Accessibility Strategy 2019-2022

Improving Access for Disabled Pupils and Promoting Equality of Opportunity

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Children's Services, Education and Skills

Accessibility Strategy 2019-2022

Improving Access for Disabled Children and Young People and Promoting Equality of Opportunity

Introduction

This strategy applies to all schools maintained by the Local Authority in York. Under the Equality Act, 2010 local authorities are required to have an accessibility strategy in place for all maintained schools. This strategy does not apply to academies or free schools however, all schools and education providers, including academies and free schools, must have an accessibility plan which is based upon the same principles as an accessibility strategy.

The purpose of this strategy is to set how the Local Authority aims to increase physical and curriculum access in all education and training settings for disabled children and young people.

The Local Authority's Accessibility Strategy 2019 - 2022 is available in different formats and languages on request. A full version is also available on the Local Authority's website and can also be accessed via the Local Offer for SEND webpage.

It takes into account

- The Equality Act (2010) that includes protection for disabled children, young people and their families in relation to direct/indirect discrimination, harassment and victimisation.
- The Children and Families Act (2014)
- The revised SEND Code of Practice (January 2015)
- Disabled Children and the Equality Act 2010 – What teachers need to know and what schools need to know, including responsibilities to disabled children and young people under the Children & Families Act 2014' – Council for Disabled Children, March 2015
- The UN convention on the rights of the child: Article 23 and 28

Definition of Disability

The definition of disability is set out in the Equality Act (2010). This identifies that a disabled person is someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. Equality act 2010 section 6.

The effect must be:

- "'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

- A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.
- However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis."

For more details please see: www.gov.uk/definition-of-disability-under-equality-act-2010

This definition includes children and young people with: physical, sensory, intellectual or mental impairments. The definition is broad and includes amongst others children with a learning difficulty, autism, speech, language and communication needs, severe dyslexia, diabetes, epilepsy, children and young people who are incontinent, or who have severe disfigurements or progressive conditions such as Muscular Dystrophy.

In addition, children and young people who have mental health issues who do not hold any formal medical diagnosis but who have had involvement from the Children and Adolescents Mental Health Services (CAMHS) within the last 12 months, are covered. This definition also covers cancer 'recoverers' who may be in remission.

Not all children and young people who have a disability have a special educational need and not all children who have a special educational need have a disability. The Accessibility Plan is aimed at identifying and addressing the needs of children and young people who primarily have a disability but who may also have a special educational needs.

Duties under the Equality Act 2010

Each setting recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils unfavourably as a result of their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- Education and training settings are committed to an inclusive curriculum and to increasing the access to their facilities for all.

All education and training settings have a statutory duty to publicise how they are going to meet the needs of disabled children and young people (CYP) to access the curriculum and make their learning environment as accessible as possible for all.

This must explain how they intend to:

- gather feedback from the CYP attending the setting
- put adjustments/modifications in place from the feedback they have gathered
- not treat disabled CYP less favourably for a reason related to their disability
- make reasonable adjustments for disabled CYP, so that they are not at a substantial disadvantage as compared to their non- disabled peers
- put in place an accessibility strategy/plan to increase access to the learning experience

These duties are '**anticipatory'**; settings need to consider the needs of current and future disabled children and young people. The duty not to discriminate covers extra curricular activities and all educational visits on and off site.

The Act talks about 'reasonable adjustments'. To decide what is reasonable, consideration should be given to the:

- need to maintain academic standards
- availability of resources (people involved and time expended)
- costs incurred to implement this particular adjustment/s
- practicality of making a particular adjustment/s
- health and safety implications for disabled children and young people and others
- how reasonable adjustment interact with / impact upon existing (SEND) policies

Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

Public Sector Equality Duty

In addition to meeting the specific requirement set out in Schedule 10 of the Equality Act, this accessibility strategy will also help City of York Council meet the Public Sector Equality Duty (PSED) with regard to disabled pupils.

