

# **Accessibility Strategy 2018 / 2021**

Version 4: January 2019

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## Introduction and Legislative Context

### The Equality Act 2010

The Equality Act 2010 (the 2010 Act) supersedes all previous disability discrimination legislation. Its approach is characterised by reference to ‘protected characteristics’ of which disability is one. The Local Authority is subject to both the general and specific duties set out in the 2010 Act. These cover all aspects of equality, including disability. Further details of the general and specific duties and how they apply to local authorities can be found on the Equalities and Human Rights Commission website.

Specifically with respect to people with a disability the 2010 Act reaffirms previous duties around accessibility planning and the need to make reasonable adjustments. These duties are set out below.

### Reasonable Adjustments (schedule 13 of the 2010 Act)

The 2010 Act sets out three requirements in relation to reasonable adjustments:

- The first requirement is a requirement, where a provision, criterion or practice of a school puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- The second requirement is a requirement, where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- The third requirement is a requirement, where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.

The situation with regard to schools and the reasonable adjustment duty is as follows:

- Schools are subject to the first and third requirements.
- Compliance with the second requirement is through the development of accessibility plans (see below).

### Accessibility Plans/Strategies (schedule 10 of the 2010 Act)

All schools must prepare an accessibility plan and all local authorities must prepare an accessibility strategy in relation to schools for which it is the responsible body. The next comprehensive revision of accessibility plans and strategies is due by **31 March 2018** and subsequently at intervals of three years.

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An accessibility plan is a plan for:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school 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 school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This accessibility strategy sets out how the local authority will support schools for which it is the responsible body to comply with these duties.

### **Public Sector Equality Duty (Section 149 of the 2010 Act)**

All local authorities and schools have a general duty under the 2010 Act to have due regard to the need to

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Specifically, they must publish information to demonstrate their compliance with the general duty and this could contain information as to how the duty will be discharged in relation to disabled pupils. The first set of information must be published by 6 April 2012 and subsequently at intervals of not greater than one year.

One or more specific and measurable objectives in relation to the general duty must also be published by 6 April 2012 and subsequently at intervals of no more than four years.

### **Children and Families Act 2014 (The 2014 Act) - including The Special Educational Needs and Disability Regulations 2014 (The SEND Regulations) and The Special Educational Needs and Disability Code of Practice: 0 to 25 years (The SEND CoP)**

Section 30 of the 2014 Act requires the Local Authority to publish a 'local offer' in which it sets out details of all services and provision available to children and young people with special educational needs and disabilities. It states that regulations may set out the information to be included in the Local Authority's local offer. The information is set out in schedule 2 of the SEND Regulations and includes a requirement to set out where the Local Authority's Accessibility Strategy may be obtained.

Section 69(3)(b) of the 2014 Act requires all schools to include their Accessibility Plan in their SEN information Report. These same duties are referenced further throughout the SEND CoP.

# **1 Starting Points**

## **1A Purpose and direction of the Local Authority's strategy: vision and values**

**“Disabled people are doing less well than non-disabled people across a wide range of indicators and opportunities. Disabled people are more likely to achieve lower outcomes in terms of employment, income and education. They are more likely to face discrimination and negative attitudes, and often experience problems with housing and transport.”**

*Improving the Life Chances of Disabled People  
Prime Minister's Strategy Unit, January 2005*

**While there is a basic legal rationale for an accessibility strategy, i.e. to support schools in complying with their statutory duties, its overarching aim continues to be to improve levels of presence, participation and achievement of all children and young people with disabilities in Sandwell.**

**Special educational needs and disability are not interchangeable terms but how disabled pupils are supported by schools to achieve their full potential is fundamentally a question of inclusion.**

**The approach in Sandwell is underpinned by our vision for inclusion which states:**

We believe that every child and young person (C&YP), irrespective of age, gender, ethnicity, disability or sexual orientation should have the right to be included as a valued, respected and equal member of the learning community with support according to need. This means they should share a range of common experiences including:

- Quality inclusive early years provision;
- Quality education in schools serving their local communities which ensures access to a broad, balanced curriculum within an inclusive learning environment which:
  - Sets suitable learning challenges
  - Responds to and meets pupils' diverse learning needs
  - Overcomes potential barriers to learning and assessment for individuals and groups of pupils
  - Enables them to become successful lifelong learners
  - Supports them in their preparation for adulthood and independent living

- Maximises the effective use of technology for learning and access to learning.

