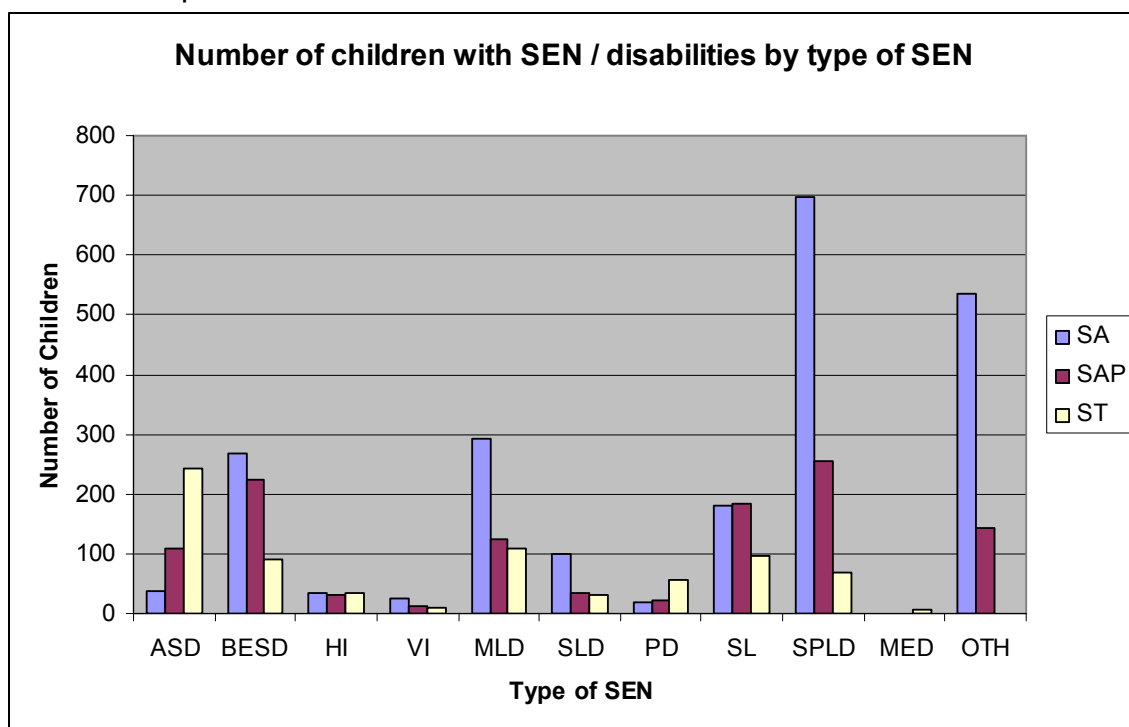
All SEN pupils by type of SEN

| | ASD | BESD | HI | VI | MLD | SLD | PD | SL | SPLD | MED | OTH | TOTAL |
|--------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|-------------|------------|-------------|-------------|
| SA | 38 | 268 | 33 | 26 | 294 | 101 | 19 | 181 | 698 | - | 534 | 2192 |
| SAP | 110 | 223 | 31 | 11 | 125 | 33 | 23 | 183 | 255 | - | 144 | 1138 |
| ST | 242 | 90 | 33 | 8 | 110 | 30 | 56 | 95 | 70 | 6 | 0 | 740 |
| TOTAL | 390 | 581 | 97 | 45 | 529 | 164 | 98 | 459 | 1023 | 6 | 678 | 4070 |
| % | 9.5 | 14.2 | 2.3 | 1.1 | 12.9 | 4 | 2.4 | 11.2 | 25 | 0.1 | 16.6 | |

Statemented pupils by type of SEN

| | ASD | BESD | HI | VI | MLD | SLD | PD | SL | SPLD | MED | OTH | TOTAL |
|----------|-------------|-------------|------------|----------|-------------|----------|------------|-------------|------------|------------|----------|-------|
| ST | 242 | 90 | 33 | 8 | 110 | 30 | 56 | 95 | 70 | 6 | 0 | 740 |
| % | 32.7 | 12.1 | 4.4 | 1 | 14.8 | 4 | 7.5 | 12.8 | 9.4 | 0.8 | 0 | |

4.3.2 This data is expressed as a bar chart below:



4.3.4 It must be borne in mind that this data has limitations in that it only captures each pupil's *primary* special educational need. Many children will have a range of special educational needs; this is not reflected in this data. Moreover, a relatively large number of children with SEN at School Action and School Action Plus have been categorised by schools in the schools census as "other", ie. the type of SEN has not been specified. There will also be some inconsistencies in the way schools use the SEN categories. Generalisations drawn from this data need to be treated therefore with caution.

4.3.5 The most prevalent types of SEN within the School Action group are specific literacy difficulties (32% of the total at School Action), moderate learning difficulties (14%) followed by behavioural, emotional and social difficulties (12%).

4.3.6 The most prevalent types of SEN within the School Action Plus group are specific literacy difficulties (22% of the total at School Action Plus), behavioural, emotional and social difficulties (20%) and speech, language and communication difficulties (15%).

4.3.7 It is unsurprising that these four types of SEN represent the largest proportion of children identified with SEN at School Action and School Action Plus as they would generally be regarded as the highest incidence SEN groups. However, it is noteworthy that by far the greatest number of children within the School Action cohort are identified as having specific literacy difficulties. Similarly, children with specific literacy difficulties are the biggest group within the School Action Plus cohort. Children with specific literacy difficulties make up 25% of the total numbers of children with SEN in West Berkshire. It is possible that some children have been inappropriately identified as having SEN when they are merely underachieving in literacy and require some support to catch up.

4.3.8 Children with autistic spectrum disorder make up the largest proportion of stated pupils (32.7%), followed by moderate and severe learning difficulties (18.8%), speech and language difficulties (12.8%) and behavioural, emotional and social difficulties (12.1%).

4.3.9 The most significant change in the SEN population in West Berkshire in recent years is the dramatic increase in the number of children with autistic spectrum disorder. This is consistent with national trends. It is not possible to determine the extent to which this reflects an actual increase in the prevalence of autism as opposed to greater recognition of the condition and better diagnosis. However, the number of children with autism, particularly children in the average range of cognitive ability with ASD, has increased significantly. For example, the number of children diagnosed with ASD who were attending mainstream schools in West Berkshire was 113 in March 2005 and 370 in April 2011, an increase of 227% over 6 years. This increase in numbers is putting pressure on the Authority's provision for children with ASD, which is reflected in increased numbers of children with ASD needing to be placed in independent or non maintained special schools. (See 4.5 below).

4.3.10 Another significant change in the local SEN population is the increase in the numbers of children with very profound and complex needs who are surviving. This appears to be the result of advances in medical science which mean that children born with profound disabilities are surviving where previously they may not have done so. The total number of children in West Berkshire's special schools has not increased significantly, but the profile has altered as a result of reduced numbers of children with more moderate learning difficulties (who are now more likely to be placed in mainstream schools) and increased numbers of children with profound and complex needs.

4.3.11 There is some anecdotal evidence of greater numbers of children with medical needs such as diabetes and epilepsy attending mainstream schools, but it has not been possible to obtain data to support this. Systems are being put in place so that this data can be collected in the future.

4.3.12 Evidence does not exist of an overall increase in the number of children identified with behavioural, emotional and social difficulties. However, there does

appear to have been an increase in children with very severe and extreme behaviours, including children with mental health diagnoses. This is reflected in the increase in the number of children with BESD who are requiring placement in independent and non maintained special schools.

4.3.13 The proposal in the Government's SEN Green Paper 2011 to amalgamate the two school based categories of SEN, School Action and School Action Plus, into one school based category, will inevitably impact on future trend analysis.

4.4 School provision for children with disabilities

4.4.1 The majority of children with SEN will have their needs met in local mainstream schools. All mainstream schools are bound by the SEN Code of Practice and must make suitable provision for children with SEN. All schools have a Special Educational Needs Coordinator to oversee arrangements for children with SEN. Schools are expected to use a proportion of their main school budgets for children with SEN and in addition have funds delegated specifically for SEN provision.

4.4.2 Children whose needs cannot be met in their local mainstream school may attend a school which has a special resource for children with particular needs. In West Berkshire, the following schools have special resources attached to them:

Speenhamland Primary School, Physical Disability, 10 places
The Winchcombe Primary School, Speech and Language Difficulties, 15 places
Westwood Farm Infant School, Hearing Impairment, 5 places
Westwood Farm Junior School, Hearing Impairment, 10 places
Theale Primary School, Autistic Spectrum Disorder, 12 places
Kennet Secondary School (Academy), Physical Disability, 25 places
Kennet Secondary School (Academy), Hearing Impairment, 10 places
Theale Green Secondary School, Autistic Spectrum Disorder, 12 places
Trinity Secondary School, Specific Literacy Difficulties, 20 places.