The PSED applies to all protected characteristics:

- race
- disability
- sex
- age

- religion or belief
- sexual orientation
- pregnancy and maternity
- marriage and civil partnership
- gender reassignment

The PSED requires public bodies to understand the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

Equality and Human Rights Commission

https://www.equalityhumanrights.com/en/corporate-reporting/public-sector-equality-duty

The purpose of the Accessibility Strategy

An accessibility strategy explains how over time, the local authority will support the schools it's responsible for in order to:

- increase access to the curriculum for disabled pupils
- improve the physical environment of schools to increase access for disabled pupils
- make written information more accessible to disabled pupils by providing information in a range of different ways

The Local Context

Incidence of Disability

At a national level and local level, irrespective of the categorisation that some people use, children and young peoples' needs are considered in the widest sense, with each child and young person viewed as an individual. It is vital we ensure disability does not become a negative label.

We have taken as the approximation the numbers of children and young people with Education, Health and Care Plans and those placed at SEN Support Level to assist in planning the use of finite Local Authority resources.

In adopting this measure we recognise that SEN and disability are not equivalent – more in the nature of 'overlapping circles' – and that some children and young people who may be regarded as having a disability will not be included in this SEN measure.

Data from Census January 2019:

The total pupil school population in York education settings in January 2019, was 25,590 January 2019 (14,752 primary school children, 10,838 secondary young people) recorded in the school census.

Children and young people in mainstream settings only **25,142**

- Children and young people accessing SEN Support in mainstream: 2296
- Children and young people with EHCP in mainstream

schools: 350 Children and young people in special schools:194

- Children in primary special school Hob Moor Oaks: 107
- Children in secondary special school, Applefields: 131
- Children in PRU secondary Danesgate with SEN: 170
- Children in PRU primary Danesgate with SEN: 40

- Children with EHCP under 5: 25
- Children and young people in independent special schools: 6
- General FE and tertiary HE young people with EHCP:11
- Other FE with EHCP: 70
- Specialist post 16 institutions: 14

Numbers of children and young people with Education Health and Care Plans (EHCPs) 5-18 years: 646 (January 2019 School census) (2.4% of the school population)

Breakdown of primary needs of children and young people with SEN in CYC schools

Primary mainstream schools	Number
Specific learning difficulties	382
Speech, language and communication need	368
Social emotional mental health needs	353
Moderate learning difficulties	192
Autism	144
Physical difficulties	91

Primary mainstream schools	Number
Hearing impairment	43
Visual impairment	18
Severe Learning Difficulties	3
Multiple Sensory Impairment	2
Profound and multiple Learning Difficulties	0
Other	19

Secondary mainstream schools	Number
Specific learning difficulties	320
Speech, language and communication need	78
Social emotional mental health needs	210
Moderate learning difficulties	164
Autism	101
Physical difficulties	43
Hearing impairment	41
Visual impairment	10
Severe Learning Difficulties	4
Multiple Sensory Impairment	0
Profound and multiple Learning Difficulties	0
Other	34

Primary needs in Special Schools

Vision and Values

City of York Council and its partners are committed to ensuring:

- children and young people are happy, enjoy their education, and social life. They and their families trust and have confidence in the support they receive.
- all children live the best life they can, enjoy family life and go to school as close to home as possible
- our young people with SEN have opportunities to be as independent as possible, participate fully in the community, live healthy lives and are supported to prepare for adulthood supporting and promoting the wider vision of inclusion and maintaining a community of inclusive schools
- identification and removal of barriers to learning for all
- diversity is valued
- all policy and practice promotes equality of opportunity.

Children and Young People are entitled to:

- high quality care and learning experiences which encourage the development of maximum potential and independence
- care and learning which is personalised to their needs
- be fully engaged in discussions and decisions about their health care and social care as well as their education
- be involved in the shaping of services and provision
- access local provision, wherever possible

- be supported to live as independently as possible and prepare for adult life
- be supported and encouraged to develop positive attitudes to diversity

We expect Parents and Carers to:

- have their views respected and valued
- support their child's ambitions and encourage them to develop their independent living skills
- be fully involved in their child's health care, social care and education on the basis of an active partnership
- be involved in a shared responsibility and shared accountability
- be actively involved and participate in shaping the York Local Offer for SEND
- receive feedback about how their views have contributed to plans for their child's education, health and social care and to contribute to the development of inclusive communities.