We believe that the attitudes, skills and expertise of all those who work with children, especially their parents and carers, are fundamental to the successful development of an inclusive learning community. Sandwell is committed to developing and extending these through training, curriculum development, research, and sharing good practice. This will support the aim that all children and young people are welcomed into their learning communities and can fulfil their potential. We believe that successful inclusion is beneficial both to those children with special educational needs and disabilities (SEND) who are included and to their peer groups. Particular efforts will be directed towards groups of children who, because of failures in our systems, are termed 'hard to reach' and who are, therefore, particularly vulnerable in terms of social exclusion.

### **National Curriculum Inclusion Statement**

At a national level the national curriculum inclusion statement sets out three key principles.

- To set suitable learning challenges.
- To respond to children and young people's diverse learning needs.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils

All Sandwell policies and strategies support our vision for inclusion and are consistent with the three national principles. As is consistent with the aspirations of the 2014 Act we will look to develop them in future in consultation with all stakeholders, in particular children and young people and their parents / carers, in order to promote a sharing of vision and values across the borough.

This approach is supported by:

- A wide programme of training and development work.
- A comprehensive Local Offer
- The Sandwell Inclusion Quality Mark.
- The promotion of a shared vision by Inclusion Support, Schools, School Improvement Advisers, Health colleagues and organisations from the private, voluntary and independent sectors

### **Previous Strategies and Initiatives for Children and Young People (C&YP) with Special Educational Needs and Disabilities (SEND) 2008 - 2018**

Sandwell MBC produced a wide-ranging action plan, covering Health,

Education and Social Care, as part of its strategy for C&YP with SEND in 2008. This was to address the 20 recommendations of a previous scrutiny panel report. The time-frame for this action plan expired in March 2011 by which time many of the recommendations had been implemented.

However, the period of 2008 - 2014 has been one of enormous change in the field of SEND. A number of government initiatives and new legislation has completely transformed the landscape.

These include:

- May 2008: The Aiming High for Disabled Children Programme which aimed to transform services for disabled children in the areas of short breaks, parent participation, transition to adulthood and accessible childcare.
- Late 2010 onwards: The drive to create more autonomous schools including academies and free schools.
- March 2011: The SEN and Disability Green Paper 'Support and Aspiration, A New Approach to Special Educational Needs and Disabilities' which set out plans for a new assessment process, greater choice of school for parents and the option of a personal SEN budget by 2014.
- May 2012: 'Support and Aspiration, A New Approach to Special Educational Needs and Disabilities, Progress and Next Steps'. This document sets out the results of consultation and restates the plans set out in the original green paper. It also sets out a legislative timetable with firm proposals for the new system to be in place by 2014.
- September 2012: The extension of the duty to make reasonable adjustments through the provision of auxiliary aids and services to include schools
- March 2014: Children and Families Act. Wide-ranging changes to duties with regard to children and young people with SEN and disability.
  - The introduction of Education Health and Care Plans to replace statements of SEN, including the provision of a personal budget covering health, education and social care needs
  - The publication of a Local Offer
  - Putting the wishes of families at the centre of decision making
  - Increased emphasis on co-operation between agencies and the joint commissioning of services



- June 2014: Special Education Needs and Disability Code of Practice: 0 to 25 years. Statutory guidance for schools, Local Authorities and other agencies following the passing of the Children and Families Act.
- November 2016: The Evolve Strategy. Sandwell's long-term plan to address the issue of growing numbers of children and young people with SEND with particular emphasis on increasing the number of specialist school places.
- March 2017: Special Provision Fund Capital Allocations. The special provision fund allocations first announced on 4 March 2017 support local authorities (LAs) to make capital investments in provision for pupils with special educational needs and disabilities. Local authorities can invest in new places and improvements to facilities for pupils with education, health and care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision. Sandwell's strategy to make use of this funding is entitled [Evolve 3](#).

