

**SERVICE FOR CHILDREN WITH LEARNING DIFFICULTIES AND DISABILITES**

Procedure No:

LDD 2

**Accessibility Strategy 2009 - 2012**

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PROCEDURES CANCELLED OR AMENDED:	Accessibility Strategy 2006-2009
REMARKS:	This strategy should be considered alongside all supporting policies, procedures and protocols within SBC and partnership organisations
SIGNED:	Clair Pyper, Strategic Director, Education and Children's Services

**AS A MANAGER YOU SHOULD ENSURE THAT:-**

- You read, understand and, where appropriate, act in accordance with the policy
- All people in your workplace who need to know see this procedure, are aware of its content and you ensure that all staff act in accordance with the policy
- This document is available in a place to which all staff members in your workplace have access

**AS AN SBC OFFICER/ MEMEBR OF STAFF YOU SHOULD ENSURE THAT:-**

- You read, understand and, where appropriate, act on this information
- Discuss any issues with your manager or supervisor which you do not understand

## FOREWORD

We have an ambitious equality vision for Slough. We aim that *“people are proud to live in Slough where diversity is celebrated and where residents can enjoy fulfilling, prosperous and healthy lives”*. The community will be characterised by tolerance, caring, respect and cohesion between different groups, a community where everyone has opportunities to achieve their potential.

Achieving this vision for disabled young people in particular will require the active participation of all of us. The public sector duty to promote Disability Equality Duty<sup>1</sup> which took effect from 4 December 2006 (December 2007 for primary and special schools) marked the beginning of a new and different relationship between the Council and its schools and with disabled people of all ages in the Borough.

I welcome the introduction of this updated Accessibility Strategy as a key part of our work to make disability equality real in our schools. Taken together, this Strategy, schools' own accessibility plans and Disability Equality Schemes have the potential to make a positive difference to the achievements of disabled young people and adults in the Borough.

By building on what we have achieved so far and by working together over the long term we are committed to bringing this vision to life.



Clair Pyper  
Strategic Director  
Education and Children's Services

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<sup>1</sup> [www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG\\_10038105](http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_10038105)

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## **1. EXECUTIVE SUMMARY**

### **1.1 Purpose**

- 1.1.1 The purpose of this Strategy is to set out Slough Borough Council's priorities and proposals to increase access to school education for pupils with disabilities in all schools in Slough for which the Local Authority has responsibility.
- 1.1.2 This Accessibility Strategy is for the period 2009 – 2012. It reviews and builds on the impact of the Local Authority's previous Accessibility Strategy 2006 – 2009 and states Slough's vision and values for its disabled pupils.

### **1.2 Scope**

- 1.2.1 Slough Borough Council's Directorate of Education and Children's Services is working to support greater levels of inclusion for **all** children and young people in **all** local schools and is striving to focus upon the minimisation of actual and potential barriers which disabled pupils and users experience and where possible remove them.
- 1.2.2 The LA is committed to ensuring that all children and young people have the opportunity to participate in, and contribute to, all the educational programmes, activities and experiences available in Slough. This Accessibility Strategy therefore forms an important part of the Borough's commitment to reduce discrimination, improve opportunities and achieve equality of opportunity and success for all.
- 1.2.3 This Accessibility Strategy is intended to provide a framework for maintained primary, secondary and special schools in the Borough to improve the educational opportunities for all pupils. It will also assist the Borough Council in meeting its general duty to promote the equality of pupils with disabilities in Slough.

### **1.3 Strategy Overview**

- 1.3.1 This Strategy offers a review of the Accessibility Strategy 2006-2009; outlines the vision for Slough schools; and covers the three areas required by the planning duties in the Disability Discrimination Act (DDA):
- **CURRICULUM** - increasing the extent to which pupils with disabilities can participate in the curriculum;
  - **PHYSICAL ENVIRONMENT** - improving the physical environment of schools to increase the extent to which pupils with disabilities can take advantage of education and associated services;
  - **INFORMATION** - improving the delivery of information to pupils and parents with disabilities which is provided in writing for pupils and parents who are not disabled, including other ways of conveying information.
- 1.3.2 It also offers an overview of the support that will be required by the LA, schools and partner agencies if implementation is to be successful in increasing access to opportunity and success.

## **1.4 Review of the Impact of Our Accessibility Strategy for 2006 – 2009**

1.4.1 A review of the 2006 - 2009 Strategy shows that:

- good progress has been made towards most of the targets in the previous Strategy;
- most schools have worked hard to ensure the curriculum is accessible to all pupils;
- the majority of pupils are able to benefit from most of the activities on offer by schools;
- following an audit of the accessibility of all Council buildings we now have a good picture of the condition of all of our school buildings and have developed guidelines for prioritising the programme of works needed to continue to improve them; and
- procedures have been put in place to ensure that any adaptations to buildings, or whole new schools, are built to a high level of accessibility for people with various disabilities.