All maintained schools (0-25) will:

- ensure that the Local Authority's Accessibility Strategy is actively implemented
- involve disabled children, young people and their families
- have an Accessibility Plan for their setting that is monitored and reviewed at least every 3 years that ensures that:
  i) arrangements are in place for establishing and developing appropriate access for children and young people,
  ii) appropriate physical access for all users of the school is available, within reasonable costs,
  iii) ensure that delegated and devolved resources are used appropriately to focus on meeting the needs of disabled children and young people in order to maximise their progress

iv).ensure information is easy to read and accessible to children, young people and their parents/carers

- contribute to the development of the Local Authority's policies and practice in meeting the needs of disabled children and young people.

City of York Council and Partners will:

- support maintained schools within York to meet the full range of children and young people's needs through the promotion of an inclusive philosophy and the effective deployment of all available resources
- ensure that statutory responsibilities are carried out efficiently and effectively in accordance with relevant legislation
- maintain and promote an accessible and up to date Local Offer for SEND that ensures children, families and professionals know what is available for children and young people with SEND in York www.yor-ok.org.uk/sendlocaloffer
- promote and support children and young people's well-being
- work collaboratively in the development of access to the physical environment, to the curriculum, and to make information accessible
- recognise the variety of disabled children and young people's needs, and maintain and develop high quality provision in all education and training settings across York (age 0-25)
- seek to meet individual needs in local provision
- commission and/or maintain high quality services to promote inclusion and offer support for the children and young people, their parents, schools and other involved agencies
- support professional development for all staff to ensure that high standards of service delivery and provision are maintained

- support staff in maintained schools to understand how to adapt the delivery of the curriculum to make it accessible and so that the most effective and efficient use is made of available resources
- seek to ensure that the overall balance of provision and funding moves towards earlier intervention
- use available resources fairly and equitably based on written and agreed criteria
- provide support to enable families to understand the range of services available in their community, the means of accessing them, and the respective roles and responsibilities of all partners and providers
- provide support to make this information accessible, which may include providing a range of alternative communication formats and community languages, as required
- encourage all stakeholders to be active partners in developing positive attitudes towards diversity, equality and disabled people

Local Authority Support for Maintained Schools

The City of York Council has a well-established reputation as a consultative Local Authority and seeks to include its schools effectively in all major developments.

The Local Authority provides advice and guidance to schools, 0 – 25 years, on issues relating to disabled children and young people through a range of support services including the Educational Psychology Service (EPS), SEN Coordination Team, School Wellbeing Service, Specialist Early Years Support Team, Portage School Transport Service, Effectiveness and Achievement Service, Specialist Careers Advisors and the Specialist Teaching Team (STT).

Services work with maintained schools to ensure:

- appropriate targeted provision
- high quality teaching and learning
- a shared understanding of how to meet the needs of children and young people with SEN and their families
- shared planning of support for children and young people using a co- production approach
- support to staff and senior leadership teams
- a safe and stimulating inclusive environment

The Local Authority quality assures provision and offers guidance and challenge.

Maintained schools are expected to review their educational and training provision in terms of accessibility for all, by undertaking a self- review process.

Information about provision for children and young people with special educational needs is available on the Local Offer for SEND: www.yor-ok.org.uk/education-services.htm

SEN Services support schools to use the SEN Banded Funding Threshold documents. These documents describe the different levels of support a child or young person can expect. Best practice is supported through direct work in schools and an important emphasis is placed on developing staff confidence using a range of resources.

- **Band 0-1** support from school using Quality First Teaching approaches.
- **Band 2** support from school and other agencies; children and young people should be considered for a ‘My Support Plan’ to co- ordinate shared understanding of need and plan support.
- **Band 3 and above** support from school and other agencies; a request for an Education, Health and Care Needs Assessment should be requested.

Networks between schools are actively promoted. There are termly meetings of the Maintained Schools Group, Primary and Secondary SEN Coordinator (SENCO) Forums which strengthen strategic development through joint work with senior leaders in settings. Provision for children and young people with Special Educational Needs and Disabilities (SEND) is promoted as a whole school responsibility.