4.4.3 West Berkshire Council maintains two special schools, The Castle School in Newbury and Brookfields School in Tilehurst. Both schools cater for children from 2 to 19 with learning difficulties and other associated special educational needs. These could include physical disabilities, sensory impairments, speech and language difficulties, autistic spectrum disorder and behavioural difficulties. In addition, The Castle School has a resource for children with autistic spectrum disorder and Brookfields has a resource for children with sensory impairments. The Castle School's Nursery is collocated with Victoria Park Nursery and Children's Centre and its Post 16 Department is located on the Newbury College site.

4.4.4 Where a child's has needs which cannot be met in a West Berkshire school, the Council will consider placements in specialist provision maintained by other Local Education Authorities or in independent or non maintained special schools.

4.5 School placement of children with disabilities

4.5.1 The following table shows total numbers of statemented children in 2010 broken down by type of placement.

| Type of placement | Numbers | Percentage |
|-------------------------------------|------------|------------|
| Early years setting | 4 | |
| Maintained mainstream | 363 | |
| Maintained mainstream with resource | 78 | |
| Independent mainstream | 7 | |
| Sub total mainstream | 452 | 62% |
| Maintained special | 200 | |
| Non maintained special | 18 | |
| Independent special | 45 | |
| Education Otherwise (PRU) | 5 | |
| Sub total special | 268 | 37% |
| Education Otherwise (home tuition) | 8 | |
| Education Otherwise (parents) | 1 | |
| Sub total other | 9 | 1% |
| TOTAL | 729 | |

If the children who are educated otherwise are treated as being in special provision in the sense that they are not in mainstream schools, the mainstream / special split is currently 62% / 38%.

4.5.2 The table below shows how this compares with previous years:

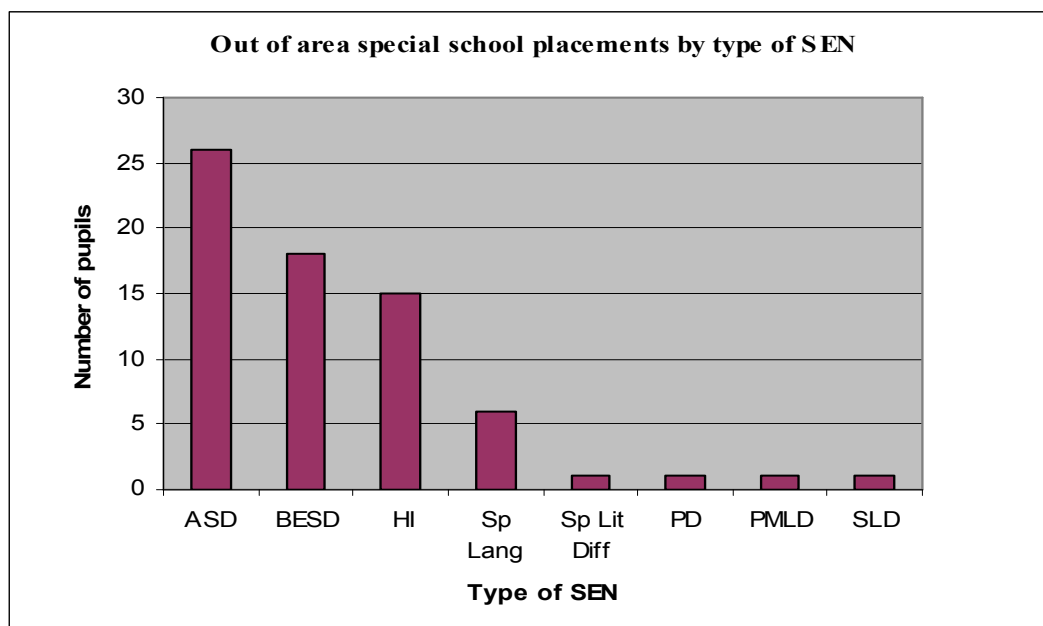
| Year | St. pupils in m/s | Percentage | St. pupils in special | Percentage | Total |
|-----------|-------------------|------------|-----------------------|------------|-------|
| 2007 | 501 | 63% | 288 | 37% | 789 |
| 2008 | 478 | 62% | 288 | 38% | 766 |
| 2009 | 493 | 65% | 269 | 35% | 762 |
| 2010 Jan | 489 | 64% | 272 | 36% | 761 |
| 2010 Sept | 452 | 62% | 277 | 38% | 729 |

4.5.3 This table demonstrates that the total number of statements has decreased slightly but not very significantly over a three year period. (A reduction of about 7.6%). This reduction reflects changes in the SEN Funding system to allow more resources to be accessed by schools without recourse to a Statement of Special Educational Needs.

4.5.4 The split between mainstream and special placements has not changed significantly over the last three years. Over that period, on average, 63.5% of statemented pupils have been in mainstream provision and 36.5% in special school provision. However, although the total number of West Berkshire children attending special schools has not increased (in fact it has decreased slightly), the number of children in non maintained and independent special schools has increased since 2007, as shown below.

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| Non maintained special | 25 | 22 | 15 | 18 | |
| Independent special | 32 | 44 | 41 | 45 | |
| Total | 57 | 66 | 56 | 63 | 69 |

4.5.5. Placements in independent and non maintained special schools are shown in the table below, broken down by the child's primary special educational need:



4.5.6 The largest number of placements in independent and non maintained special schools are of children with autistic spectrum disorder, followed by behavioural, emotional and social difficulties and then hearing impairment.

4.6 Access to out of school activities

4.6.1 Access to out of school activities for children with SEN and disabilities has been a priority for West Berkshire Council for several years. The Early Years and Childcare Team has a budget to provide one to one support for children with SEN to enable them to access childcare opportunities. From 2003 to 2006 the Local Authority had a Public Service Agreement Target to increase access to out of school activities for children with SEN and the target was met. Since then there have been significant further developments as a result of the Aiming High for Disabled Children initiative which provided additional resources for the development of short breaks for children with disabilities. Most short break activities are commissioned by the Authority and provided by third parties. The voluntary sector is a major provider of short breaks activities.

4.6.2 Data from the Aiming High for Disabled Children initiative shows that the number of hours of non specialist (ie mainstream) out of school activities available for children with SEN increased from 5730 to 6239 between 2009-10 and 2010-11. This represents an increase of approximately 9%. There has been a similar increase in the number of hours of out of school activities available in

specialist settings. However, although provision has increased there are still gaps in the provision of out of school activities for children with SEN and disabilities. This will need to be reviewed on an ongoing basis.

4.6.3 There is no data available on access to school trips (day and residential) for children with SEN / disabilities. However, schools quite frequently seek advice from the Local Authority on ways of including children with SEN / disabilities in school trips. Ensuring that children are included in school trips in a way which is safe can create considerable anxiety for schools. Individual enquiries are dealt with on a case by case basis, but the number of requests for advice suggests there is a need for more generic guidance for schools on including children with SEN / disabilities in school trips, in line with Disability Discrimination and Equality legislation.

4.7 Progress made by children with disabilities and outcomes

4.7.1 National Indicator 104 – The SEN / non SEN gap at end of KS2 - % achieving L4 in English and Maths combined

The following table shows the percentage of children with SEN who achieve at expected levels at the end of Key Stage Two (the end of primary schooling), compared to the percentage of children with no SEN who achieve at this level. It also shows the “gap” between the achievement of the SEN and non SEN groups and whether this is getting wider or narrower over time.

| | All Pupils | | | No Identified SEN | | | SEN | | | % Gap | | |
|-----------------------|------------|---------|---------|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| England | 71.1% | 73.0% | 72.3% | 82.7% | 84.6% | 84.4% | 30.9% | 33.6% | 33.5% | 51.8% | 51.0% | 50.9% |
| West Berkshire | 73.9% | 74.6% | 73.8% | 84.5% | 87.1% | 85.7% | 31.1% | 31.7% | 35.5% | 53.4% | 55.4% | 50.2% |

The table demonstrates that the performance of children with SEN at Key Stage 2 is improving, as the percentage of children with SEN achieving Level 4 in English and Maths has increased. The percentage of children with SEN achieving at this level also compares favourably with the national average. In addition, the gap between the percentage of children without SEN who achieve Level 4 and the percentage of those with SEN who achieve Level 4 is narrowing. Overall this indicates good and improving achievement by children with SEN at the end of the primary phase.