## **1.5 References to Legal, Central Government and Other External Documents, Including Research**

- Accessible Schools – Summary Guidance  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0462+2002&>
- Aiming High for Disabled People  
<http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/AHDC/>
- Building Bulletins for Schools  
<http://www.partnershipsforschools.org.uk/library/buildingbulletins.jsp>
- Disability Discrimination Act (DDA) 2005  
[http://www.opsi.gov.uk/Acts/acts2005/ukpga\\_20050013\\_en\\_1](http://www.opsi.gov.uk/Acts/acts2005/ukpga_20050013_en_1)
- Disability Equality Duty <http://www.dotheduty.org/>
- Education Regulations 1999 <http://www.opsi.gov.uk/si/si1999/19990002.htm>
- Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- Human Rights Act 1998  
[http://www.opsi.gov.uk/ACTS/acts1998/ukpga\\_19980042\\_en\\_1](http://www.opsi.gov.uk/ACTS/acts1998/ukpga_19980042_en_1)
- Inclusive Schooling – Children with Special Educational Needs  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0774+2001&>
- Inclusion Development Programme  
<http://search.dcsf.gov.uk/kbroker/dcsf/dcsf/search/search.lsim?qt=Inclusion+Development+Programme&sr=0&nh=10&cs=ISO-8859-1&sb=0&hs=0&sc=dcsf&oq=Accessible+Schools+Summary+guidance&sf=&ha=1121&mt=0>

- Planning to Increase Access to Schools for the Disabled  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=LEA+0168+2002&>
- School Accessibility Plans  
[http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG\\_10013035](http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG_10013035)
- School Action and School Action Plus  
<http://www.teachernet.gov.uk/management/atoz/s/senidentificationandassessment>
- Special Educational Needs and Disability Act 2001  
[http://www.opsi.gov.uk/ACTS/acts2001/ukpga\\_20010010\\_en\\_1](http://www.opsi.gov.uk/ACTS/acts2001/ukpga_20010010_en_1)

## 1.6 Slough Borough Council References

- Children and Young Peoples Directory  
<http://www.sloughcypdirectory.org.uk/kbroker/slough/cypd/start.jsp>
- Children and young Peoples Plan <http://www.slough.gov.uk/documents/ed-5038.pdf>
- Inclusion Policy
- Special Educational Needs Practices and Procedures Handbook
- Special Needs for People in Slough (SNIPS) Handbook  
<http://www.slough.gov.uk/services/16750.aspx>
- Slough's Disability Equality Scheme

## 1.7 Definitions

1.7.1 The Disability Discrimination Act (DDA) defines a **disabled person** as someone who has:

“...a ‘physical or mental impairment which has a substantial long-term adverse effect on his or her ability to carry out normal day to day activities’.

1.7.2 **Impairment** - in the DDA definition:

- ‘Physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.
- This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autistic spectrum disorders (ASD) including Aspersers’ Syndrome, speech and language impairments, and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a learner is disabled. It is the effect on the learner’s ability to carry out normal day to day activities that has to be considered.

1.7.3 **Normal day to day activity** - the test of whether impairment affects normal day-to-day activities is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

1.7.4 **Disfigurement** - pupils with severe disfigurements are also covered by the DDA and do not need to prove that the impairment has a substantial adverse effect on their ability to carry out normal day to day activities.

1.7.5 **Progressive conditions** - progressive conditions are conditions that are likely to change and develop over time. They include conditions such as cancers, multiple sclerosis, muscular dystrophy and HIV infection.

## 1.8 Roles

1.8.1 It is the duty of all those working within schools and the LA on areas associated with accessibility to ensure that this Strategy is implemented and adhered to.

## 1.9 Authority to Vary the Procedure

1.9.1 Children's Trust

1.9.2 Education and Children's Services Senior Management Team

1.9.3 Inclusion Branch Management Team

## **2 A VISION FOR SCHOOLS 2009-2012**

2.1 The Local Authority believes that the following principles should guide educational provision for all learners, in all educational settings across the Borough:

- that our schools and colleges are learning communities with cultures that promote and support effective teaching with active and participative learning;
- that the ethos of all schools and colleges place a high value on developing self-esteem and ensuring that learning takes place in a stimulating, purposeful and creative environment;
- that the curriculum is broad, rich and innovative and is responsive to the different learning needs and styles of every child and young person so that it delivers their entitlement to appropriate education and training;
- 
- that there is excellence in attainment and achievement, with high aspirations and an entitlement to good progress for all (Achievement For All);
- that timely and appropriate information is shared and used between and within schools and other appropriate agencies to inform effective learning;
- that all children and young people are supported to overcome barriers to learning and that their learning moves at a challenging but realistic pace;
- that good behaviour is promoted and inappropriate/unacceptable behaviour is managed constructively; and
- that our schools work in close partnership with parents/carers, partners and the local community to ensure entitlement for all.

2.2 From the earliest years, we want every learner in Slough to have the opportunity to develop high self-esteem, respect for others and positive and socially responsible behaviour, enabling them to play a full, happy and active role in society. For children and young people with disabilities this means that:

- our education providers have a responsibility to ensure that everyone in Slough can participate fully in any learning opportunity;
- there should be a continuum of provision to meet ongoing needs;
- there should be a continuum of provision to meet temporary/short term needs; and
- all children and young people should receive a high quality education that meets their needs in their local communities through varied and flexible provision.

### **3 ACCESSIBILITY STRATEGY PRIORITIES 2009-2012**

#### **3.1 Increase access for disabled pupils to the school curriculum**

3.1.1 This is concerned with enabling the fullest possible participation of all learners with disabilities in the curriculum. The definition of the curriculum is a broad one and includes all of the activities available in the school including teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits.