The Local Authority provides guidance on policies including medicines and personal care that are in line with Department for Education’s (DfE) guidance and enable children and young people with health needs to participate in the full range of activities. Schools and their governing bodies are responsible for putting these into practice and monitoring their implementation and review.

Children and young people who have longer term significant health care needs whilst at a school, such as children with chronic fatigue or myalgic encephalomyelitis (ME),have an Individual Health Care Plan written by the school in consultation with parents/carers, the school nurse and the Specialist Teacher for Physical Difficulties and Health Needs. Children and young people who may have an emergency due to health needs, such as epilepsy are provided with an Emergency Treatment Plan (ETP) written by the Consultant, GP or Specialist Nurse.

The Local Authority also has updated policies on

- Managing Medicines
- Intimate care policy
- Moving and handling
- CYP with long term medical needs in statutory education policy
- Communication Aids. Alternative and Augmentative Communication Care Joint Pathway
- Equipment policy

Maintained schools are expected to review their education provision in terms of accessibility for all, by undertaking a self-review process via an accessibility planning cycle as part of their annual cycle of school self- evaluation.

The Local Authority provides training on ‘Moving and handling children and young people with physical difficulties’ training for settings, delivered by Specialist Teaching Team.

The Specialist Teaching Team and Educational Psychologists provide training to support staff to meet the specific needs of children and young people with SEND. Training includes a wide range of areas such as autism, deaf and hearing impairment, visual impairment, specific conditions, complex learning needs, dyslexia, emotion coaching, Emotional Literacy Support Assistant (ELSA) and ELKLAN.

The Specialist Teachers for Physical and Health Needs advises and supports settings on the development of Personal

Emergency Evacuation Plans (PEEPs) for individual children and young people.

Supporting the preparation for adult life is a priority in the City of York. The York Independent Living and Travel Skills (YILTS) Service, the Specialist Careers Advisers and the Children and Adults Social Care Service, provides support for young people aged 14-25 years. This provides coordinated support to help young people prepare to leave education and move into adult life.

The York Independent Living and Travel Skills (YILTS) Service assists disabled young people (aged 11 to 25) and those with a range of special educational needs to develop their independent travel skills through a very carefully planned and individually-tailored support programme. Support is provided to an individual to move from 1:1 home-to-setting transport arrangements to being independent travellers with the use of a free bus pass for up to a 12 month period (funded through the City of York Council).

The Specialist Teaching Team, advises settings on specialist equipment which is loaned out to improve accessibility.

Children and Young People/Family Involvement

All maintained schools are expected to encourage all children and young people with SEND to get involved to ensure that their ‘voice’ is heard and that they are directly involved in shaping their school’s Accessibility Plan. Some schools have specific children and young people groups, ‘Cogs’ that feed into the central ‘Accesss4All’ young people’s group. Access4All have two roles. They are a young inspectors group that visit sites and provide feedback on their accessibility

to promote accessibility in York. They also offer support to the City Of York Council in providing feedback on improving access and developments for children and young people with SEND. They have supported the review of the Education, Health and Care plan and Local Offer for SEND and supported interviews for staff, among other things.

The Listen to Me resources are designed to offer creative ways to support children and young people to share their views. They are available for all and can be found here.

A multi-agency YorOK Voice and Involvement Group provides guidance and examples of good practice about helping all children and young people to be engaged in decision making to ensure their views are heard.

The York Parent Carer Forum for parent/carers of disabled children and those with additional needs, works collaboratively with the Local Authority to plan, develop and review services. Parents are active members of strategic groups that oversee services for all disabled children. This partnership allows the Local Authority to understand the holistic needs of families and plan to meet these more effectively.

Accessible Settings

Under the Equality Act 2010, the Revised SEND Code of Practise (2015) and school DfE guidelines, states that each education and training setting must publicise how it will meet the requirements of children and young people with SEN and disabilities in terms of the physical environment and curriculum.