4.7.2 National Indicator 105 – The SEN / non SEN gap – end KS4 - % achieving 5 A* - C including English and Maths

The following table shows the percentage of children with SEN who achieve five A star to C grade GCSEs at the end of Key Stage Four (the end of statutory education), compared to the percentage of children with no SEN who achieve at this level. It also shows the “gap” between the achievement of the SEN and non SEN groups and whether this is getting wider or narrower over time.

| | All Pupils | | | No Identified SEN | | | SEN | | | % Gap | | |
|-----------------------|------------|---------|---------|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| England | 45.5% | 48.4% | 50.9% | 53.9% | 57.5% | 61.0% | 9.4% | 11.8% | 14.5% | 44.4% | 45.6% | 46.5% |
| West Berkshire | 53.3% | 52.9% | 54.9% | 59.7% | 60.9% | 64.0% | 11.2% | 13.6% | 17.8% | 48.5% | 47.2% | 46.2% |

The table demonstrates that the performance of children with SEN at Key Stage 4 is improving, as the percentage of children with SEN achieving 5 A star to C grades including English and Maths has increased. The percentage of children achieving at this level also compares favourably with the national average. In addition, the gap between the percentage of children without SEN who achieve at this level and the percentage with SEN who do so is narrowing. This indicates good and improving achievement by children with SEN at age 16.

4.7.3 Key Stage 2 - % making at least 2 levels of progress – all pupils compared to SEN pupils

The following table shows the percentage of children with SEN who make at least two National Curriculum levels of progress between the end of Key Stage One (age 7 years) and the end of Key Stage Two (age 11 years) in English and Maths, compared to the percentage of non SEN pupils who make at least two levels of progress in these subjects.

| | English | | | | Maths | | | |
|-----------------------|------------|---------|----------------------------|---------|------------|---------|----------------------------|---------|
| | All Pupils | | Pupils identified with SEN | | All pupils | | Pupils identified with SEN | |
| | 2006-07 | 2007-08 | 2006-07 | 2007-08 | 2006-07 | 2007-08 | 2006-07 | 2007-08 |
| England | 83.5% | 82.2% | 76.2% | 76.4% | 75.8% | 77.8% | 60.0% | 62.9% |
| West Berkshire | 86.2% | 83.1% | 78.4% | 75.7% | 77.2% | 78.7% | 56.4% | 61.7% |

The table shows a slight decrease in the percentage of children with SEN making at least two levels of progress between Key Stage One and Key Stage Two in English between 2007 and 2008. However, this is in line with a similar trend for all pupils over that period. In Maths, the percentage of pupils with SEN achieving two levels of progress increased.

4.7.4 Key Stage 4 – of those children classified as SEN at the end of KS2, % making 3 levels of progress to KS4

The following table shows the percentage of children with SEN who make at least three National Curriculum levels of progress between the end of Key Stage Two (age 11 years) and the end of Key Stage Two (age 16 years) in English and Maths.

| | English | | Maths | |
|-----------------------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2006-07 | 2007-08 |
| England | 38.2% | 39.0% | 26.8% | 28.1% |
| West Berkshire | 40.7% | 38.8% | 32.4% | 31.4% |

The table shows a slight decrease in the percentage of children making at least three levels of progress between Key Stage Two and Key Stage Four in English

between 2007 and 2008. Similarly, there was a slight decrease in the percentage of children with SEN making at least three levels of progress in Maths over that period.

4.7.5 Ofsted consider progress made by children with SEN as part of school inspections. Taking all West Berkshire schools' most recent Ofsted reports in to account, 75% of schools were rated good or outstanding for progress made by children with SEN, 21% were satisfactory and 4% were unsatisfactory. (The schools rated unsatisfactory on this measure will have been followed up by the School Improvement Service).

4.7.6 This data shows that achievement and progress of children with SEN in West Berkshire is generally good compared to the national position, and is rated as good or better by Ofsted in a large proportion of the Authority's schools. However, whilst the global picture presented by the data looks quite positive, the possibility that individuals or groups of children with SEN could be underachieving in relation to their potential should not be overlooked. Responses from the local branch of the National Autistic Society and the National Deaf Children's Society referred to national data which indicates that autistic children and deaf children underachieve.

4.7.7 Another issue which needs to be considered is whether children with SEN who attend mainstream schools have sufficient access to alternative courses and schemes of accreditation if they are not able to access GCSE courses. Some parents and schools reported this as an area needing further development, particularly in the light of the proposed raising of the participation age to 17 years.

4.7.8 An important measure of schools' success in meeting the needs of children with SEN is the outcome achieved after young people leave school in terms of access to further education, training or employment. Data from 2008 shows that 6.3% of 16 to 18 year olds with learning difficulties and disabilities were NEET (not in education, employment or training). This compares favourably with the national average percentage which was 12.8% at that time. However, it is still a cause for concern that 6.3% of young people with SEN and disabilities are not going in to education, employment or training after leaving school. One of the issues reported by parents and schools as a barrier to employment is lack of access in some cases to suitable work experience and vocational training opportunities.

4.8 Effectiveness of schools' arrangements for children with disabilities

4.8.1 Attainments and progress cannot be used as the only measure of schools' effectiveness for children with SEN / disabilities. It is necessary to consider a number of other indicators, including data on admissions, exclusions, pupil transfers, attendance, pupils withdrawn from school by parents, bullying, physical access, information from schools' Disability Equality Schemes, Annual Review outcomes and parental feedback.

4.8.2 Admissions

Schools are not able to refuse admission to a pupil on the grounds of their special educational needs. The West Berkshire Schools Admissions Policy gives children with statements top priority in the admission criteria. If a pupil with a Statement is seeking admission to a particular mainstream school, (eg. when they reach school age, when they transfer to secondary, or when they are without a school place for other reasons), the Local Authority has to consult the Governors of the school concerned. In the majority of cases children are accepted without question. However, the Governors of a school are able to make a case, if they wish, that admission of the child would not be in the child's best interests or the interests of other children. Unfortunately, data does not exist on the number of cases where objections to admission of statemented pupils are raised, but it is estimated to be a relatively small minority of cases. The Authority in these circumstances has to take a view about whether the school's objections are valid; if so, another school will be approached, if not, the school is expected to admit the child and can be directed to do so if necessary. Experience shows that when schools raise objections to the admission of a statemented pupil it is generally in cases of children with behavioural, emotional and social difficulties (BESD), either as their primary need or associated with other conditions. It is often possible to negotiate a child's admission in such cases, or reach an alternative solution, and direction is rarely necessary. However, a small number of parents reported during the consultation that they never reached the point of making a formal application to their first choice of school because they were made to feel unwelcome and were encouraged to place their child elsewhere. This experience was reported in cases of children with autism, Down's Syndrome and BESD. It must be stressed that only a very small number of parents reported having this experience and this must be seen in the context of nearly 800 statemented pupils. However it does raise potential issues about the ethos and confidence levels of some schools in relation to children with SEN.

4.8.3 Exclusions

The following tables shows the number of children who were excluded, either on a fixed term basis or permanently, from West Berkshire schools in the 2009-10 academic year and the percentage of those with special educational needs.

Permanent Exclusions in 2009-10

| | | |
|--------------------|---|-----|
| School Action | 1 | |
| School Action Plus | 3 | |
| Statement | 0 | |
| Total SEN | 4 | 50% |
| No SEN | 4 | |
| Total | 8 | |

Fixed Term Exclusions in 2009-10

| | | |
|--------------------|-----|-----|
| School Action | 162 | |
| School Action Plus | 405 | |
| Statement | 99 | |
| Total SEN | 666 | 67% |
| No SEN | 327 | |
| Total | 993 | |

This data shows that 50% of permanent exclusions in 2009-10 and 67% of fixed term exclusions were of children with SEN. It is not possible at present to break this data down by type of SEN, but investigation of individual cases shows that, almost exclusively, children with SEN who have been excluded are children identified as having BESD rather than other types of SEN, (though it should be acknowledged that children whose primary special educational need is BESD may have additional or associated special educational needs).

4.8.4 Pupil transfers / managed moves

In the 2009-10 academic year, 36 pupils had managed moves from one mainstream school to another. Of these, 30 were identified with special educational needs; 3 at School Action and 27 at School Action Plus. In the majority of cases the identified SEN was behavioural, emotional and social difficulties.