When preparing a new Accessibility Strategy in 2018 the local authority has considered the implications of these initiatives, particularly the last three, as they look to

- Continue to support and challenge schools over their duty to promote accessibility.
- Provide significant capital investment to increase and improve the physical environment for children and young people with special educational needs and disability (SEND).

**Key actions:**

- To work with schools to increase the participation of C&YP with SEND and their parents and carers in all aspects of school life, including afterschool and extra-curricular activities.
- To reinvigorate the Sandwell Inclusion Quality Mark and increase the number of schools achieving it.
- To work with schools to develop mechanisms to incorporate the views of C&YP with SEND and their families in their accessibility plans and any action plans that arise from them.
- To work alongside other agencies to support schools in
  - The monitoring and review of their Accessibility Plans
  - Producing the next iteration of the plan from April 2018
  - The production of SEN Information Reports
  - Producing action plans relating to the general and specific equality duties required by the Equality Act 2010
- To improve the accuracy, consistency and completeness of data relating to C&YP with SEND.



- To implement the Evolve 3 strategy and action plan to ensure best and comprehensive use of the new Special Provision Fund.

## 1B Information from data sources

### Definition of disability

The Equality Act gives the following definition of disability:

“A person has a disability if he/she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”. The effect must be:

- Substantial (defined as more than minor or trivial)
- Adverse (unfavourable or injurious)
- Long-term (lasting or liable to last for at least a year or as long as a person lives)

This definition is deliberately broad and includes any physical or mental disability including sensory impairment. It also covers disabilities such as mental illness, mental health problems, learning disability, autism, ADHD, asthma, dyslexia, diabetes, epilepsy, severe and challenging behaviour which arises from a specific condition where the effect on the ability to carry out normal day to day activities is substantial, long-term and adverse.

Children and young people with severe disfigurements are included in the definition as the Act provides that this is to be treated as having a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It also includes children and young people diagnosed with HIV, cancer and MS from the point of diagnosis. For the purpose of this definition ignore the effect of medication and any auxiliary aids.

### Definition of special educational needs (SEN)

**The Children and Families Act 2014 specifies that a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to satisfy the criteria set out in (a) and (b) above when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

**Special educational provision** for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

Special educational provision for a child aged under two means educational provision of any kind.

Not all children with SEN are disabled under the terms of the Equality Act. By the same token, not all children with a disability have SEN. These are distinctions which are in need of clarification at school and authority level in order to improve the quality of our data.

**Examples of children in an educational setting where their impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities:**

*A ten-year-old girl has learning difficulties. She has a short attention span and has difficulties remembering facts from one day to the next. She can read only a few familiar words and has some early mathematical skills. To record her work in class she needs to use a tape recorder, pictures and symbols.*

*A fourteen-year-old boy has been diagnosed as having ADHD. He often forgets his books, worksheets or homework. In class he finds it difficult to concentrate and skips from task to task forgetting instructions. He often fidgets and makes inappropriate remarks and in the playground. Sometimes there can be outbursts of temper.*

In both of the above examples, reading, writing and participating in activities in class and/or in the playground, which are all normal day-to-day activities are adversely affected to a substantial degree.

Both of these young people would be classed as disabled under the act.

**Data relating to C&YP with SEND:**

Data relating specifically to the disabled population of a local authority is notoriously difficult to pin down. The legal definition given above is, to a degree, subjective and subject to change through legal challenge. There is also a lack of consistency in the categories used to record disabilities which makes comparisons between different datasets very problematic. One possible solution is the use of a proxy SEN measure. This was used during the Aiming High for Disabled Children programme when introducing the parent satisfaction indicator (NI54). It equated the disabled population with the SEN population at school action plus and above. This is the approach taken in this strategy and since 2011 we have been able to obtain an overview of SEND in Sandwell from national datasets released by the Department for Education (DfE).

A glossary of terms explaining these categories is on page 61.

