

St.Helens Council Accessibility Strategy for Disabled Pupils

**Eliminate discrimination,
harassment and victimisation
Advance equality of opportunity
Foster good relations between
people in a diverse community**



**St.Helens
Council**



**EQUALITY
FRAMEWORK
FOR LOCAL
GOVERNMENT
ACHIEVING**

Introduction	3
Meeting The Needs Of Disabled Pupils In The Borough	4
Planning To Meet The Future Needs Of Disabled Pupils	5
Appendix 1 Schedule 10, Equality Act 2010	6

This document replaces: NA

Department of Origin: Chief Executive's

Section: Legal Services

Author: Equalities Officer

Post Holder (responsible for keeping Policy updated): Assistant Chief Executive (Legal and Administrative Services)

Related policies: Comprehensive Equality Policy; Guidance for Schools: Meeting Additional Needs

Date approved and decision making body: TBC

Date first published: TBC

Version: 1st edition

Policy Review cycle: to be reviewed by May 2018

Date of last update: NA

ACCESSIBILITY STRATEGY (ACCESSIBILITY FOR DISABLED PUPILS) 2015 TO 2018

INTRODUCTION

The General Public Sector Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Equality Act 2010 identifies nine “protected” characteristics that are subject to its general duty. They are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (ethnicity), religion, sex (gender) and sexual orientation.

This strategy sets out how St.Helens Council meets a specific requirement under Section 10 of the Equality Act 2010, which relates to accessibility of schools for disabled pupils

Schedule 10, of the Equality Act 2010

Schedule 10 of the Equality Act 2010, ‘Accessibility for disabled pupils’ requires local authorities to: prepare a written accessibility strategy, which must:

- (i) Increase the extent to which disabled pupils can participate in the schools’ curriculums,
- (ii) Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools, and
- (iii) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In preparing and implementing its accessibility strategy, St.Helens Council has:

- Taken into account the needs of disabled pupils, and the preferences expressed by disabled pupils or their parents
- Made arrangements to keep the accessibility strategy under review during the period to which it relates and, if necessary, revise it

St.Helens Council has also

- Given regard to the need to allocate adequate resources to implement the strategy and given appropriate regard to the explanatory notes and guidance issued by Government.
- Engaged appropriate agencies that work with disabled pupils and their families, such as Children’s Social Care, St.Helens Clinical Commissioning Groups (CCGs), Public Health, the Youth Service, Library Services and relevant community sector organisations.

Definition Of Disability

The Equality Act 2010 defines a disabled person as a person with

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

In addition, St.Helens Council gives due regard to the “Social Model” of disability. This model recognises the barriers caused by the environment and people’s attitudes to disability

ACCESSIBILITY STRATEGY (ACCESSIBILITY FOR DISABLED PUPILS) 2015 TO 2018

MEETING THE NEEDS OF DISABLED PUPILS IN THE BOROUGH

Different Teams within the Council take a lead responsibility for the arrangements to meet the three different elements of the Schedule 10 duty

(i) Increase the extent to which disabled pupils can participate in the schools' curriculums,	Arrangements to meet this element are developed and maintained by the Council's: <ul style="list-style-type: none">• Additional Needs Team, based within People's Services• Forward Planning Team, based within People's Services.
(ii) Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools, and	Arrangements to meet this element are developed and maintained by the Council's Property Services Team, within the Construction Projects and Procurement Section of Environmental and Trading Services
(iii) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Arrangements to meet this element are developed and maintained by the Council's: <ul style="list-style-type: none">• Additional Needs Team, based within the Inclusion and Achievement Division, within People's Services• Equalities Officer, within Corporate Services

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOLS' CURRICULUMS

Arrangements for increasing the extent to which disabled pupils can participate in the schools' curriculums are set out within the following Policies and Guidelines

- Guidance For Schools: Meeting Additional Needs (January 2015)
- St.Helens Council's Special Educational Needs and Disability - Local Offer
<http://www.sthelens.gov.uk/localoffer>

These arrangements:

- Are agreed through the Council's Provision Agreement Panel
- Cover Early Years, Primary, Secondary and Post 16 Education
- Are reviewed annually

IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOLS

Arrangements for improving the physical environment of schools are set out within the Council's Programme of School Work, which is based on the assessment of all relevant built assets.