4.8.5 Attendance

West Berkshire has relatively low levels of persistent absence. Persistent absence is defined as less than 80% attendance. Of the pupils who were persistently absent in the 2008-9 academic year, 25% were identified by schools as having some degree of special educational need, either at School Action, School Action Plus or Statement. The majority of these pupils were identified as having BESD. Some had medical needs. Whilst the total numbers are small, the percentage with SEN is significant and warrants further investigation.

4.8.6 Elective Home Education

In the summer term 2010 there were 66 children being electively home educated by their parents. In 6 of these cases, ie. 9%, one of the reasons given by parents for originally choosing to home educate their child was the child's SEN. (It needs to be borne in mind that some of these children have been electively home educated for many years so have not been withdrawn from school recently and some may never have attended school). Between 2006 and 2010 the percentage of children on elective home education who have SEN has varied between 6% and 9% This represents pupil numbers of between 3 and 6.

4.8.7 Bullying

It is impossible to get accurate data on bullying of children with SEN. Schools should record data about bullying on a system called "webrisk" but this is not done consistently by schools so data is not reliable. Bullying was not a significant issue raised by parents in the consultation. However, bullying of children with Autistic Spectrum Disorder was raised in a study carried out by the West Berkshire branch of the National Autistic Society in 2009. 56% of parents responding to this study reported that their child had been bullied. The National Deaf Children's Society's response to the consultation referred to national evidence about bullying of deaf children (although there is no specific data about this locally).

4.8.8 Physical Access to Schools

Specific capital funding for access projects no longer exists. However, between 2002-3 and 2009-10 the School Access Initiative budget was available to

improve access to mainstream schools for children with disabilities. Schools had the opportunity to bid for funding and bids were prioritised in line with the following criteria: Priority 1: access to site, main entrance and reception; Priority 2: accessible toilets, showers and changing areas; Priority 3: access to specialist curriculum areas. An extensive programme of access works was carried out during this period at a total cost of £1,147,864. In addition, schools have carried out access works independently of the Authority using their own budgets. As a result there has been a general and significant improvement in access to school buildings over the last 10 year period.

However, few schools could yet be regarded as fully accessible. Secondary schools which have relatively good accessibility include Trinity, St. Bartholomew's (recently rebuilt) and Kennet (which has a resource for pupils with physical disabilities). Secondary schools in the east of West Berkshire are less accessible, particularly for children with mobility problems, which can create difficulties.

Access works carried out so far have mostly focused on improving access for children with mobility difficulties. There have been some projects funded by the Authority to improve access for children with other needs, such as visual impairment, hearing impairment and autism, but there is still a lot of scope to improve school environments for children with these particular needs. Schools need to be reminded to consider these groups when addressing physical access issues with their own sites and buildings.

4.8.9 Information from schools' Disability Equality Schemes

In 2006 the Disability Discrimination Act was amended to introduce a new general equality duty. Schools then took on a new responsibility to produce and implement a Disability Equality Scheme, in addition to an Access Plan, which they already had a duty to publish. (It was possible for schools to incorporate their Access Plan into their Disability Equality Scheme). The Equality Act has changed this requirement so that the duty on schools is now to produce an overarching Equality Scheme which addresses disability equality within it. The Authority has, where possible, collected schools' Disability Equality Schemes in order to inform its own strategy. Examination of the schemes which could be obtained shows some common themes. These include SEN training for staff and disability awareness raising for children.

4.8.10 Feedback from Parents

One of the ways in which the Authority can assess schools' effectiveness for children with SEN, or parents' perception of their effectiveness, is the feedback gained from Annual Reviews of statemented children. Where parents express concerns at their child's annual review, this is dealt with on a case by case basis by the school and also, where necessary, by an officer from the Authority's SEN Assessment Team, where necessary. However, there is currently no system for collation of data on parents' overall satisfaction at Annual Review.

Another measure of parents' satisfaction with arrangements to meet their children's needs is the number of appeals to the SEN and Disability Tribunal (SENDIST). There are two types of possible appeal to SENDIST. Firstly, parents of a child with SEN can appeal if the Authority refuses to carry out a statutory assessment of their child's needs; if the parent disagrees with the content of the child's Statement of Special Educational Needs; if the parent disagrees with the provision or placement recommended by the Authority; if the Authority refuses to

amend a Statement following an Annual Review, or makes amendments with which the parent disagrees. In the case of a SEN appeal in one of the situations described above, the appeal would be against the Local Authority. Secondly, parents of a child who has a disability as defined by the Disability Discrimination Act (who may or may not have a special educational need) can appeal to the Tribunal if they think that their child has been unfairly discriminated against on the grounds of their disability. In this case the appeal would usually be against the governors of the school. West Berkshire has had no disability discrimination cases going to the Tribunal and has relatively low levels of SEN cases compared to other Authorities. The Department for Education monitors the number of Tribunal cases per Authority expressed as a rate per 10,000 children in the school population. In 2008-9, the rate of cases lodged with the Tribunal was 3.98 per 10,000 children nationally and 1.57 per 10,000 children in West Berkshire, showing that West Berkshire's Tribunal rate is less than 40% of the national average. In the 2009-10 academic year only one West Berkshire SEN case was heard by the Tribunal.

A summary of parents' views expressed through the Accessibility Strategy consultation is included in section 5 of this document.

4.9 LA support for schools to promote participation by children with disabilities

4.9.1 The Local Authority provides a range of support to schools to assist them in making appropriate arrangements for children with SEN.

4.9.2 Every school has an allocated member of the Special Needs Support Team who visits on a regular basis. This support can include advice on differentiation of the curriculum, teaching strategies, interventions and resources; support for and mentoring of SENCOs; support and challenge on progress of children with SEN; advice on the DDA and reasonable adjustments for children with disabilities; support with provision mapping; bespoke SEN training to meet the school's specific needs and assessments of individual children.

4.9.3 SEN advice and support is available to private and voluntary early years settings and also to foundation classes in maintained schools from the Pre School Teacher Counsellor Service (if the setting has a child who is on the Pre School Teacher Counsellors' caseload) or alternatively from the Early Years Advisory Teachers.

4.9.4 Teachers from the ASD Service are available to advise schools on how to meet the needs of children with autism, including advice on teaching strategies and resources and ASD training.

4.9.5 The Sensory Consortium Service provides teachers of the hearing impaired and teachers of the visually impaired who can support pupils in schools on a peripatetic basis. Support includes advice and training for school staff and loan of equipment where appropriate. The service can also provide educational audiology support and mobility training.

4.9.6 The Specialist Inclusion Support Service (SISS) is run by the special schools on behalf of the Authority. It is complementary to the Special Needs Support Team and other SEN support services and provides support for children in mainstream schools who have significant learning difficulties (and sometimes other associated difficulties). SISS staff can provide advice, training and loan of equipment and resources.

4.9.7. Primary schools can access support for children with Behavioural, Emotional and Social Difficulties (BESD) through the Behaviour Support Team. Secondary schools have had resources delegated to them to provide this support themselves. In addition, primary and secondary schools can access support with behaviour management from the Authority's Pupil Referral Units which provide an outreach service in addition to part time, full time, short term and longer term placements for pupils.

4.9.8 The Authority maintains two primary Language and Literacy Centres. Pupils with severe specific literacy difficulties can attend these centres, usually for one session per week over a period of a year, in order to have intensive support with their literacy.

4.9.9 Schools can access a range of support from the Educational Psychology Service, including assessments of individual children, advice and training.

4.9.10 The Authority makes available a range of SEN training for schools, including accredited training for SENCOs. Some training is provided directly by the Authority, some is provided by the special schools and some is outsourced to other organisations. In addition, both the special schools and the Special Needs Support Team can provide bespoke training to meet schools' specific needs. Induction training for new Headteachers and for newly qualified teachers includes some SEN content. Regular briefing sessions are held for SEN Governors. There are regular network meetings for SENCOs and an annual SENCO conference.

4.9.11 Where children require an initial assessment by a speech and language therapist, occupational therapist or physiotherapist, this is provided on the recommendation of a health professional by the Primary Care Trust, usually in a clinic. Once the initial assessment has been carried out, if the child has significant needs requiring ongoing support from a therapist, and this is written in to their Statement of Special Educational Needs, the therapy will usually be funded by the Local Authority and will be provided in school rather than in a clinic. As the number of Statements being issued has reduced (due to more SEN funding being delegated to schools), the therapy services have been extended to some non stated children. Therapists can undertake direct work with children where necessary, but more often they will provide programmes for schools to follow with regular reviews by the therapist. They can also provide general advice and training for staff in both primary and secondary schools.