Although new categories of SEN have been included in the new SEN Code of Practice which came into force on 1 September 2014, the latest DfE consultation on SEND data seems to suggest that the categories for the school census will remain the same (with the exception of Social, Emotional and Mental Health replacing Behavioural, Emotional and Social Difficulties) and that the categories used in the Individual Learner Record will be brought into line with those used in schools. The results of the consultation will be included in the data for the academic year 2015 – 16.

**School census data relating to pupils with SEND from 2013 to 2016:**

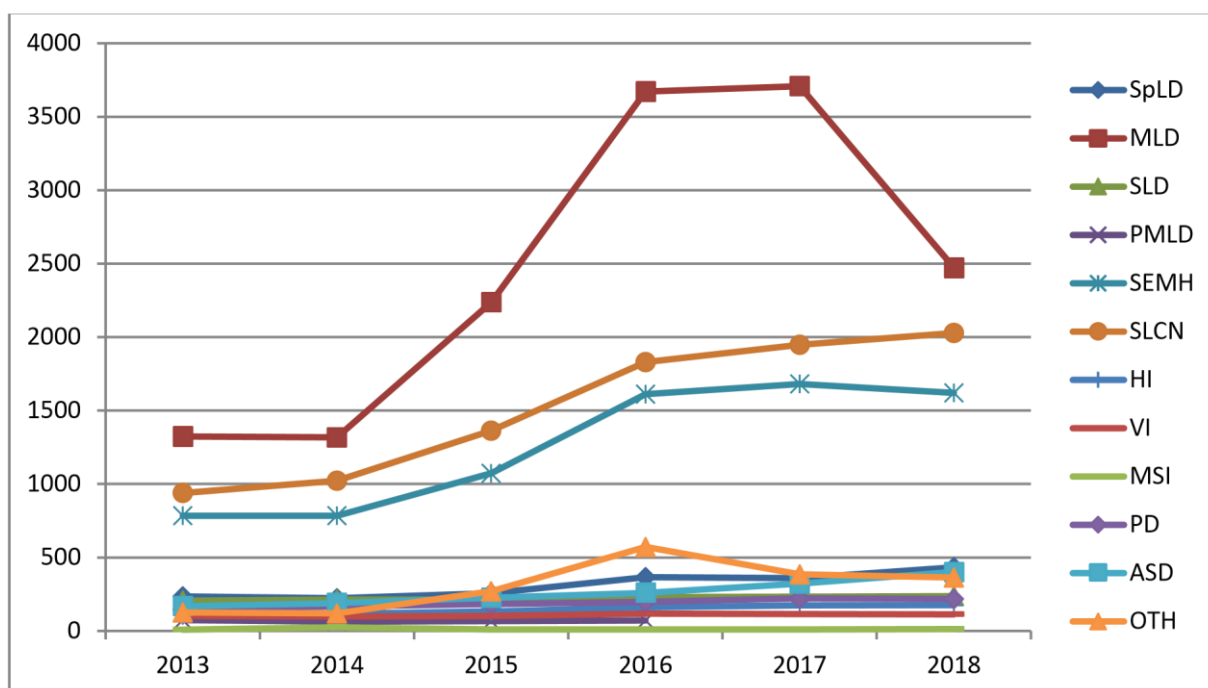
The table below shows the number of Sandwell pupils in mainstream or special schools who have SEND and who are at School Action Plus or who have a Statement of SEN under the previous SEN arrangements. It also shows data from the first two years of the new SEND arrangements

<b>SEN Category of Need</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
SpLD	235	223	256	366	360	433
MLD	1324	1318	2236	3671	3708	2473
SLD	206	213	213	230	234	237
PMLD	74	64	67	72	70	74
SEMH	769	784	1074	1611	1681	1621
SLCN	939	1022	1364	1831	1947	2028
HI	107	117	133	162	174	176
VI	101	98	103	118	116	114
MSI	9	25	10	11	11	13
*PD	147	168	183	199	222	218