To help meet these legal requirements in maintained schools, members of the City of York Council will:

Physical Environment

- provide guidance to maintained schools in delivering statutory requirements under the Equality Act 2010 and the revised SEN Code of Practice 2015
- offer advice and guidance on adapting the physical environment within schools
- plan new buildings and significant extensions or adaptations that comply with accessibility requirement
- facilitate the access of individual pupils with physical or sensory impairments, or complex medical conditions, where required
- ensure that LA staff work with the School Admissions and/or SEN Team to assist with issues regarding individual placements
- encourage all schools to ensure that all school visits and extra-curricular activities are accessible to all
- make sure education, health and care (EHC) plans are specific about the adaptations required to make the school environment more accessible for individual pupils with a disability
- continue to review existing provision of buildings other than schools that the local authority is responsible for, for example Children's Centres so that they comply with the latest accessibility legislation and requirements
- monitor transition arrangements for children coming into schools for the first time and those moving across school phases
- liaise with schools that have buildings under local authority control to support and fund adaptations that go beyond the threshold funding arrangements

- advice and provision of specialist equipment where appropriate
- promote access to community activities through the offer of a Max card to all families with a disabled child(ren) www.yor-ok.org.uk/max-card-and-other-discount-cards.htm

Access to the curriculum

- provide advice and guidance on how to differentiate the curriculum
- support school leaders, including SENCOs, in relation to policies, strategies and systems available through the LA
- provide a Local Offer of activities, services and provision that is available to children and young people with SEND
- offer CPD opportunities for school staff to support and enhance the understanding of accessibility in the curriculum
- fund outreach services to enable mainstream schools to better support children with SEN
- develop LA policies and associated guidance for all schools re SEN and specific conditions
- allocate funding for specialist equipment for individual children in line with LA policy
- make sure that education, health and care (EHC) plans are specific about the provision required to make the school curriculum more accessible for individual pupils with a disability
- encourage liaison between early years settings, schools, and FE colleges to ensure good transition
- provide opportunities for capacity building in schools through advice and support available via specialist teaching, Educational Psychology, SEN Services and advisory services
- encourage high aspirations for the most vulnerable learners

Access to Information

- provide information to schools electronically regarding accessibility for disabled pupils
- provide information to pupils and their families in accessible formats whenever needed
- provide advice to schools and maintained settings from its Specialist Teaching Team about how best to support children and young people with accessing information, for example, information about Braille, any need for signed support for deaf pupils, visual symbols for children and young people with autism
- make sure education, health and care (EHC) plans are specific about the provision required to make information to all pupils more accessible for individual pupils with a disability
- make sure any new buildings or extensions to building are appropriately signed in line with accessibility and health and safety requirements
- ensure reports are translated where necessary

Information and Planning

Information about disabled children and young people is collected from various sources across Children's Services, Education and Communities so that the Local Authority can plan ahead. Close liaison between the Local Authority and health professionals helps ensure that work is in place when and where needed for disabled people. Settings, parents and health professionals are encouraged to contact the Local Authority's support services at an early date for advice and regular meetings are held between departments, to inform planning and to ensure that there is effective

coordination.

Families who move into the area are encouraged to liaise with the Local Authority at the earliest opportunity about the needs of their child. Training needs are identified and advice is offered by the Local Authority about how to develop provision where adaptations to the physical environment and curriculum are required. In this way, work needed for individual disabled children and young people, can be carried out well in advance of transition. If necessary assessment places are offered for children and young people coming into the city from other countries.

Raising Awareness

Access to the physical environment and curriculum is about attitudes and awareness as well as provision. For example:

- a setting which appears to have good accessible parking provision, may not be accessible for an individual who arrives to find that the parking bay has been used by someone who does not need it
- a school visit may be arranged, where a member of the group has physical access requirements. If it is not properly risk assessed and managed beforehand, it could put the child or young person, staff and others at significant risk as well as discriminating against them.

Positive attitudes towards disability are a crucial part of improving accessibility. Training is available for Governors, Head Teachers and school staff on different areas of SEN and disability such as deafness, physical disability, autism etc.