4.9.12 Advice and training to help early years settings and schools meet the needs of children under five with speech and language difficulties is available from teachers and speech and language therapists through the Every Child a Talker project (ECAT) and the Early Years Language Project. Similarly, advice and training to help settings and schools meet the needs of children in this age

group with motor coordination difficulties is available from teachers and occupational therapists through the Sensory Motor Project.

4.9.12 Schools can obtain advice on improvements to their physical environments for children with SEN and disabilities from the Council's Access Officer. The Authority also provides financial support with access works in schools.

4.10 Impact of Local Authority Policies on participation by disabled children

4.10.1 The Council's SEN Inclusion Policy puts a strong emphasis on inclusion in mainstream schools for children with SEN where parents want it. Since West Berkshire became a unitary authority in 1998 there have been no SEN Tribunal cases as a result of parents being refused a mainstream school place for their child.

4.10.2 The Council's Schools Admission Policy gives top priority within the admission criteria to children with a Statement of Special Educational Needs regardless of where the child lives.

4.10.3 The Council's Home to School Transport Policy provides transport for statemented pupils to resourced and special schools provided the child's address is more than 2 miles from the school (up to age 8) or more than 3 miles from the school (8 years plus). Transport may be provided for children living within these distances in exceptional circumstances. Transport is not provided for statemented children to mainstream schools, unless the nearest school with a place available is more than 2 or 3 miles away (up to age 8 and over 8 years respectively). For post 16 statemented pupils, transport is provided to the nearest FE college with a suitable SEN course. West Berkshire's SEN Transport Policy is similar to policies operated by other Councils. Some parents of children with SEN commented as part of the consultation that their choices were constrained by lack of transport.

5. Views of those consulted during the development of West Berkshire's Accessibility Strategy

5.1 Consultation with parents of children with disabilities

5.1.1 The development of this Strategy was overseen by a Steering Group with broad representation, including parent representatives, so parents have been directly involved in all stages of the development of the Strategy.

5.1.2 The Steering Group decided to create a consultation questionnaire for parents / carers as well as holding open consultation meetings. All parents of children with statements were sent an invitation to the consultation meetings and a hard copy of the questionnaire. The questionnaire was also made available for completion on line on the Council's website.

5.1.3 In order to publicise the consultation with parents of non stated children, the Local Authority wrote to all Headteachers to inform them of consultation arrangements and ask them to publicise the existence of the questionnaire and the consultation meetings. A poster was produced and sent to Headteachers for display in schools. Schools were also sent a batch of parent questionnaires to distribute to parents who wanted one.

5.1.4 Information about the consultation was also placed on the Council's website and on the website of the Parent Partnership Service.

5.1.5 These arrangements appeared to work well for parents of stated children. They were not as effective for parents of non stated children. Some parents reported that they did not hear about the consultation meetings until after they had taken place. Two additional consultation meetings were therefore set up.

5.1.6 Three consultation meetings for parents were held, one on 18th June 2010 and two on 15th July 2010. Issues raised by parents included:

- The need for better communication in some cases between schools and parents of children with SEN
- Some schools not making enough "reasonable adjustments"; others have been very proactive and supportive
- Some schools are more welcoming than others to children with SEN. Good and bad experiences reported.
- The attitude of the Headteacher is key in determining how inclusive a school's ethos is
- Importance of early intervention and support in the early years
- Insufficient access to speech and language therapy and occupational therapy
- Some teachers do not fully understand a child's SEN and need more training
- All professionals need to have high expectations of children with SEN
- Sometimes other children need to be made aware of a child's difficulties but this does not always happen
- Schools need more training on the Disability Discrimination Act and the Equality Act. Schools might benefit from a model Equality Scheme.
- Some parents reported that their child had been bullied
- Key workers would be very helpful
- Importance of transition to adulthood
- Difficulties presented by lack of transport

5.1.7 A total of 464 parents completed the questionnaire in full. A further 8 completed it in part, giving a total of 472 responses. 77% of respondents stated that their child had a statement of special educational needs. 70% of respondents regarded their child as having a disability. 6.6% of parents who responded described themselves as having a disability.

5.1.8 The questionnaire was divided into four main sections: accessibility of the curriculum, accessibility of information, accessibility of school buildings and environment and transport.

5.1.9 When asked to provide an overall rating for accessibility of the school curriculum, 43% of parents rated it as excellent and 40% as good. Responses to specific questions about curriculum access were generally positive. Areas where parents registered slightly more concerns than others were in relation to the following statements:

- *“Classroom materials are provided at an appropriate level, and in an appropriate format”*– 20% disagreed or slightly disagreed
- *“All necessary staff are aware of and knowledgeable about my child’s disability”*– 22% disagreed or slightly disagreed
- *“My child has access to any specialist equipment he / she needs in school”*– 21% disagreed or slightly disagreed.

5.1.10 In response to a question about access to information provided by schools for families, 90% of parents agreed or strongly agreed that information was provided in an appropriate format and that someone was available to explain it if necessary. Parents saw performance as slightly poorer (but still good) with respect to the accessibility of information provided for their children. 19% did not agree with the statement *“Information is provided by the school clearly and in an appropriate format for my child”*.

5.1.11 Responses to questions about access to school buildings were generally very positive. When asked to give an overall rating, 40% regarded accessibility of school buildings as excellent and 48% rated it as good. Slightly less positive responses were received in response to the following statements:

- *“My child is supported where necessary during unstructured times (eg. break times)”*– 20% disagreed or slightly disagreed
- *“There is a safe place for my child to go if anxious / angry / distressed”* – 18% disagreed or slightly disagreed

5.1.12 Parents were only asked to complete the section on transport if their child was in receipt of free transport. A very high proportion of parents were satisfied with the transport arrangements, felt the vehicles were appropriate and the journey time acceptable. However, 47% of respondents said that transport was insufficiently flexible to allow for before and after school activities.

5.1.13 Parents had the opportunity to make any general comments at the end of the questionnaire. These comments tended to echo the issues raised at the consultation meetings.

5.1.14 All responses where parents had ticked “disagree” or “slightly disagree” were analysed by school (where parents had named the school) in order to establish whether there were any particular patterns, eg. any schools which were attracting a significantly larger number of negative responses than others, (taking in to account the total number of responses for a particular school and setting the number of negative responses in this context). This analysis did not reveal any significant patterns.

5.1.15 The results of the parent consultation were considered in detail by the Steering Group and have been used to inform this Strategy.

5.2 Consultation with schools

5.2.1 The Accessibility Strategy Steering Group included primary, secondary and special school representatives who have been fully involved in the development of the strategy.

5.2.2 A questionnaire for schools was devised by the Steering Group and sent out to all West Berkshire schools at the same time as the parent questionnaire. The questionnaire was electronic. Hard copies were not made available. Schools were asked to assess the accessibility of their own school, rate support provided by the Local Authority and its partners to improve accessibility and comment on what the Authority's priorities in its Accessibility Strategy should be. A total of 32 schools responded.

5.2.3 Schools were asked to assess the accessibility of their curriculum for children with different types of special educational need. 68% described their curriculum access as good or excellent. Where schools rated their own curriculum access as only "fair" this tended to be mostly in relation to children with physical, hearing or visual impairments. A very small number of schools rated their curriculum access as poor in relation to children with physical and hearing impairment. These ratings may to some extent reflect schools' concerns about their physical environment. They may also have come from schools with little or no experience of physical or sensory difficulties, who could adapt their curriculum if necessary with support from the relevant agencies.

5.2.4 70% of schools rated the accessibility of their wider curriculum (after school clubs, trips etc) as good or excellent. Where access is described only as fair, or, in a very small number of cases, poor, this was again mostly in connection with children with physical and sensory difficulties. Children with autistic spectrum disorder were also mentioned as potentially more difficult to include in the wider school curriculum than children with other types of SEN.

5.2.5 When asked to assess the accessibility of their teaching resources and materials for children with SEN, 68% of schools described themselves as good or excellent. Where schools showed less confidence about the accessibility of their teaching materials it was, again, mainly in relation to children with sensory and physical impairments and autistic spectrum disorder.

5.2.6 Responses to a question about the accessibility of information provided for parents and for children with SEN, showed that schools appear to be less confident than in relation to previous questions. Only 49% described their provision as good or excellent in this respect. This would therefore appear to be an area where schools may require more support. Some schools gave examples of good practice in this area which could potentially be shared.