3.1.2 This Strategy's curriculum targets are therefore designed to address the holistic needs of children and young people with a range of learning difficulties and disabilities and include the development of a range of academic and effective skills/training programmes by the Local Authority. The Local Authority in collaboration with schools will:

- review the joint policy for information sharing between agencies and update it where necessary;
- develop the use of the electronic common assessment framework;
- develop a referral system with specific guidelines governing the eligibility of key workers;
- make further developments to the training programme for statutory and partner agencies, children and young people, schools and extended schools;
- establish a single point of contact (lead professional) for children and young people and their families, to provide support in making choices and navigating their way through the referral system, via the Key Worker/Lead Professional training of the Early Support Programme;
- reshape our transition protocols and pathways to ensure effective transition planning and data sharing to inform planning with a reduced reliance on out of area provision;
- review, update and widely disseminate SEN guidance and procedures;
- introduce relevant and easily accessible information to enable all schools to improve the extent to which they are able to offer the broadest, most relevant curriculum opportunities to pupils with learning difficulties and disabilities and provide value for money;
- review outreach service provision across the Local Authority to determine whether this continues to be appropriate, provides relevant and purposeful support and is making a positive impact on inclusion and narrowing the SEN / non-SEN attainment gap;
- offer a range of extra-curricular and out of school activities by schools. The extent to which such activities are taken up by pupils with a disability will be monitored by the Aiming High for Disabled Children short break service and support to aid inclusion may be available through this service;
- disseminate the Inclusion Development Programme to schools and early years settings to support all staff in the development of skills and knowledge in the relevant

areas. Phase 1 relates to children with dyslexia and speech, language and communication needs. Phase 2 relates to children with Autism Spectrum Disorder and Phase 3 relates to children with behavioural, emotional and social development needs. The Local Authority will evaluate the impact of this programme across the Authority;

- disseminate guidance to schools around what constitutes good progress for pupils with special educational needs to help inform their target setting processes;
- provide schools with a P level moderation scheme;
- continue to provide training, guidance and support to schools in the drawing up of provision maps and link this to the Value for Money Resource Pack for schools;
- conduct a review of the funding mechanisms for special/additional educational needs during the 2009/2010 financial year with school representatives. This will ultimately lead to a review of the Local Authority expectations on schools to provide support for pupils with special or additional educational needs and the criteria for a statutory assessment of special educational needs; and
- provide pupils with disabilities and their parents/carers, together with staff, partners and other school users with disabilities with the means and the opportunity to help shape and influence the development of services that are provided for them.

### **3.2 Improve access to the physical and sensory environment of schools**

3.2.1 Physical environment targets are aimed at improving and making the best use of existing school buildings and outdoor facilities as well as making sound decisions in respect of new building projects for all school users. They are concerned with the systematic removal of all barriers to the physical environment of the school including physical access to the school and the provision of physical aids to access and improve the sensory environment for pupils and others with visual and hearing difficulties who may require a relatively distraction free environment.

3.2.2 The Local Authority in collaboration with schools will:

- continue to work with schools to use capital funding strategically to improve access across all schools in ways that:
  - take account of all the work already done to improve access;
  - ensure the broadest possible choice of accessible schools across the Borough;
  - ensure the availability of good, early information about pupils coming into the school system; and
  - ensure that work to improve accessibility is considered and improvements are built in to all new capital projects including Building Schools for the Future;
- continue to provide advice and guidance to schools on:
  - the use of their annual Developed Formula Capital allocations;
  - key improvements to the physical environment that schools should prioritise in their Accessibility Plans;
  - how building regulations apply to capital works;
  - how to embed the development of accessibility in all building works whether small or large;

- purchasing furniture and equipment to improve access;
  - developing staff capabilities to meet the needs of their pupils;
  - all reasonable alternative arrangements and adjustments to a school's physical environment prior to committing expenditure and in response to individual pupil needs;
- provide pupils with disabilities and their parents, together with staff, partners and other school users with disabilities with the means and the opportunity to help shape and influence the services and facilities that are provided for them;
  - update and share records of access improvements undertaken as part of schools Accessibility Plans and Disability Equality Schemes;
  - review and update the specifications used in the design of new school buildings to take account of the best possible standards of accessibility;
  - periodically update accessibility audits to evaluate the work still to be undertaken and to ensure accessible schools meet the current standards;
  - carry out anticipatory reception planning to ensure that building accessibility requirements in relation to future pupil profiles for pupils with Special Educational Needs or Learning Disabilities is identified and notified to the Local Authority at a sufficiently early enough opportunity to make a difference;
  - use individual School Accessibility Plans to inform the Local Authority's on-going prioritisation and budget allocations for improving the accessibility of schools.

### **3.3 Improve access to communication**

3.3.1 The Local Authority aims to provide information to all school users including pupils, parents/carers and partners in suitable responsive formats wherever it is needed or requested. The Local Authority role is to assist schools to understand the implications of the requirements through training and guidance for Governors and senior managers on their planning duties and good practice in the implementation and sources of specialist information and assessment. The LA will:

- offer guidance to schools to enable them to audit the number of pupils for whom alternative means of access to written information will be needed and to audit the types of information that fall within this duty;
- provide examples of good practice guidance, including:
  - advice on consideration of the implications of particular disabilities for gaining access to written information;
  - how to identify and meet the needs as far as possible of pupils with disabilities or their parent's/carer's preferences;
  - assistance in removing the barriers to the provision of information by alternative means;
  - technical advice and assistance in relation to providing information in modified written form or through alternative means;
- provide general support and guidance through local support services including:
  - Service for Children with Learning Difficulties and Disabilities;
  - Sensory Consortium Service;