ASD	168	189	227	260	322	402
OTH	126	120	269	572	386	364
<b>Totals</b>	<b>4205</b>	<b>4341</b>	<b>6135</b>	<b>9103</b>	<b>9231</b>	<b>8153</b>

*\*Pupils who present with a medical condition are included in the PD category.*

### Graphical representation of the trends in data relating to SEND 2013 - 2018



### Commentary on Table / Graph

Previous versions of the strategy have commented on the rise from 2014-17 in overall numbers of children and young people with SEND following the introduction of the new SEN arrangements. More significant for this strategy is the significant drop in 2018 which is entirely explained by a 33% drop in the number of children and young people identified as presenting with moderate learning difficulties. This is a consequence of advice given by the LA to local SENCOs about the overidentification of under-achieving children as MLD. This was an action from the LA's written statement of action and the advice appears to have been heeded. Other categories of need have stayed broadly the same.

The trend of putting a large number of children in the 'OTH' and 'No Assessed Need' categories continues (935 children and young people categorised as such in 2018) despite advice to schools from central government to restrict their use to exceptional cases. We will continue to work with schools to address this and to promote clear assessments of a pupil's primary SEN.

What is clear, however, is that the main categories of need continue to be MLD, SEMH along with Speech, Language and Communication and, while not all the children reported under these categories would meet the definition of disability for the strategy, these areas continue to be the main focus of work for the Local Authority

Examples of Local Authority initiatives which include materials for schools to support pupils include:

- Enable Plus
- VIP (Vocabulary and Infants Programme)
- BLISS Strategy
- Every Child a Talker
- CLASS initiative
- WELLNet
- SEMH Curriculum
- Therapeutic Mentoring
- Behaviour Recovery
- SEMH Quality Mark for Schools
- WellComm Assessment Tool
- Early Language Intervention
- Language at my Level
- Babies Toddlers Talker Early Language Intervention

Further work will be undertaken with schools in the form of a small scale audit to ensure that census data is being entered accurately and that the issues identified in the previous strategy (e.g. confusion between SpLD and SLD) have been addressed.

The Local Authority has considerable data relating to the attainment of C&YP with SEND. One of the main actions arising from this strategy will be to analyse this data comprehensively to identify trends.

Another reason for analysing data is so that the LA can act in an anticipatory way in planning future provision. For this reason, it is important to include data in relation to pre-school children.

Pre-School Children / School Census categories June 2018

Number of Pre-School Pupils aged between 0 and 5 years (who are <u>not</u> on the roll of any mainstream Sandwell LA school/setting)	
Category of Need	No: of children
PMLD	
PD	
MLD	
SLCN	
BESD (SEMH)	
MSI	
VI	
HI	
ASD	
Total	

Although the figures above broadly reflect the headline ratios of the main dataset, caution should be exercised in the use of the above data because many of the children have multiple needs which cannot be represented in a single category. Additionally, very few children in this age group will have received a diagnosis of ASD. Finally, caution should always be exercised when categorising children at this very young age.

#### Other datasets

Organisations that support disabled children (e.g. Inclusion Support) will hold data concerning the children with whom they work. However, it is not likely to add any detail that is not held centrally by the Local Authority or contained within the census.

Data in relation to disability is also held on the Child Health System. However, it is difficult to interrogate this data as it tends to be recorded by diagnosis.

Work is currently being undertaken by Public Health through the development of the Joint Strategic Needs Assessment 0-5 to address the challenge of datasets from health, social care and education which are based on a variety of categories.

**Key Actions:**

Improve the data (including its accuracy and quality) as follows:

- Continue work with schools to ensure that data contained in the School Census is robust and accurate which will allow for a more accurate identification of the disabled population. Specifically investigate the extent to which certain categories are miscoded.
- Undertake audit of census data to check reliability.
- Work with Local Authority colleagues to improve the reach and accuracy of data contained within the LA's Management Information System as data is migrated to a new system in 2019.
- Consult with data intelligence colleagues to investigate the extent to which data relating to the attainment of CYP with SEND can be interrogated and used effectively.
- Work with other partners (e.g. Research Sandwell) to ensure that other datasets, such as that relating to pre-school children, provide accurate and usable information.
- Support schools to make effective use of data relating to the progress of pupils with SEND as the assessment landscape changes
- Support schools to make better use of all data that is available from external sources.