5.2.7 Similarly, schools' rating of their physical accessibility was relatively low compared to other aspects of their accessibility. 55% rated themselves as good or excellent. 28% rated themselves as fair. 17% either rated this aspect as poor

or did not comment. Comments included the difficulty of making old buildings and two storey buildings accessible, problems posed by separate classroom units and lack of space for children with medical needs.

5.2.8 Schools were asked to rate support, advice and training provided by the Local Authority and its partners in relation to:

- Making the academic curriculum accessible
- Providing suitable equipment
- Making the wider curriculum accessible
- Making resources / teaching materials accessible
- Making information / documents accessible for parents and children
- Improving the school's physical environment
- Making reasonable adjustments under the DDA
- Producing a Disability Equality Scheme
- Managing transition between phases
- Managing transition to adulthood
- Managing medical needs

5.2.9 Replies were mixed with a significant proportion of "unable to comment" responses where schools had not had the need for or experience of a particular service, which makes the responses difficult to analyse. Where schools did comment, the majority of their responses were in the good category, followed by fair. Responses in the poor category were very low, apart from

- information about and access to financial support to improve the physical environment.

5.2.10 Other areas where responses or comments indicated a need for more or better support were:

- Funding for equipment
- Help with making information accessible for parents and children
- Updated training on the Equality Act and a model scheme

5.2.11 When asked what the Authority's priorities should be in order to help schools improve their accessibility, the two highest rated areas were access to funding for equipment and information about and access to funding to improve the physical environment.

5.2.12 The next highest priorities for schools were advice / guidance on making the curriculum accessible, advice / guidance about suitable equipment, advice / guidance on making teaching resources accessible and advice / guidance about improving the physical environment. Interestingly, schools prioritised advice and guidance on these topics above training on the same topics, perhaps reflecting the difficulties schools have in releasing staff for training and the cost of supply cover.

5.2.13 Schools were asked to identify the main challenges in making their schools accessible to children with SEN / disabilities. The main challenges identified by schools were

- Funding for large scale building adaptations
- Problems with site layout

- Lack of consistent information from feeder schools about SEN
- Increasing numbers of children with challenging behaviour.

5.2.14 The results of the consultation with schools were considered in detail by the Steering Group and have been used to inform this strategy. In addition, the draft strategy will be sent to all headteachers and chairs of governing bodies for comment before it is finalised.

5.3 Consultation with other teams / agencies / stakeholders

5.3.1 In addition to parents and schools, the Steering Group includes representation from:

Sensory Consortium Service (for children with Sensory Needs)
 West Berkshire branch of the National Autistic Society
 West Berkshire Mencap
 Educational Psychology Service
 School Improvement Service
 School Assets Team
 Learning Support Services
 SEN Assessment Team
 Parent Partnership Service
 Council Access Officer

5.3.2 The draft strategy will be sent to the following teams / agencies for comment before it is finalised:

Educational Psychology Service
 School Improvement Advisers
 Learning Support Teams
 Reintegration Service
 Attendance and Behaviour Consultant
 Parent Partnership Service
 Children's Centres
 Education Assets Manager
 Looked After Children's Team
 Service Managers in Children and Young People's Directorate
 Council's Access Officer
 Council's Equalities Officer
 Council's Home to School Transport Team
 Elected Members
 Neighbouring Local Authorities
 Sensory Consortium Service
 Primary Care Trust
 Voluntary Organisations
 Mencap
 National Autistic Society, West Berkshire Branch
 Royal National Institute for the Deaf
 National Deaf Children's Society
 Royal National Institute for the Blind
 Berkshire Blind Society
 Trade Unions

6. Summary analysis of data

6.1 In very broad terms, the data and consultation feedback is showing the following:

- The total incidence of children with SEN in West Berkshire is reducing slightly, mainly as a result of schools identifying fewer children with SEN at School Action.
- However, numbers of children with particular types of SEN are increasing. Most notably, the number of children with ASD is increasing dramatically. In addition there are increases in children with profound and complex needs and children with severe behavioural problems. There may also be some increase in children with chronic health conditions, but better evidence is needed to substantiate this.
- These increases are putting pressure on resources, particularly on services and provision for children with ASD.
- 62% of statemented children are in mainstream settings and 38% are in special school settings. This split between mainstream and special school placements has remained fairly static over the last three years.
- Placements in independent and non maintained special schools are increasing. The majority of these placements are for children with autistic spectrum disorder (ASD), behavioural, emotional and social difficulties (BESD) and hearing impairment.
- Numbers of children identified with SEN are very low in Year 7 compared to Year 6 and increase again significantly in Year 8, which may suggest that children are not being identified in Year 7 who should be. Some secondary schools report insufficient data being transferred from primary schools.
- Progress made by children with SEN in West Berkshire is generally good and compares favourably with the national position.
- Some parents reported very good practice by schools in meeting their child's SEN. The majority of parent responses to the questionnaire were mainly positive. However, some parents reported less positive experiences.
- Children with Statements who attend mainstream schools get preference for their first choice of school. However, some parents (a small number) reported not being made to feel welcome by some schools and therefore not pursuing a formal application to the school. This suggests a lack of confidence or less inclusive ethos in some schools.
- There is a wide range of SEN training and take up is good, but some parents felt that staff lacked the necessary knowledge to meet their child's needs
- Access to out of school activities for children with SEN is significantly improved since the Aiming High for Disabled Children initiative, though some parents report lack of transport as a barrier.

- Including children with SEN / disabilities in school trips, particularly children with medical conditions, can present particular challenges for schools and raises anxieties about health and safety issues.
- A high proportion of excluded children and children with persistent absence are recorded as having SEN, which is a cause for concern and requires further investigation.
- Some parents reported bullying as a problem. This was a particular issue for parents of children with ASD. Some schools noted in their own Disability Equality Schemes a need for disability awareness raising for children.
- Physical access to schools has improved significantly as a result of a programme, set out in the Authority's initial Accessibility Strategy, to improve access to schools focusing in particular on access to the site and main entrance, provision of accessible toilets and changing facilities and access to specialist curriculum areas.
- However, lack of physical accessibility still presents difficulties in some schools. In particular, there is no secondary school in the east of the Authority which would be readily accessible for a pupil who was a wheelchair user.
- Schools lack confidence and experience of making information accessible for children with SEN.

7. Strategy

7.1 There is much which is positive in the data and the consultation feedback. This reflects the commitment and hard work of staff in schools, and the agencies which support schools to meet the needs of children with SEN. Inevitably there is still scope for improvement in the accessibility of schools in West Berkshire for children with SEN and disabilities.

7.2 In order to make schools more accessible for children with SEN and disabilities, West Berkshire Council's strategic objectives will be:

- **to promote positive attitudes to the inclusion of children with SEN / disabilities in schools**
- **to ensure schools are fully briefed on the relevant disability and equality legislation**
- **to improve continuously the knowledge and skills of all staff in schools, enabling them to meet the needs of children with a range of Special Educational Needs as effectively as possible**
- **to provide support to schools in a variety of ways, including on line training and written guidance, in addition to traditional training sessions**
- **to promote and facilitate the sharing of good practice**
- **to review the role and capacity of SEN support services to ensure they give effective support to schools**
- **to work jointly with other agencies and the voluntary sector to support schools in meeting the needs of children with SEN / disabilities**

- to work with schools to address bullying and promote disability awareness for children
- to empower parents to contribute to their child's development and to work confidently and effectively with schools
- to improve information, guidance and training for parents of children with SEN / disabilities
- to maintain current levels of provision for out of school activities and to improve access to school trips
- to review specific areas of provision which are under pressure and consider whether more local provision could be created
- to improve continuously the physical accessibility of school buildings
- to support schools with the provision of accessible information
- to work with maintained schools, academies and free schools to improve accessibility for children with SEN and disabilities regardless of where they are educated.

8. ACTION PLAN

The detailed Action Plan to support the Strategy is set out at Appendix One

9. Management, co-ordination and implementation

9.1 This Strategy has been developed by a Steering Group with wide representation including school and parent representatives and voluntary bodies.

9.2 The Strategy will be considered for approval by the Council's Executive.

9.3 The Strategy will be overseen and monitored by the Steering Group, with a detailed review (and revision if necessary) every 12 months.

9.4 Data collected in September 2010 to inform this Strategy will be collected every year in September in order to monitor progress.