- Educational Psychology Service;
  - Service for Autism;
  - Speech, Language and Communication Service;
- offer advice and information on the procurement of specialist advice and guidance.
- 3.3.2 Schools must ensure that they are proactive in ensuring that the fullest range of innovative communication methods are used including the use of technology, Braille, large print, British Sign Language, picture exchange systems, translation services or the use of visual timetables. This should include communication between school and home and reflect the requirement to provide information to disabled learners and their parents/carers;
- in a range of different formats;
  - concerning different areas of the curriculum;
  - in respect of the services provided by schools or provided by the Local Authority and partners in support of schools;
  - concerning extracurricular activities including possible short break opportunities; and
  - using interpreters where necessary particularly related to British Sign Language.
- 3.3.3 This may involve the school making individual arrangements to meet individual needs. The provision of accessible information in a variety of responsive formats is key to ensuring the active participation of the widest range of school users in the design and dissemination of effective school services. Schools should be encouraged to:
- review their existing systems for providing equipment and technical aids to ensure that the most effective provision and use of the equipment, ICT and technical devices are provided;
  - monitor and regularly review the skills and expertise of the whole school workforce, their role in supporting pupils with disabilities and their parents/carers, partners and other school users as part of their Disability Equality Schemes;
  - monitor, review and share data on the uptake of training opportunities by the whole school workforce to raise their awareness of DDA and to support their communication and involvement with pupils with disabilities and their parents/carers, partners and other school users as part of their Disability Equality Schemes;
  - carry out targeted training for particular groups of staff to support their communication and involvement with pupils with disabilities and their parents/carers, partners and other school users as part of their Disability Equality Schemes;
  - train staff to create and design communications that are fit for purpose and meet the needs of the widest range of school users as possible;
  - ensure that pupils with disabilities, their parents/carers, partners and other school users are fully involved in the decision making processes with regard to individual learning and whole school provision where applicable;
  - ensure that pupils with disabilities and their parents/carers are fully involved in the development of and are better informed about the availability of literature produced to support the schools accessibility agenda, the Disability Equality Scheme and the Local Authority's inclusion policy;

- ensure that pupils with disabilities and their parents/carers are provided with information in relation to the SEN Code of Practice including information about School Action and School Action Plus as required and in accordance with statutory; and
- ensure that pupils with disabilities and their parents/carers are aware of the Slough SEN practices and procedures handbook, Slough's Children and Young People's Directory<sup>2</sup>, the Special Needs Information for People in Slough (SNIPS) handbook<sup>3</sup> and the Council's Accessibility website.

## **4 MAKING IT HAPPEN**

### **4.1 Management, Coordination and Implementation**

4.1.1 The following strategic priorities are necessary to support and ensure the implementation and success of the Accessibility Strategy as a whole:

- Schools have a responsibility to collect, collate and routinely share data on all pupils with a disability with the Local Authority. This data will be examined to determine trends in impact, inclusion, achievement and attainment and identify and address any areas of unmet need. Plans will be developed over time to address any areas of unmet need.
- Schools have a responsibility to collect, collate and routinely share outcome data with the Local Authority which focuses on the extent to which their Disability Equality Schemes and Accessibility Strategies improve access for disabled pupils. This data will be examined and plans will be developed over time to address any areas of need.
- Continuing professional development opportunities will be offered to all school staff on specific disabilities, disability legislation and wider accessibility issues to continue to improve schools' capacity to respond to diverse needs.
- Schools should continue to work with colleagues in the Local Authority to ensure effective consultation with pupils with disabilities, their parents/carers, other school users, service providers and partner agencies to ensure that all services offered as part of this Accessibility Strategy are fit for purpose. Consultees' views will be used to measure how well this Strategy is working and will be used to drive forward future service improvements. The use of equality impact assessments should also be an important feature of this work.
- Each school's governors and senior leadership team must take responsibility for developing an Accessibility Plan and Disability Equality Scheme which meets statutory requirement, which embraces all aspects of school life and pupil development. Guidance on how to prepare this documentation is provided at Appendices 1, 2 and 3 of this Strategy. These strategies and schemes must be evidenced in School Improvement Plans and School Handbooks. Schools must involve pupils with disabilities, their parents/carers, other school users, service providers and partner agencies in the development of these strategies and schemes.
- The Local Authority has established a multi-agency steering group to review and develop the protocols and pathways needed around the transition to adulthood for

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<sup>2</sup> [www.sloughcypdirectory.org.uk/kbroker/berkshire/sloughcsd/start.jsp](http://www.sloughcypdirectory.org.uk/kbroker/berkshire/sloughcsd/start.jsp)

<sup>3</sup> [www.slough.gov.uk/services/16750.aspx](http://www.slough.gov.uk/services/16750.aspx)

young people with Special Educational Needs/Learning Disabilities under the 'Aiming High for Disabled Children' (AHDC) transition support programme<sup>4</sup>.

