

The London Borough of Richmond-upon-Thames and Royal Borough of Kingston upon Thames Accessibility Strategy Action Plan 2015-2018

The following Accessibility Action Plan is produced alongside [Achieving for Children's Accessibility Strategy 2015-2018](#)

Vision

Achieving for Children (AfC)¹ promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the company's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the authority is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

¹ Achieving for Children (AfC) is a social enterprise created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. AfC champions children and families, putting the wellbeing and education of children first.

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information, follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Consultation, Implementation and Review

The accessibility action plan has been produced by Achieving for children in consultation with parents, young people and children, specialist advisors and schools. The action plan sets out how we plan to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

The working party that created this strategy and action plan:

Name	Role	Organisation
Sarah Herbert	Lead education advisor (SEND)	AfC
Romany Wood-Robinson	Chair - Richmond	SEND Family Voices
Caroline North	Chair - Kingston	SEND Family Voices
Tammi Ashley	PFI Officer	AfC
Beverly Butler	Building development and PFI Manager	AfC
Lissa Crayton	SENCO	Christ's School
Jenny Lee-Potter	SENCO	Southborough High School
Oliver Sheppard	Project support officer - Graduate trainee	AfC
Grace Over	Participation and Engagement Officer for Disabled Children and Young People	AfC

Members of the working party would like to thank the children, young people, parents and carers who gave their time and shared their experiences in order to inform and develop this plan

1. Accessibility Strategy Action Plan - Environment

Improvements to the physical environment

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

*Please note that Achieving for Children only offer funding to Community Schools. Voluntary Aided (Church), Free Schools and Academies are all funded through alternative sources.

	Priority	Action	Responsible Person: name and role	Timescale	Outcome
1.1	It is expected that all schools should be aware of, and communicate with AfC, their own strengths and needs relating to making reasonable adjustments for pupils with disabilities including details of improvements made and action taken.	Issue 2015 Accessibility Questionnaire (after feedback is sought from Parent Groups) (Richmond) Could include a question asking schools about their future plans. Building Development Team (Richmond) to summarise accessibility features once the questionnaires are returned.	PFI Officer PFI Officer	December 2015 March 2016	Increased/improved knowledge around works that Schools have undertaken. Also gives a better understanding of Schools future plans
1.2 a (London Borough of Richmond upon Thames)	To consider a programme of work to improve accessibility in all community schools.	Review results from the Accessibility Questionnaire and liaise with Schools once received Review projects undertaken already and consider whether a child will be moving to another part of the School	PFI Officer	April 2016	Within budget constraints, improved budgeting and planning in of works. Being aware of works coming up means that there is more time to discuss with Schools and Contractors

1.2 b (Royal Borough of Kingston upon Thames)	To consider a programme of work to improve accessibility in all community schools.	Review projects undertaken and consider whether the child will move to another part of the School	Capital Programme Manager	On-going	Improved budgeting and planning in of works. Being aware of works coming up means that there is more time to discuss with Schools and Contractors
1.3	Respond to 'as and when' requests that are received from community schools throughout the Academic Year	Deal with requests as quickly as possible by emailing/meeting Access Group to discuss. Informing school of dis/agreement of funding ASAP	PFI Officer Capital Programme Manager	On-going	Greater amount of accessibility features within the Borough Community Primary schools
1.4 a (London Borough of Richmond upon Thames)	Promote communication about accessible environments between schools, children's services and parents.	Remind Schools via E-news that they can request funding Building Development Team to continue to liaise with Admissions for information on new starters and children transferring	PFI Officer PFI Officer	April/October of every year March/April of every year	Schools plan accessibility into refurbishment and new builds.
1.4 b (Royal Borough of Kingston upon Thames)	Promote communication about accessible environments between schools, children's services and parents.	Remind Schools via E-news that they can request funding Building Development Team to continue to liaise with Admissions for information on new starters and children transferring	Capital Programme Manager	April/October of every year March/April of every year	Schools plan accessibility into refurbishment and new builds.
1.5 a (London Borough of Richmond upon Thames)	Obtain regular input from parents and pupils for physical environment adaptations.	Building Development Team to implement a 'Before and After' questionnaire	PFI Officer	September 2016	Evaluation of improvements made to a child's experience of School