10. Accessibility of the strategy

10.1 The Accessibility Strategy will be available on the West Berkshire Council website.

10.2 A copy of the Accessibility Strategy will be sent to all schools.

10.3 The existence of the Strategy will be publicised to parents through the West Berkshire Parent Forum, Family Voice

10.4 The Strategy can be made available in alternative formats and different languages on request.

West Berkshire Council Equality Policy Statement

'West Berkshire Council will actively strive to address inequalities through its planning and delivery of services. All Council members, employees and agents will work to eliminate unlawful and unfair discrimination and to promote equality and good relations within all sections of the community. We will treat everyone with respect, regardless of race, disability, gender, age, religion or sexual orientation.'

Appendix One: Accessibility Strategy Action Plan

8.1 Increasing access to the curriculum for disabled pupils

Priorities for development

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|--|--|--------------------|----------------|
| Guidance and Training for Schools and Other Agencies | | | |
| 8.1.1 Review SEN training provided by the Local Authority for schools and governors | Review undertaken Training programme in place which meets schools' needs | LSSM / SIA for SEN | April 2012 |
| 8.1.2 Audit schools annually on SEN training of staff and training requirements | Audit completed annually Data held centrally on staff training / qualifications Training programme informed by audit | LSSM/ SIA for SEN | From Sept 2011 |
| 8.1.3 Develop updated training for all schools and governors on the DDA, reasonable adjustments and the Equality Act | Training delivered Evaluations positive Schools show good awareness of DDA / Equality Act No disability discrimination cases against West Berkshire schools upheld by Tribunal | Learning Hub | April 2012 |
| 8.1.4 Review and strengthen the SEN content of Head teachers' induction and Newly Qualified Teacher Training | SEN content of Headteachers' induction and NQT training reviewed with stronger SEN component Training emphasises WB's core values for children with SEN / disability Heads and NQTs show an awareness of core values | LSSM / SIA for SEN | Sept 2012 |

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| 8.1.5 Update guidance for schools on SEN Funding and LA's expectations about how SEN funding is spent | SEN Funding guidance updated and publicised Schools show awareness of funding system and LA's expectations Schools can demonstrate SEN funding is spent appropriately | Service Manager SEN / DCT | January 2012 |
| 8.1.6 Support and encourage the use by schools of costed provision maps (pre populated with SEN budgets) | Schools are aware of costs of their SEN provision in relation to effectiveness Schools can demonstrate SEN funding is spent appropriately | LSSM / SIA for SEN | January 2012 |
| 8.1.7 Provide guidance for schools on good practice in primary / secondary transition for children with SEN | Guidance completed and publicised Evidence of good practice in secondary transfer of children with SEN Fewer placements of children with SEN fail in Year 7 | Service Manager SEN / DCT | April 2013 |
| 8.1.8 Investigate the drop in numbers of children identified with SEN between Years 6 and 7 | Investigation completed and findings used to inform guidance on primary / secondary transition for children with SEN | SIA for SEN | April 2013 |
| 8.1.9 Explore ways of increasing the capacity of the Specialist Inclusion Support Service (SISS) to meet demand, eg. by charging schools for parts of the service | Specialist Inclusion Support Service able to meet more of current demand and able to provide more comprehensive service where needed | Service Manager SEN / DCT | April 2012 |
| 8.1.10 Analyse referrals to SISS and to other SEN support services to identify any patterns in / reasons for referral which could be | Analysis completed and findings used to inform training programme and guidance for schools if appropriate | LSSM | January 2012 |

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| addressed through generic training / guidance | | | |
| 8.1.11 Use the SENCO Forum meetings to disseminate examples of good practice in schools and to share research evidence on effective practice | Sharing of good practice becomes a regular component of SENCO meetings Evidence of SENCOs implementing good practice from other schools | LSSM / SIA for SEN | From autumn 2011 |
| 8.1.12 Continue to provide accredited SENCO training through the Berkshire Consortium | Accredited SENCO training available Positive feedback from SENCOs and Headteachers | LSSM/SNST | Ongoing |
| 8.1.13 Continue to promote the Inclusion Development Programme (IDP) | Evidence of schools using IDP Positive feedback from schools Evidence of improved practice as a result of use of IDP in schools | LSSM / SIA for SEN | Ongoing |
| 8.1.14 Continue to promote on line SEN training | On line SEN training available and take up good Positive evaluations Evidence of improved practice as a result of staff undertaking on line training | LSSM / SIA for SEN | Ongoing |
| 8.1.15 Continue to provide training on literacy interventions eg. Fischer Family Trust | Training available Evaluations positive Evidence of improved literacy skills in participating schools | LSSM / SNST | Ongoing |
| 8.1.16 Provide literacy training targeted at Year 5 and Year 6 teachers | Training available Evaluations positive Evidence of improved literacy in participating | LSSM / SNST | Sept 2011 |

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| | schools | | |
| 8.1.17 Provide training for schools on working with parents of children with SEN | Training available Evaluations positive Very low level or no complaints about SEN provision in schools | Parent to Parent Coordinator | Sept 2012 |
| 8.1.18 Develop training for primary schools by the speech and language therapy service to address needs of children with speech and language delay / disorders | Training available Evaluations positive Staff report improved confidence / skills | LSSM /PSTC | April 2012 |
| 8.1.19 Develop training for secondary schools by the speech and language therapy service to address needs of children with speech and language delay / disorders. All secondary SENCOs to be trained. | Training available Evaluations positive Staff report improved confidence / skills | Service Manager SEN /DCT | Sept 2011 |
| 8.1.20 Encourage schools to recognise and record incidences of bullying related to disability | More recording of bullying of children with SEN where it occurs Schools show more awareness of potential for bullying of children with SEN | LSSM / EPS | Sept 2011 |
| 8.1.21 Support schools to address bullying of children with Autistic Spectrum Disorder using National Autistic Society materials | NAS anti bullying materials disseminated to schools Reduced bullying of children with ASD recorded by schools / reported by parents | EPS | Sept 2012 |
| 8.1.22 Promote peer mentoring schemes | More use of peer mentoring and disability awareness training for children in schools | EPS | Sept 2012 |

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| and disability awareness training for children | Reduced bullying of children with SEN /disabilities recorded by schools / reported by parents | | |
| 8.1.23 Provide guidance for schools on including children with SEN in off site activities / trips and include in DDA / Equality Act training | Guidance completed and publicised Very low level / no complaints from parents about children not being appropriately included in off site activities / trips | Service Manager SEN / DCT / SISS | April 2012 |
| 8.1.24 Special schools to provide advice and training for mainstream schools on including children with SEN in off site activities (including guidance on risk assessments) | Fewer enquiries from schools to LA about including children with SEN in off site activities / trips Very low level / no complaints from parents about children not being appropriately included in off site activities / trips | SISS | April 2012 |
| 8.1.25 Review and update West Berkshire policies on meeting the needs of pupils with diabetes, epilepsy and severe allergies | Policies in place and publicised Schools show more confidence in meeting needs of children with medical conditions | Service Manager SEN % DCT / SEN Manager | April 2013 |
| 8.1.26 Review with schools data on performance, attendance and exclusion of children with SEN | Performance of children with SEN improves Attendance of children with SEN improves Exclusions of children with SEN reduce | LSSM / SNST | From Sept 2011 |
| 8.1.27 Promote the Progression Guidance and encourage schools to set challenging targets for children with SEN | Schools show awareness of Progression Guidance Evidence of effective target setting for children with SEN | LSSM / SNST / SIA for SEN / EPS | Ongoing |

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| 8.1.28 Audit provision of alternatives to GCSE courses in mainstream secondary schools and provide advice and guidance on use of appropriate alternatives | Audit completed Gaps identified Range of suitable courses increases | SIA for SEN | Sept 2012 |
| 8.1.29 Provide training for escorts on school transport | Training completed Evaluations positive Parents and schools report satisfaction with quality of school escorts | Access Officer / Senior Transport Officer (Education) | Sept 2012 |

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|--|---|--|-----------------|
| Support / training for parents and children | | | |
| 8.1.30 Improve information for parents on services for children with SEN, including publication of a handbook | Handbook published Parents report greater satisfaction with availability of information on services for children with SEN | Parent to Parent Coordinator / Family Resource UK | March 2012 |
| 8.1.31 Update information for parents on Local Authorities' and schools' respective duties towards children with SEN | Information updated and publicised Schools and parents show greater awareness of respective responsibilities of schools and LA | Service Manager SEN / DCT | April 2012 |
| 8.1.31 Provide guidance for parents on what to look for when visiting schools, building on existing guidance materials | Guidance completed and publicised Positive feedback from parents | Parent to Parent Coordinator | Dec 2012 |