- The Local Authority has provided a resource for pupils with speech, language and communication needs at Slough & Eton Church of England Business and Enterprise College which opened in September 2009 to address an identified gap in provision.
- The Local Authority will continue to transform the local short break service to provide greater capacity and a wider range of short breaks, including access to universal settings such as after school clubs and holiday activities for disabled children through the AHDC agenda.
- The Local Authority will develop mechanisms to capture data on parental satisfaction about the services they provide for disabled children. The Local Authority will routinely examine this data to determine trends in satisfaction; identify areas of concern to parents and develop plans over time to address any areas of concern.
- The number of DDA compliant schools has been increased to 12 in 2009 (30% of schools), 2 further schools will be compliant by 2011. A number of nurseries and all children's centres are fully compliant.
- The Local Authority will continue to support school accessibility through capital investment in school buildings. Over the 3 years, 2009/10-2011/12 Slough will invest more than £30m in improving and expanding school buildings; these projects will significantly improve accessibility at 6 schools and will create 2 accessible new children's centres.
- The Local Authority will continue to work closely with schools across all key stages to increase the achievement levels of pupils with SEN and to narrow the gap in SEN and non SEN achievement.
- The Local Authority will continue to work closely with the Employees with Disabilities Forum<sup>5</sup> to ensure that our schools continue to offer a fair and supportive environment to disabled colleagues.
- Schools, with support from the Local Authority, will continue to offer Governors, senior managers, teaching and support staff relevant continuing professional development opportunities to help them support pupils with learning difficulties and disabilities in accordance with the requirements of this Strategy.
- The implementation of this Strategy will be monitored and evaluated by Slough Borough Council. Reports on activity to support the Strategy will be provided to the Education and Children's Services Directorate Senior Management Team and reported to Slough's Children's Trust and members of Education and Children's services<sup>6</sup>. This report will also be sent to all schools and other partners.
- The Local Authority has a legal duty to keep this Accessibility Strategy under review. An evaluation of the progress made against the aims and objectives in this Strategy will be undertaken in the summer of 2011. The outcome of this review will inform the shape and content of the new strategy covering 2012-15.

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<sup>4</sup> [www.everychildmatters.gov.uk/socialcare/ahdc/](http://www.everychildmatters.gov.uk/socialcare/ahdc/)

<sup>5</sup> [www.slough.gov.uk/services/2358.aspx](http://www.slough.gov.uk/services/2358.aspx)

<sup>6</sup> [www.slough.gov.uk/services/16655.aspx](http://www.slough.gov.uk/services/16655.aspx)

- In the interim, schools are encouraged to keep their Accessibility Plans and Disability Equality Schemes under review and revise them as necessary (Appendix 1-3).

## **4.2 Joint Working with Additional Partner Agencies and Groups**

4.2.1 Slough Borough Council is committed to working in partnership as an approach to improving its delivery of services to adults and children and young people. Strong partnerships have been established through the Children's Trust with a range of services and agencies.

4.2.2 Good working relationships will not only ensure that the priorities identified by this Strategy are implemented successfully but that further developments to improve accessibility for children and young people with disabilities are identified and acted upon.

## **4.3 The Accessibility of this Strategy**

4.3.1 The Strategy will be published to schools via the schools communication process. Each school and its governing body and all agencies, services and partnerships who contributed to its development will receive a copy.

4.3.2 The strategy will be placed on the Council website for public accessibility.

4.3.3 If you need further copies of this document or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact the Service for Children with Learning Difficulties and Disabilities on 01753 787630.

## **APPENDIX 1 - SCHOOL ACCESSIBILITY STRATEGIES**

Local authorities and schools are required to develop Accessibility Strategies/Plans that cover:

- disabled pupils who are in schools now: improving access for them is a matter of planned improvements in addition to reasonable adjustment;
- disabled pupils who are in the school system but at an earlier Key Stage. Good advance information about disabled pupils going to schools is important when making reasonable adjustments and to making planned improvements over time,
- disabled pupils who are not yet in the school system, but about whom the Local Authority and other agencies have some information;
- A template for a School Accessibility Plan can be found at Appendix 2.

In order to meet the planning duties the Plan must describe work aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by schools; and
- improving the delivery to disabled pupils within a reasonable time and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents/carers, of information that is provided in writing for pupils who are not disabled.

These plans are required to be in writing and have to be resourced and implemented for three years starting 1 April 2003 to 31 March 2006 in the first instance and renewed every three years thereafter. During their three year coverage, the strategies must be kept under review and if necessary revised.

Schools are required to report annually on their Accessibility Strategies/Plans and on other aspects of the DDA and SEN duties as part of the schools prospectus.

## **APPENDIX 2 - TEMPLATE FOR A SCHOOL ACCESSIBILITY PLAN**

Schools can publish a single document to serve as both their Accessibility Plan and their Disability Equality Scheme if they wish provided that the statutory duties are met.

### ***Introduction***

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school 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.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### ***1: Starting points***

*1A: The purpose and direction of the school's plan: vision and values*

*1B: Information from pupil data and school audit*

*1C: Views of those consulted during the development of the plan*

### ***2: The main priorities in the school's plan***

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

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

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

### ***3: Making it happen***

*3A: Management, coordination and implementation*

*3B: Getting hold of the school's plan*

## **APPENDIX 3 - OUTLINE FOR A DISABILITY EQUALITY SCHEME**

### **Requirements**

Schools are required to undertake the development of a disability equality scheme in a particular way and to include particular elements. Secondary schools should have prepared a disability scheme by **December 2006** and special and primary schools by **December 2007**.

Schools can publish a single document to serve as both their Accessibility Plan and their Disability Equality Scheme provided that the statutory duties are met.

The DCSF / Disability Rights Commission have published an outline for a disability equality scheme that sets out a number of sections that should be included. In each section there is a discussion of a number of key issues. By addressing these issues, and undertaking the related development work, schools can have reasonable confidence that they will be able to develop an effective disability equality scheme.

### **Developing a scheme**

The approach suggested for the development of a disability equality scheme is similar to that suggested for the development of an Accessibility Plan, with:

1. starting points which enable the school to identify priorities;
2. priorities which require a supporting action plan; and
3. making it happen, monitoring and follow up to ensure it is all happening.