1.6	Share expectations with schools of what reasonable adjustments can and should be made for children and young people with disabilities ² .	<p>Work with families, SENCOs and teachers in charge of specialist provisions to collect local examples of best practice in making reasonable adjustments for children and young people with disabilities.</p> <p>Publish these examples as a hard copy brochure with Send Family Voices and on the local offer website.</p> <p>Building Development Team to share Access Initiative Guidance on what a School can expect the Local Authority to fund</p>	<p>Lead Education Advisor (SEND) with families (inc. SEND Family Voices: SFV), SENCOs and teachers in charge of specialist provisions</p> <p>PFI Officer/Lead Education Advisor (SEND)</p>	<p>First publication January 2016. To be revised when further best practice is contributed.</p> <p>January 2016</p> <p>April 2016</p>	<p>Schools and families have clear expectations regarding best practice in making reasonable adjustments for children and young people with disabilities. These reasonable adjustments are made by all schools.</p> <p>More schools coming to the Building Development team to improve their accessibility features</p>
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² this priority and actions across all areas: environment/curriculum and information

2. Accessibility Strategy Action Plan - Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum.

	Priority	Action	Responsible Person	Timescale	Outcome
2.1	Improve participation in the curriculum and outcomes for pupils with SEND	<p>Support school to school advice from school based specialist teachers and practitioners through outreach and SEN networks such as those for SENCO, behaviour and teachers in charge of specialist provisions in order to ensure schools provide high quality personalised education where appropriate.</p> <p>Facilitate the sharing of good practice between schools (including special schools) across Kingston and Richmond.</p> <p>Set up systems to monitor the progress of pupils with SEND (specifically ASD and SEMH) against their outcomes and to evaluate their responses to intervention.</p> <p>Include a link to access arrangements for exams on the local offer to support parents and schools with preparation for examinations and national assessments.</p> <p>Build capacity in schools through training offer with a particular focus on ADHD and ASD.</p>	<p>Lead Education Advisor (SEND) Speech and Language Advisory Teacher and Education Advisor (SEBD)</p> <p>Lead Education Advisor (SEND)</p> <p>Head of Service (SEN) with Education Advisor (SEBD) and Speech and Language Advisory Teacher</p> <p>SEND Local Offer Content Manager and Lead Education Advisor (SEND)</p>	<p>September 2015-July 2016 for outreach systems in pilot phase</p> <p>SENCO and teachers in charge network meetings, training offer: ongoing</p> <p>May 2016</p>	<p>Better support for pupils with ASD and SEMH, more pupils remain successfully in mainstream schools.</p> <p>Children and young people with disabilities (particularly ADHD/SEMH and ASD) achieve their desired outcomes and make good progress. Link to SEN strategy and local area Ofsted action plan.</p>

		Improve the quality of available exclusions data so that it is possible to monitor exclusions of pupils with SEND by SEND type, identify trends and plan action to improve provision and support available for these pupils.	Professional Development Lead - Workforce development team Director of Education/ Lead Exclusions and Reintegration Officer	December 2015 On-going in every training calendar	
2.2	Ensure schools are following best practice in supporting and including children and young people who have disabilities when planning school trips.	Provide schools with best practice guidelines for school trips and suitable locations for longer trips. Launch guidelines at SENCo network meetings and publish on Local Offer. Make schools aware of guidelines through enews.	Lead Education Advisor (SEND) SEND Family Voices	Draft guidelines consultation with parents and CYP December and January 2015/16 Spring term 2016 draft guidelines launched and consulted with SENCOs Final guidelines published on Local Offer April 2016	Feedback (by September 2016) from parents and CYP indicates that school trips are accessible.
2.3	Reduce experience of bullying related to SEND pupils in schools	Establish a means of recording bullying incidents relating to SEND in schools. Monitor bullying reports. All schools will be encouraged to get key staff to complete the Anti-Bullying Alliances free online training modules relating to SEND, available at this web address: http://www.anti-bullyingalliance.org.uk/onlinetraining and review their school anti-bullying policy and procedures in order to include SEND issues.	Director of Education/Lead Education Advisor (SEND) Lead Education Advisor SEND Education Advisor (SEBD)	Awareness raising at SENCO network meetings summer term 2016. Through E-news and example accessibility action plan: all school senior leaders summer 2016.	Baseline for number of SEND bullying incidents is established. Incidents reduce over the duration of this action plan. Schools have clear anti-bullying policies and practices that include and are responsive to SEND issues.