Arrangements include contingency to make reasonable adjustments that meet unexpected or unforeseen access needs.

These arrangements:

- Are agreed under the Council's Children, Families, Young People and Education Portfolio
- Cover all appropriate Early Years, Primary, Secondary and Post 16 Education assets
- Are reviewed annually

ACCESSIBILITY STRATEGY (ACCESSIBILITY FOR DISABLED PUPILS) 2015 TO 2018

IMPROVING ACCESS TO INFORMATION

Improving the delivery to disabled pupils of information which is readily accessible to non-disabled pupils is covered by the St.Helens Council's Translation and Interpretation arrangements and the St.Helens Information, Advice and Support Service.

Translation and Interpretation arrangements

Translation and interpretation arrangements are accessible to all services supporting disabled children. They include:

- Easy Read
- Large Print
- British Sign Language and Lip Reading Interpreters
- Makaton Images and Symbols
- Translation into Foreign Language
- Foreign Language Interpreters
- Braille transcription
- Audio format
- Website accessibility such as Browse Aloud
- English as an Additional Language support

St Helens Information Advice and Support Service

St.Helens Information, Advice and Support Services has been set up as an independent and impartial resource to ensure that disabled children and young people, and those with SEN, and their parents have access to high quality Information, Advice and Support.

CONSULTATION

Arrangements for meeting each element of the Schedule 10 Duty take account of the preferences expressed by of pupils' disabilities and their parents. Each of the strategic documents mentioned above - Guidance for School: Meeting Additional Needs; St.Helens Joint Strategic Needs Assessment: Maternity, Children and Young People Edition, etc. - will set out details of the consultation and engagement undergone to inform their development.

IMPLEMENTATION AND REVIEW

This strategic document forms part of St.Helens Council's Comprehensive Equality Policy. It will be reviewed on a three year rolling programme. The Council's Diversity Strategy Board is responsible for overseeing its development, implementation and review. The Diversity Strategy Board includes representatives from agencies that work with disabled pupils and their families, such as People's Services, Health, Library Services and community sector organisations.

PLANNING TO MEET THE FUTURE NEEDS OF DISABLED PUPILS

The future needs of disabled children are set out within St.Helens Joint Strategic Needs Assessment: Maternity, Children and Young People Edition (2014). This document sets out a position statement for current need and an anticipatory forecast for future needs. It covers sensory disability, physical disability, learning disability, and mental health. The Joint Strategic Needs Assessment is used to influence strategic decision on the commissioning of provision to meet the needs of disabled children.

ACCESSIBILITY STRATEGY (ACCESSIBILITY FOR DISABLED PUPILS) 2015 TO 2018

APPENDIX 1 SCHEDULE 10, EQUALITY ACT 2010

Schedule 10 states that:

- (1) A local authority in England and Wales must, in relation to schools for which it is the responsible body, prepare:
 - (a) an accessibility strategy;
 - (b) further such strategies at such times as may be prescribed.
- (2) An accessibility strategy is a strategy for, over a prescribed period:
 - (a) increasing the extent to which disabled pupils can participate in the schools' curriculums;
 - (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
 - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- (3) The delivery in sub-paragraph (2)(c) must be:
 - (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- (4) An accessibility strategy must be in writing.
- (5) A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it.
- (6) A local authority must implement its accessibility strategy

ACCESSIBILITY STRATEGY (ACCESSIBILITY FOR DISABLED PUPILS) 2015 TO 2018

APPENDIX 2 – 2017 Review of progress and next steps

	Strategic objective	Progress	Next steps
1.	(i) Increase the extent to which disabled pupils can participate in the schools' curriculums,	Provision agreement panel:- resource allocation is providing access to mainstream education for a majority of pupils with an EHCP; the Graduated Approach Guidance document is supporting an inclusive approach in mainstream provision	Build mainstream capacity through workforce development related to high incidence needs: - SEMH (Mental Health First Aid training) SLCN (authority wide approach such as Language Link – training, resources, support from specialist services)
2.	(ii) Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools, and	Programme of work - school buildings:-	Increase the number of additionally resourced provisions in mainstream primary and special schools to increase the continuum of provision
3.	(iii) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Access to IASS for children and young people with SEND:-	Review and refresh the Local Offer website in co-production with children and young people who have SEND, including the Young Advisers group