## **1C Views of those consulted during the development of the strategy**

Future versions of this strategy will be informed by consultations with pupils, parents and schools. The results of consultations from previous iterations of the strategy and the consultation questionnaires used are shown in Appendix 1 at the end of this document.

**Key Actions:**

- Carry out specific consultations with pupils, parents and schools during the lifetime of the strategy and link to those carried out in relation to the Evolve 3 strategy
- Explore ways by which the views of pupils and parents can influence schools' planning in relation to accessibility.



## 2 The Main Priorities of the Strategy

### 2A Increasing access to the curriculum for disabled pupils

The Inclusive Learning division of Sandwell's Children's Services operates a co-ordinated approach to developing a curriculum accessible to and appropriate for C&YP with SEND as part of its work with schools. This is supported by the new SEN and Disability Code of Practice as well as the latest revisions to the OfSTED Inspection Framework. We will support and challenge schools to have high expectations for the achievement and attainment of C&YP with SEND in line with the three principles of the National Curriculum Inclusion Statement.

This involves the following teams and individuals from the Local Authority and partner agencies:

- School Improvement Advisers
- SEN adviser
- LA Lead Officer for Accessibility
- Inclusion Support (including The Sensory Support Team and Inclusion Support Early Years)
- Paediatric Therapy Teams
- Community Nursing Teams

Consultation with the above teams will help with:

- Designing appropriate/accessible teaching programmes and strategies
- Setting appropriate objectives and overcoming barriers for C&YP with SEND across the whole of the school curriculum (including activities that take place away from school and outside normal school hours)
- Ensuring that C&YP with SEND are supplied with appropriate aids to allow for access to the school curriculum
- Ensuring that curriculum plans make the most of the advances in formative assessment/assessment for local learning

We acknowledge that the successful inclusion of C&YP with complex SEND places huge demands on the skills of classroom teachers and support staff. Consequently, all of the above teams offer training and development opportunities to individual schools, federations, and learning communities to improve the quality of teaching and learning, and to raise standards for all pupils.

### **The Provision of High Cost Equipment**

In September 2012 the duty to provide auxiliary aids and services (including specialist equipment) was extended to include schools. This places schools under a duty to provide aids and services where it is reasonable and where it would prevent a disabled pupil being put at a substantial disadvantage when compared to his or her non-disabled peers. The exception to this duty is where the aid or service is specified in an Education, Health and Care Plan in which case the responsibility to provide the aid or service lies with the Local Authority.

The Local Authority has set aside an amount of funding from the High Needs Block to fund specialist equipment for disabled pupils. Because of this from 1 April 2015 the Local Authority will only provide equipment for those disabled pupils who are the subject of an Education Health and Care Plan (EHCP) and thus in receipt of High Needs Block funding. For other disabled pupils the duty to provide the equipment will rest with the school in line with the requirements of the Equality Act. Any purchases can still be administered by the Local Authority SEN Team and this will allow for economies of scale when purchasing equipment and for the redistribution of equipment should a particular child cease to need it.

'High cost' is defined by the LA as costing more than £150. The duty to provide equipment costing less than £150 remains with schools. Similarly, should equipment that has been purchased by the Local Authority be lost or damaged then the responsibility to replace it (subject to the exception set out above) will lie with the school.

### **Overview**

The challenges identified in the previous strategy will continue for the period 2018-21 as the new SEND arrangements are embedded and consolidated. The consequences of the new arrangements are still being evaluated and the duty to support young people with EHCPs up to the age of 25 has been a particular issue. However, as this strategy is only concerned with the LA's role in supporting schools that it maintains, the implications may not be as great.

Additionally, there are developments in assessment and how progress is measured particularly for those pupils with more complex needs. Schools will also need to continue to ensure that reasonable adjustments are in place to ensure access to the curriculum for disabled pupils including submitting applications for special access arrangements for statutory tests and exams.