Funding Arrangements

Funding for equipment is provided from the high needs budget with schools contributing, in line with the Equipment Policy, Primary Schools and secondary Schools £500 and Special Schools £1,000.

Capital funding is used strategically across the Local Authority targeting improvements for individual children and young people as well as providing access for all users of buildings. Access improvements to buildings for individuals are considered on a case-by-case basis which may incorporate the following areas:

- Enhanced continuation of access across nursery, primary and secondary phases in the local area.
- Improved physical access to the school. This may include setting down and picking up points, ramps, handrails and lifts, and improvements to escape provisions.
- Improved physical movement around the building, including adaptations for sensory disability such as improved colour schemes, and access to social areas, dining rooms, etc.
- Improved access to the national curriculum, including specialist furniture such as desks, rise and fall tables, sinks and ovens; and information and IT equipment – both hardware and software.
- Improved accommodation within the building including accessible toilets for disabled children and young people, medical rooms, and sound proofing for children and young people with hearing impairment.
- Projects should continue to promote and enhance the Local Authority's overall strategy for increasing access and inclusion for children and young people with special educational needs in maintained schools.
- Any capital works on a maintained school should be planned to provide maximum accessibility.

It is the Local Authority's intention that all works will meet or exceed the minimum current Regulation Part M requirements in line with the anticipatory element of the building bulletin guidelines.

It is expected that maintained school settings will use Devolved Formula Capital (DFC) to pay for minor capital work listed in their Accessibility Plans. However, where work is more expensive and complex, the Local Authority will consider the issues on a case-by-case basis.

Support for Maintained Schools

Maintained schools are supported by the Local Authority's officers when planning building work. Much work has already been undertaken across the Local Authority to improve general access to settings in anticipation of pupil, staff and visitor needs. All maintained schools are encouraged to address accessibility in whatever projects they decide to undertake and to consult Health and Safety to minimize risks and ensure the safety of the child or young person is prioritised.

Monitoring and Evaluation

The Local Authority closely monitors progress and outcomes for all its children and young people. The SEN Management Team (SENMAN) monitors and evaluates the processes and procedures that are in place for all children and young people with Special Educational Needs and disabilities. This work is supported through the input and advice from teams drawn from within SEN Services.

Number	You said its important	We will	Evidence	Review Date	Responsibility
1	We will increase access to the curriculum for disabled children and young people across all settings	Review and update information on Listen to Me resources to support parents and professionals to gather children and young people's views	Information on Local Offer for SEND	July 2020	Local Offer and Participation Officer
1	We will increase access to the curriculum for disabled children and young people across all settings	Review and update information on resources available to support access to the curriculum	Information on Local Offer for SEND	July 2020	Local Offer and Participation Officer and Specialist Teaching Team
1	We will increase access to the curriculum for disabled children and young people across all settings	Provide support and advice to settings and have systems in place to record this and monitor its impact.	Measuring impact of the support and advice provided where support and advice has been acted upon and supported improved outcomes for CYP	April 2010	Specialist Teaching Team, Educational Psychologists, education settings
1	We will increase access to the curriculum for disabled children and young people across all settings	Offer continuing professional development opportunities to staff in educational settings that covers a wide range of special educational needs and disability issues and measure the impact of this training.	Records of training that have been delivered, case studies/evidence from EHCPs of where this has made a difference	Ongoing	SEN Services and CPD Pathfinder

Number	You said its important	We will	Evidence	Review Date	Responsibility
1	We will increase access to the curriculum for disabled children and young people across all settings	We will commission training on peer review from Whole School SEND to support inclusion of children in mainstream schools.	Nos reporting improved understanding of how to improve practice to support inclusion	March 2020	
1	We will increase access to the curriculum for disabled children and young people across all settings	Offer advice to specialist settings (special schools, enhanced resource provision (ERP) and central settings) about the appointment of staff working with CYP with SEND	Involvement of LA officers in recruitment. Biennial surveys to settings, annual review of ERPs	On going	Settings and LA Officers

Management and Implementation of the Accessibility Strategy

The Local Authority encourages all education and training settings to examine their progress towards being more inclusive when considering their statutory requirements in relation to section 6:79 of the revised Code of Practice and in line with the Ofsted Inspection Guidance (September 2015).