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Outcome
3.1	The Local Offer to be accessible to children and young people with a variety of needs and their families.	<p>The development of a children and young people's (CYPs) zone on local offer website</p> <p>Review and development of accessibility features in planning including:</p> <ul style="list-style-type: none"> ● use of symbols ● videos and photos on organisational records ● browse aloud feature ● development of wikis for short breaks and other services ● CYPs guides <p>Seek feedback from children and young people with disabilities and their families on whether information in alternative formats is effective.</p>	<p>Developed and managed by young people with Participation Team</p> <p>Local Offer Content Manager</p>	December 2015 and ongoing	Feedback from children, young people and their families through the 'you said we did' reports on the local offer agree that they have easy access to information regarding their education and leisure needs.

3.2	CYP with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Wikis: for CYP who have EHCPs	SEND Local Offer Content Manager	March 2017	50% of Children and Young People with an EHCP have a wiki.
3.3	Families to have easy access to clear information regarding the support available for the children with SEN and disability in each local school.	<p>Each school to publish an SEN information report that is clear and answers key questions that parents might have.</p> <p>AfC will provide good examples and a guideline template for this SEN information report.</p> <p>Each school to publish an accessibility strategy. Senior leaders offered SEND and the law briefing. Senior leaders offered template guidance re accessibility action plan.</p>	<p>School SENCOs with advice and guidance from AfC officers.</p> <p>Lead Education Advisor SEND</p>	<p>January 2016</p> <p>Template by February 2016</p> <p>Plans in place by July 2016</p>	Every school, in both local authorities to have a clear up to date SEN information report and accessibility action plan published on their website.

Glossary

Achieving for Children (AfC) – A social enterprise company created by Kingston and Richmond councils to provide their children’s services.

ADHD - Attention Deficit Hyperactivity Disorder.

ASD - Autistic Spectrum Disorder.

Auxiliary aids - Services or devices that enable persons impaired sensory, manual, or speaking skills to have an opportunity to participate in, and enjoy the benefits of, programs or activities.

CYP - Children and young people aged from 0-25 years.

EHCP - Education, Health and Care Plan. An EHCP is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

E-news - Electronic news is emailed from Achieving for Children to all schools within Kingston and Richmond on a weekly basis.

Local Offer - The collection of information about the support that local authorities must make available to help children and young people with special educational needs and disabilities and their families.

Ofsted - Office for Standards in Education, Children’s Services and Skills. This is the body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages.

PFI - Private Finance Initiative.

SEBD - Social, Emotional and Behavioural Difficulties.

SEMH - Social, Emotional and Mental Health.

SENCO - Special, Educational Needs Coordinator – the teacher with responsibility for coordinating assistance for children with SEND at their school.

SEND - Special Educational Needs and Disabilities.

SEND Family Voices - a community group run by volunteer parents and representatives of disability specific groups and specialist schools. SEND Family Voices develop measurable changes and improvements for children and young people with Special Educational Needs & Disabilities (SEND) and their families in Kingston and Richmond.

Wikis - Simple, accessible, easy to build personal websites. Wikis can be used by children, young people, parents and carers in EHCPs to show others the types of things they can do, their successes and achievements, their aspirations and goals.