This appendix only gives section headings; governing bodies should refer to the full guidance on what should be included under each heading.

#### **1. Outline**

##### **3-year period covered by the disability equality scheme**

##### **Introduction**

#### **2. Starting points**

##### **The purpose and direction of the school's scheme**

##### **Involvement of disabled pupils, staff and parents**

*The school must involve in the development of its scheme disabled people who appear to the school to have an interest in the way it carries out its functions.*

*The school must include in its scheme a statement about how it has involved disabled people in the development of its scheme.*

##### **Information gathering**

*The school's scheme must set out:*

- *its arrangements for gathering information on the effect of the school's policies on:*
  - *the recruitment, development and retention of disabled employees;*
  - *the educational opportunities available to and the achievements of disabled pupils*
- *the arrangements for using information to support the review of the action plan and to inform subsequent schemes.*

*Recruitment, development and retention of disabled employees*

*Educational opportunities available to and the achievements of disabled pupils*

*Disabled parents, carers and other users of the school*

### **Impact assessment**

*The school must set out in its scheme its methods for assessing the impact of its current and proposed policies and practices on disability equality.*

### **3. Identifying the main priorities for your school's scheme and deciding your actions**

*Schools are required to set out in their scheme the steps they are going to take to meet the general duty:*

- *Promoting equality of opportunity*
- *Eliminating discrimination*
- *Eliminating harassment*
- *Promoting positive attitudes*
- *Encouraging participation in public life*
- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment*

### **4. Making it happen**

#### **Implementation**

*Schools are required to implement the actions in their scheme within three years, and review and update their action plan annually.*

#### **Evaluation**

#### **Publication**

*Schools are required to publish their disability equality scheme.*

*Schools can publish a single document to serve as both their Accessibility Plan and their disability equality scheme.*

*Schemes must be published by 4 December 2006, except for schemes for primary schools, special schools and for Local Authority PRUs. These schemes must be published by 3 December 2007.*

#### **Reporting**

*Schools are required to report on their scheme annually and update their action plan.*

#### **Reviewing and revising the scheme**

*Schools are required to review and revise their scheme every three years.*

*Schools are required to set out in their scheme the arrangements for using information to support the review of the action plan and to inform subsequent schemes.*

#### **APPENDIX 4 - WHERE TO GO FOR HELP AND ADVICE**

**AFASIC:** 50-52 Great Sutton Street, London EC1V 0DJ; Tel: 020 7490 9411; Fax: 020 7251 2834.  
[www.afasic.org.uk](http://www.afasic.org.uk)

Advisory Centre for Education (ACE) Ltd, 1c Aberdeen Studios, 22 Highbury Grove, London, N5 2DQ  
0207 354 8318 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Alliance for Inclusive Education:** Unit 2, 70 South Lambeth Road, London SW8 1RL Tel: 020 7735 5277 Fax: 020 7735 3828. [www.allfie.org.uk](http://www.allfie.org.uk)

Associated of Blind and Partially Sighted Teachers and Students (ABAPSTS) 01484 690521.  
[www.abapstas.org.uk](http://www.abapstas.org.uk)

**Association of School and College Leaders** (formerly Secondary Heads Association): 130 Regents Street; Leicester; LE1 7PG; Tel: 0116 299 1122; Fax 0116 299 1123. [www.ascl.org.uk](http://www.ascl.org.uk)

**Association for Spina Bifida and Hydrocephalus:** Asbah House, 42 Park Road, Peterborough PE1 2UQ; Tel: 01733 555988. [www.asbah.org](http://www.asbah.org)

**Association of Teachers and Lecturers:** 7 Northumberland Street; London WC2N 5DA; Tel: 020 7930 6441

**Barnardo's:** Tanners Lane; Barkingside; Ilford; Essex IG6 1QG; Tel: 020 8550 8822.  
[www.barnardos.org.uk](http://www.barnardos.org.uk)

**Berkshire Dyslexia Association** 01344 451878

**British Council of Disabled People:** Litchurch Plaza, Litchurch Lane, Derby DE24 8AA Tel: 01332 295551 Fax: 01332 295580. [www.bcodp.org.uk](http://www.bcodp.org.uk)

**British Deaf Association:** 1-3 Worship Street; London EC2A 2AB; Tel: 020 7588 3520.  
[www.britishdeafassociation.org.uk](http://www.britishdeafassociation.org.uk)

**British Diabetic Association UK:** 10 Parkway; Camden; NW1 7AA; Tel: 020 7424 1000; Fax: 020 7424 1001. [www.diabetes.co.uk](http://www.diabetes.co.uk)

**British Dyslexia Society:** 98 London Road; Reading; RG1 5AU; Tel: 0118 966 8271; Fax: 0118 935 1927. [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

**British Epilepsy Association:** New Anstey House; Gate Way Drive; Yeadon; Leeds LS19 7XY; Tel: 01132 108800; Helpline: 0808 8005050. [www.epilepsy.org.uk](http://www.epilepsy.org.uk)

British Institute of Learning Difficulties (BILD) Champion House, Green Street, Kidderminster, Worcestershire, DY10 1JL Tel 01562 723 010, [www.bild.org.uk](http://www.bild.org.uk)

**Brittle Bone Society:** 30 Guthrie Street; Dundee; DD1 5BS; Tel: 01328 204446. [www.brittlebone.org](http://www.brittlebone.org)