Responsibility for the oversight and evaluation of the Accessibility Strategy 2019 - 2022 and the implementation of the Action Plan rests with SENMAN.

Priority Areas for Development (2019-22): To be reviewed and updated

Number	You said it's important	We will	Evidence	Review date	Responsibility
2	We will increase access to buildings and curriculum for all disabled children and young people across all education settings	Maintain policies that support access for children and young people in school including managing medicines etc	Policies are up to date and published on the Local Offer website	On going	Specialist Teaching Team and SEN team
3	We share information across the authority to improve practice	Ensure that examples of inclusive practice and improved outcomes are collected and shared with settings.	Evidence of good practice being shared with SENCOs at forums, via e mail and on Local Offer for SEND	On going	All
4	We collect disability data that is used to inform future planning on prevalence, attainment etc	We will signpost to the Regional SEN programmes via the teaching schools.	Use of Mosaic, FTT Aspire, Family Information Service, Management Information Service (MIS)	July 2020	LA SEN & Finance Officer. Specialist Careers Advisor.

Number	You said it's important	We will	Evidence	Review date	Responsibility
4	We collect disability data that is used to inform future planning on prevalence, attainment etc	Work with colleagues in health and social care to improve shared data	Use of Mosaic, FTT Aspire, Family Information Service, Management Information Service (MIS)	July 2020	LA SEN & Finance Officer. Specialist Careers Advisor.

Number	You said its important	We will	Evidence	Review Date	Responsibility
5	We monitor and evaluate the progress and outcomes for disabled CYP	Collate outcomes achieved in EHCPs Follow up with SENCos if a child has not achieved majority of outcomes	Nos of personal outcomes in EHCP that are mostly or completely achieved increase	Ongoing, part of SENMAN reporting	SENMAN report Seconded SENCOs and outreach teachers from Applefields, Specialist Teaching Team as appropriate
6	We promote the engagement of CYP and their parents to work with settings to devise their accessibility plan and SEN Reports for settings	CYC provide training and support for lead for participation of CYP in 'Cogs' groups- to support the development of accessibility plans. Mind of My Own MOMO will be introduced to support practitioners to gather the voice of children and young people enabling young people friendly approaches to support involvement in decisions	Increased numbers of schools have active Cogs groups with input into accessibility strategy, and SEN reports MOMO is being used and young people report finding it accessible and increasing their options to be involved in sharing views and decision making.	July 2020	Local Offer and Participation Officer Local Offer and Participation Officer And Children's Rights Officers

Number	You said its important	We will	Evidence	Review Date	Responsibility
7	We meet the needs of CYP with SEND effectively	Encourage and advise settings to think creatively to meet the needs of CYP with SEN including developing personalised programmes where appropriate	Case studies of how personalised programmes have supported a CYP and impact	July 2020	SEN Services with colleagues from Social Care, Specialist Careers Advisors and Health

Number	You said its important	We will	Evidence	Review Date	Responsibility
8	We will support children and young people and their families to prepare for adulthood to enable them to be as independent and fulfilled as possible	Improve the Preparing for Adulthood pathway for young people and their families to provide clear information for families Promote the Living Local Moving On films Promote Live Well York that supports young people and adults 16+ to understand what is available in York	Have clear pathways and information available No of hits on Live Well York and Local Offer Preparing for adulthood site	August 2020	Adult Social Care and Children Social Care leads Local Offer and Participation Officer
9	Schools are physically accessible to disabled children	We support maintained schools with advice, guidance and funding for capital work. We will always aim to ensure each project maintains full accessibility wherever possible	Capital development includes work to increase access for disabled children- see SEN capital plan on the Local Offer	Octobe r 2019	School planning and SEN
10	We support all settings to meet the requirements of the Equality Act (2010).	Offer advice and guidance to settings in order to produce, implement and review their setting's Accessibility Plan Update advice on accessibility plans on the Local Offer	Local Offer updated	January 2020	Head of Disability and SEN and