As such, a key role for the Local Authority will be to keep schools fully informed of the implications of all current and new legislation as well as new national policy initiatives.

**Key Actions:**

- Maintain a comprehensive programme of training and development for schools and other agencies. This is to ensure that schools and other agencies
  - Are fully conversant with the implications of all new legislation and guidance for children and young people with SEND
  - have access to the latest examples of good practice in providing access to all aspects of school life for C&YP with SEND.
- Ensure that support, training and development is in place to support schools in ensuring that teaching at all stages is appropriate to all learners and reflects the three principles of the National Curriculum Inclusion Statement
- Continue to promote and support the effective and meaningful participation of C&YP with SEND and their parents/carers in the development of accessible schools.
- Work with schools to audit the effectiveness of delegated funding and its impact on progress and improved outcomes for C&YP with SEND.
- Work with schools to ensure that support mechanisms (including the deployment of support staff) are effective and contribute to improved outcomes and progress.

## **2B Improvements to the physical environment of schools**

### **Legal Context**

Schools are not subject to the second reasonable adjustment duty to make changes to the physical environment. But they are required to produce an Accessibility Plan that shows how improvements will be made over time and what resources will be committed to ensure that the improvements happen. A key Local Authority role will be to support schools with this planning.

### **New Building Work**

Major building work has taken place at a significant number of Sandwell Schools regardless of whether they are maintained schools or Academies. Some of this work has involved the refurbishment / remodelling / rebuilding of existing provision and some has been new build to respond to increased demand for school places.

All new builds/extensions are compliant with legislation relating to accessibility for disabled people and this factor has been given due consideration during the remodelling/ refurbishment of existing buildings. The programme should make a significant improvement to the physical environment of these schools.

## **Building on Previous Work**

Previously, the Local Authority drew up a list of minimum accessibility requirements and prioritised schools which did not meet this minimum level for LA match-funded work. These requirements continue to be the factors that govern decisions about additional funding for accessibility that is not part of the Special Provision Fund.

The minimum requirements for accessibility were agreed as follows:

- Two level or ramped entrances [main entrance/pupil entrance - close as possible to a dropped kerb for wheelchair users.
- Handrails on all ramps, steps and stairs.
- At least one accessible toilet– with clear signage.
- Accessible canteen/full range of associated services.

In addition, all schools were encouraged to purchase a hearing enhancement system for their main reception area.

## **Funding**

The funding for general projects to support increased accessibility by improving the physical environment of schools can come from several sources:

- Funding which the LA holds to support accessibility in maintained and voluntary controlled (VC) schools (formerly known as Schools Access Initiative (SAI) funding)
- Funding through the Local Authority Controlled Voluntary Aided Programme (LCVAP) for voluntary aided (VA) schools.
- Capital grants from the DfE for VA schools
- School's own devolved formula capital (DFC)

The amount of funding available through the LA has continued to decline over recent years and now stands at less than £100,000 per annum. LCVAP is even more stretched and voluntary aided schools may not find it easy to secure additional funding for accessibility work. Because of the significantly reduced amount of funding available the use of LA funding will need to be particularly focused. It will continue to be used to increase the number of schools meeting the minimum access requirements set out above and these projects will still be funded 100%. Currently, DFC allocations are not sufficient to make a significant impact on the overall accessibility of schools.

## **Special Provision Fund**

The Special Provision Fund is a £265 million fund to support local authorities to invest in improving the quality and range of provision for children and young people with SEN and disabilities aged 0-25. It is intended for children and young people with education, health and care plans for whom the local authority is responsible.

Local authorities can invest their share of the special provision capital fund in:

- Creating new (additional) places at good or outstanding provision
- Improving facilities or developing new facilities

This can be through:

- Expansion(s) to existing provision, including at the same site or at a different site.
- Reconfiguring provision to make available space for additional places or facilities.
- Re-purposing areas so that they meet the needs of pupils with special educational needs and disabilities.
- Other capital transactions that result in new (additional) places or improvements to facilities.
- Investing in provision that is located in another local authority where this supports providing good outcomes for children in their area.