**Centre for Accessible Environments:** Nutmeg House; 60 Gainford Street; London SE1 2NY; Tel: 020 7357 8182; Fax: 7357 8183. [www.cae.org.uk](http://www.cae.org.uk)

**Centre for Studies on Inclusive Education:** Room 2S203, S Block, Frenchay Campus, Cold Harbour Lane Bristol BS16 1QU; Tel: 0117 344 4007; Fax 0117 344 4005. [www.inclusion.org.uk](http://www.inclusion.org.uk)

**Council for Disabled Children:** National Children's Bureau; 8 Wakley Street; London; EC1V 7QE; Tel: 020 7843 6000; Fax: 020 7278 9512. [www.ncb.org.uk](http://www.ncb.org.uk)

**Cystic Fibrosis Trust:** 11 London Road; Bromley; Kent BR1 1BY; Tel: 020 8464 7211.

[www.cftrust.org.uk](http://www.cftrust.org.uk)

**DELTA (Deaf Education through Listening and Talking)** The Con Powell Centre, Alfa House, Molesey Road, Walton on Thames, Surrey, KT12 3PD 01932 243018, [www.deafeducation.org.uk](http://www.deafeducation.org.uk)

**Disability Equality in Education:** Unit GL; Leroy House; 436 Essex Road; London N1 3QP; Tel: 020 7359 2855. [www.diseed.org.uk](http://www.diseed.org.uk)

**Disability Living Foundation:** 380-384 Harrow Road; London W9 2HU; Tel: 020 7289 6111; Fax: 020 7266 2922; Helpline: 0845 130 9177 (This advice line is open from Mon-Fri; 10am – 4pm.

[www.dlf.org.uk](http://www.dlf.org.uk)

**Disability Rights Commission:** DRC Helpline, Freepost, MID 02164, Stratford-Upon-Avon, Warwickshire. CV37 9BR; Tel: 08457 622 633; Fax: 08457 778 878. [www.drc-gb.org](http://www.drc-gb.org)

**Down's Syndrome Association:** 155 Mitcham Road; London SW17 9PG; Tel: 020 8682 4001.

[www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

**Down's Syndrome Educational International.** [www.downsed.org](http://www.downsed.org) – Berkshire branch Contact [kate.stonehouse@btinternet.com](mailto:kate.stonehouse@btinternet.com)

**Dyslexia Institute:** 133 Gresham Road; Staines; Middlesex. TW18 2AJ; Tel: 01784 463851.

[www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

**Dyspraxia Foundation:** 8 West Alley; Hitchin; Hertfordshire SG5 1EG; Tel: 01462 454986.

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

**Employers' Forum on Disability:** Nutmeg House, 60 Gainsford Street, London SE1 2NY.

[www.employers-forum.co.uk](http://www.employers-forum.co.uk).

**Haemophilia Society:** Chesterfield House; 385 Euston Road; London NW1 3AU; Tel: 020 7380 0600; Fax: 020 7387 8220. [www.haemophilia.org.uk](http://www.haemophilia.org.uk)

**Helen Arkell Dyslexia Centre,** Frensham, Farnham, Surrey, GU10 3BW. 01252 792400, [www.arkellcentre.org.uk](http://www.arkellcentre.org.uk)

**Headway National Head Injuries Association:** 4 King Edward Court; King Edward Street; Nottingham NG1 1EW; Tel: 01159 240 800; Fax: 0115 958 446. [www.headway.org.uk](http://www.headway.org.uk)

Home Educational Advisory Service (HEAS) PO Box 98, Welwyn Garden City, Herts, AL8 6AN, 01707 371854, [www.heas.org.uk](http://www.heas.org.uk)

**ICAN:** 4 Dyer's Buildings; Holborn; London; EC1N 2JP; Tel: 0870 010 4066; Fax: 0870 010 4067.

[www.ican.org.uk](http://www.ican.org.uk)

Independent Panel for Special Education Advice (IPSEA) 01394 384711 [www.ipsea.org.uk](http://www.ipsea.org.uk)

**Independent Schools Council:** Grosvenor Gardens House; 35-37 Grosvenor Gardens; London; SW1W 0BS; Tel; 020 7798 1500. [www.isc.co.uk](http://www.isc.co.uk)

**JMU Access Partnership:** 105 Judd Street; London; WC1H 9NE; Tel 020 7391 2002; Fax: 020 7387 7109. [www.jmuaccess.org.uk](http://www.jmuaccess.org.uk)

**Kidsactive:** Pryor's Bank; Bishop's Park; London SW6 3LA; Tel: 020 7736 4443; Fax: 020 7731 4426. [www.kidsactive.co.uk](http://www.kidsactive.co.uk)

**LOOK:** c/o Queen Alexander College; 49 Court Oak Road; Harborne; Birmingham B17 9TG; Tel: 01214 285 038; Fax: 0121 427 9800. [www.look-uk.org](http://www.look-uk.org)

**MENCAP:** 117 - 123 Golden Lane; London; EC1Y 0RT; Tel: 020 7454 0454; Fax: 020 7696 5540.  
[www.mencap.org.uk](http://www.mencap.org.uk)

**Motability:** Goodman House; Station Approach; Harlow; CM20 2ET; Tel: 01279 635666  
[www.motability.co.uk](http://www.motability.co.uk)

**National Association for Special Educational Needs (NASEN):** 4/5 Amber Business Village;  
Amber Close; Amington; Tamworth; Staffs; B77 4RP; Tel: 01827 311500; Fax: 01827 313 005.  
[www.nasen.org.uk](http://www.nasen.org.uk)