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| 8.1.32 Provide guidance for parents on what to do if they have a concern about how their child's special educational needs are being met | Guidance completed and publicised Parent feedback positive Parents show more confidence in dealing with concerns about their child's SEN provision | Parent to Parent Coordinator | Dec 2012 |
| 8.1.33 Provide more networks, support groups and information events for parents of children with SEN / disabilities and / or support voluntary groups to provide these services | More events for parents of children with SEN available Positive feedback from parents | Parent to Parent Coordinator | July 2013 |
| 8.1.34 Continue to provide training for parents of children with Autistic Spectrum Disorder; PAWS 1 and PAWS | Courses available Evaluations positive Parents report improved skills in meeting their children's needs | ASD Development Worker / PSTC | Ongoing |
| 8.1.35 Commission training for parents of children under five and in Key Stage One, so that parents can support their child's language development, through continuation and extension of existing Early Years Language Project | Courses available for parents of children in Key Stage One Evaluations positive Parents report improved skills in meeting their children's needs | LSSM / PSTC | July 2012 |
| 8.1.36 Provide access for parents to the on line SEN training courses currently available only to schools | On line SEN courses made available to parents Courses taken up by parents Feedback positive | LSSM / SISS | Sept 2012 |

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|---|--|-----------------------------------|-----------------|
| Out of school activities | | | |
| 8.1.37 Improve information for parents of children with SEN on availability of out of school activities | Improved information on out of school activities Parents report greater satisfaction with information on out of school activities | Service Manager Family Support | March 2012 |
| 8.1.38 Repeat audit of parents' needs for out of school / short break services and encourage providers to bid for Early Intervention Grant to fill gaps in services | Audit completed annually Bids from providers match identified gaps in services | Service Manager Family Support | Autumn 2011 |
| 8.1.39 Encourage providers of out of school / short break services to include transport in their bids so that children are not excluded through lack of transport to activities | Bids include provision for transport where necessary / appropriate | Service Manager Family Support | Autumn 2011 |
| 8.1.40 Encourage flexibility in the use of existing transport services to facilitate children's attendance at after school clubs where this would not occur additional cost | Evidence of transport arrangements being modified to allow access to out of school activities where this would not incur additional cost | HTST Manager | Ongoing |

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|--|---|--|-----------------|
| Specialist Provision | | | |
| 8.1.41 Review ASD provision, in light of significant increase, to establish whether additional resourced provision or provision in local special schools is required to reduce the need for out of area placements | Review completed Proposals developed for consideration by Elected Members | Service Manager SEN / DCT | July 2012 |
| 8.1.42 Work with neighbouring Authorities on the feasibility of a shared provision for children with ASD | Data on demand collated and submitted to Sub Regional Group Joint work with SRG and neighbouring LAs completed Proposals developed if appropriate | Service Manager SEN / DCT | Ongoing |
| 8.1.43 Review the role of special schools to establish feasibility of extending their role to create more local provision for children with very complex needs | Review completed Proposals developed for consideration by Elected Members | Service Manager SEN / DCT | Dec 2012 |
| 8.1.44 Review the availability of Family Support Worker provision for children with ASD attending mainstream schools | Review completed Proposals developed if appropriate | Service Manager SEN / DCT | July 2012 |
| 8.1.45 Improve access to work experience for young people with SEN through specialist post in Education Business Partnership | SEN post in EBP maintained Evidence of increased access to work experience for young people with SEN / disabilities | Service Manager SEN & DCT/ Transition Officer | Ongoing |

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| 8.1.46 Investigate feasibility of establishing Project Search in West Berkshire to create more work experience and apprenticeships for young people with SEN / disabilities | Piece of work with The Castle and Brookfields Schools undertaken to establish whether / how Project Search should be supported by the Local Authority | Service Manager SEN & DCT/ Transition Officer | April 2012 |
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8.2 Improvements to the physical environment of schools

Priorities for development

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|---|--|-----------------------|------------|
| Advice, guidance and training for schools | | | |
| 8.2.1 Promote with all schools (including church aided and controlled schools and academies) the role of the Council's Access Officer and ensure all schools are aware of the need to involve the Access Officer in any building projects which they are undertaking independently of the Authority | Role of access officer explained to schools and publicised Increased contact with Access Officer by schools Evidence of improved accessibility in schools' building projects | School Assets Manager | Sept 2011 |
| 8.2.2 Provide guidance for schools on how to make their environments more accessible for children with different types of SEN, including sensory needs, autism and BESD as well as mobility difficulties | Guidance completed and publicised Positive feedback from schools Evidence of improved accessibility in school environments as a result of implementation of the guidance | Access Officer | April 2012 |

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| 8.2.3 Re-launch the self audit tool for schools to assess the accessibility of their own environments and create action plans | Self audit tool updated and relaunched Evidence of schools using self audit tool Evidence of better planning by schools to improve access as a result of using the self audit tool | Service Manager SEN&DCT/ Access Officer | July 2012 |
| 8.2.4 Promote with all schools the use of sound field systems and the benefits which they can have for all children and not just the hearing impaired | Evidence of more schools purchasing and using sound field systems | Access Officer / Sensory Consortium Service | April 2012 |

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
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| Capital building works | | | |
| 8.2.5 Ensure access issues are fully taken in to account in all school capital projects and refurbishments, including access for sensory needs and autism as well as mobility problems | Access issues are taken in to consideration early in the planning stages of all capital projects and refurbishments Completed works meet at least minimum access requirements | School Assets Manager | Ongoing |
| 8.2.6 Ensure that at least minimum standards for accessibility, in line with relevant Building Bulletins and the DDA, are incorporated in to project briefs for school projects and are met | Briefs for school building projects fully address access issues Completed works meet at least minimum access requirements | School Assets Manager / Head of Property | Ongoing |

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| 8.2.7 Review standards which are applied in new build projects for accessibility and consider feasibility / cost of using a higher specification than minimum DDA /Building Bulletin requirements | Consideration given to use of a higher specification than the minimum required by DDA / Building Bulletins Proposals developed for consideration by Elected Members | School Assets Manager | Jan 2013 |
| 8.2.8 Prioritise access for disabled children as part of the criteria for agreeing Education Capital Programme bids | Improved access for children with disabilities is adopted as one of the criteria for prioritising projects for inclusion in the Education Capital Programme | School Assets Manager | Ongoing |
| 8.2.9 Aim to create a fully accessible secondary school in the eastern area of West Berkshire through the Education Capital Programme | Feasibility study completed to determine which school should be identified and the costs of works required | School Assets Manager | Feasibility study by March 2014 |

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

Priorities for development

| ACTIVITY | INDICATORS OF SUCCESS | RESPONSIBLE | DEADLINE |
|---------------------------------------|--|------------------------------|-----------|
| 8.3.1 Produce guidance for schools on | Guidance completed and publicised Positive feedback | Service Manager SEN / DCT | Sept 2012 |

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| providing information in different formats and how to get materials adapted | Evidence of schools adapting materials and information in to different formats | | |
| 8.3.2 Specialist Inclusion Support Service to provide training for schools on how to make information in the environment more accessible, eg. making use of symbols | Training delivered Evaluations positive Evidence of information in the environment being made more accessible by schools | SISS | Sept 2012 |

Appendix Two: SEN Codes and Other Abbreviations

ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional and Social Difficulties
Hi – Hearing Impairment
VI – Visual Impairment
MLD – Moderate Learning Difficulties
SLD – Severe Learning Difficulties
PD – Physical Disability
SL / Sp Lang – Speech and Language Difficulties
SPLD / Sp Lit Diff – Specific Literacy Difficulties
MED – Medical Needs
OTH – Other
PMLD – Profound and Multiple Learning Difficulties
SEN – Special Educational Needs
DDA – Disability Discrimination Act
SA - School Action
SAP – School Action Plus
ST – Statement of Special Educational Needs
NC – National Curriculum
Ofsted – Office for Standards in Education
NEET – Not in Education, Employment or Training
SENDIST – SEN & Disability Tribunal
SENCO – Special Educational Needs Coordinator
SISS – Specialist Inclusion Support Service
ECAT – Every Child a Talker
LSSM – Learning Support Services Manager
SIA – School Improvement Adviser
DCT – Disabled Children’s Team
SNST – Special Needs Support Team
PSTC – Pre School Teacher Counsellor Service
EPS – Educational Psychology Service
HTST – Home to School Transport Service