**National Association for Tertiary Education for Deaf People (NATED)** South Nottingham College,  
Greythorn Drive, West Bridgford, Nottingham, NG2 7GA [www.nated.org.uk](http://www.nated.org.uk)

**National Association of Head Teachers:** 1 Heath Square; Boltro Road; Haywards Heath; West  
Sussex; RH16 1BL; Tel: 01444 472 472. [www.naht.org.uk](http://www.naht.org.uk)

**National Asthma Campaign:** Providence House; Providence Place; London N1 0NT; Tel: 020 7226  
2260; Helpline: 08457 010203. [www.asthma.org.uk](http://www.asthma.org.uk)

**National Autistic Society:** 393 City Road; London EC1V 1NG; Tel: 020 7833 2299; Fax: 020 7833  
9666. [www.nas.org.uk](http://www.nas.org.uk)

**NASUWT:** Education Centre; Rose Hill; Rednal; Birmingham; B45 8RS; Tel: 0121 453  
6150 [www.nasuw.org.uk](http://www.nasuw.org.uk)

**National Blind Children's Society:** Bradbury House; Market Street; Highbridge; Somerset TA9  
3BW; Tel: 01278 764764; Fax: 01278 764790. [www.nbcs.org.uk](http://www.nbcs.org.uk)

**National Deaf Children's Society:** 15 Dufferin Street; London EC1Y 8UR; Tel: 0808 800 8880; Fax:  
020 7251 5020. [www.ndcs.org.uk](http://www.ndcs.org.uk)

**National Eczema Society:** Hill House; Highgate Hill; London N19 5NA; Tel: 08702 413604; Tel: 020  
7281 3553; Fax: 020 7281. [www.eczema.org](http://www.eczema.org)

**National Federation of the Blind of the UK:** Sir John Wilson House; 215 Kirkgate; Wakefield; West  
Yorkshire WF1 1JG; Tel: 01924 291313; Fax: 01924 200 244. [www.nfbuk.org](http://www.nfbuk.org)

**National Parent Partnership Network:** 8, Wakley Street, London EC1V 7QE; Tel: 020 7843 6000;  
Fax: 020 7843 6313. [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

**National Register of Access Consultants:** Nutmeg House; 60 Gainford Street; London. SE1 2NY;  
Tel: 020 7234 0434; Fax: 020 7357 8183. [www.nrac.org.uk](http://www.nrac.org.uk)

**National Society for Epilepsy:** Chesham Lane; Chalfont St Peter; Buckinghamshire SL9 0RJ; Tel:  
01494 601300; Fax: 01494 871 927; Helpline: 01494 601 400. [www.epilepsynse.org.uk](http://www.epilepsynse.org.uk)

**National Union of Teachers:** Hamilton House; Mabledon Place; London; WC1H 9BD; Tel: 020 7388  
6191. [www.teachers.org.uk](http://www.teachers.org.uk)

**Parents for Inclusion:** Unit 2, 70 South Lambeth Road, London SW8 1RL Tel 0207735 7735 Fax:  
020 7735 3828. [www.parentsforinclusion.org](http://www.parentsforinclusion.org)

**Physically Disabled and Able Bodied (PHAB LTD):** Summit House; Wandle Road; Croydon CR0  
1DF; Tel: 020 8667 9443; Fax: 020 8681 1399. [www.phabengland.org.uk](http://www.phabengland.org.uk)

**Pre-school Learning Alliance:** 69 Kings Cross Road; London WC1X 9LL; Tel: 020 7833 0991; Fax:  
020 7837 4942. website: [www.pre-school.org.uk](http://www.pre-school.org.uk)

**Professional Association of Teachers:** 2 St James' Court; Friar Gate; Derby; DE1 1BT; Tel: 01332  
372 33750.

**RADAR:** 12 City Forum; 250 City Road; London; EC1V 8AF; Tel: 020 7250 3222; Fax: 020 7250 0212. [www.radar.org.uk](http://www.radar.org.uk)

**Royal National Institute for Deaf People (RNID):** 19-23 Featherstone Street; London; EC1Y 8SL; Tel: 020 7296 8000; Fax: 020 7296 8199. [www.rnid.org.uk](http://www.rnid.org.uk)

**Royal National Institute of the Blind (RNIB):** 105 Judd Street, London WC1H 9NE; Tel: 020 7388 1266; Fax: 020 7388 2034. [www.rnib.org.uk](http://www.rnib.org.uk)

**SCOPE:** 6 Market Road; London N7 9PW; Tel: 020 7619 7100; Fax: 020 7619 7399; Helpline: 0808 800 3333 (9am to 9pm weekdays) (2pm to 6pm weekends). [www.scope.org.uk](http://www.scope.org.uk)

**Sense:** 11-13 Clifton Terrace; London; N4 3SR; Tel: 020 7272 7774; Fax: 020 7272 6012. [www.sense.org.uk](http://www.sense.org.uk)

**Sickle Cell Society:** 54 Station Road; London NW10 4UA; Tel: 020 8961 7795; Fax: 020 8961 8346. [www.sicklecellsociety.org](http://www.sicklecellsociety.org)

**Society of Education Officers:** Manchester House; 84-86 Princess Street; Manchester; M1 6NG. Tel: 0161 275 8801

**Young Minds:** 102-108 Clerkenwell Road; London; EC1M 5SA; Tel: 020 7336