Sandwell's share of the Special Provision Fund is £1.9 million and the plan for its use is part of the [Evolve 3 strategy](#) and is detailed in our [return to the DfE](#).

### **Key Actions:**

- To deliver on the actions in the Evolve 3 strategy concerning the use of the Special Provision Fund
- To fund schools as far as possible through LA fully-funded projects to help them meet the minimum level criteria to improve the level of Part M compliance.
- Develop communication and engagement strategy with schools to remind schools of their planning duty and to signpost to potential sources of support and funding

## **2C Improving the provision to disabled pupils of information that is provided in writing to pupils who are not disabled**

Schools have existing duties around the production of accessible information for parents, staff and other members of the local school community. The Local

Authority will work with schools to support them in improving the accessibility of written information for pupils in terms of format and content.

Written information in this context includes displays, worksheets, text books, signage and notes written by teachers on pupils' work

Schools should consider how they could provide information. This could involve the use of:

- Large print
- Braille
- Audio format
- British Sign Language
- Symbols
- Easy read
- Assistive technology

There are a number of services in the Local Authority able to provide advice in this area:

- Inclusion Support can give advice in the following areas:
  - The Sensory Support Team (VI) can provide large print and modified versions of any text for visually impaired pupils. Braille versions would also be available. They can also advise on technological solutions for making written information accessible to VI pupils.
  - The Sensory Support Team (HI) would be able to provide advice on appropriate grammatical and syntactical content to make written information more accessible for individual HI pupils
  - Other Teams would be able to give advice on the modifications needed to make information more accessible for pupils with a variety of learning difficulties
- Ideal for All, based at the Independent Living Centre, 100 Oldbury Road, Smethwick, B66 1JE, provides a multimedia service including Braille, audio transcriptions, large print, video, DVD and the internet.

**\*Modifications needed to make information accessible for pupils whose first language is not English is not within the scope of this strategy**

#### **Key Actions:**

- Promote the Sandwell Inclusion Quality Mark which will identify whether written information in a school is accessible to disabled pupils
- Produce a directory of services able to support schools in the production of accessible information

- The Local Authority will ensure that there is a training and development programme to advise and train SENCOs, Teachers and Teaching Assistants in respect of the differentiation of written information.
  - Technological solutions to providing accessible information to pupils
- To work with partner agencies e.g. special schools to run regular sessions in the use of support systems such as Makaton and Picture Exchange Communication Systems.

## **3 Making It Happen**

### **3A Management, Co-ordination and Implementation**

This Accessibility Strategy will link to the development plans within the Inclusive Learning Service (ILS) and other support services for children with disabilities. It will be monitored and managed by the ILS Senior Leadership Team which will report to the SEND partnership Board. The implementation of the Plan will be reviewed at least annually.

#### **Key Actions**

- Regularly (at least annually) review action plan to ensure implementation.
- Report on progress relating to the actions to ILS Senior Leadership Team and the SEND Partnership Board.

### **3B Availability of the Accessibility Strategy Document**

Copies of this strategy can be obtained from:

- The Sandwell MBC website as part of the SEND Local Offer
- The Accessibility section of the SEN virtual office on the Council Extranet
- From the SEN Service (contact Jayne Ingram at Connor Education Centre on 0121-569-8240 or e-mail [jayne\\_ingram@sandwell.gov.uk](mailto:jayne_ingram@sandwell.gov.uk) )

#### **Key Actions**

- To ensure that the Strategy can be made available in a variety of formats if required e.g. Braille, large print, audio etc.
- To communicate widely where the strategy can be found



**List of Contacts**

Simon Whitlow  
Sensory Support Team Co-ordinator  
(Lead for Accessibility Planning)  
0121-569-2777

Moir Tallents  
Group Head, Inclusive Learning  
0121-569-2777

Trudy Wilkes  
Team Lead – Capital Programmes  
Planning, Programmes and Property  
0121-569-8165

## Accessibility Strategy Action Plan 2018-21

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
<b>1A: To develop vision and values that inform the accessibility strategy:</b>	To work with schools to increase the participation of C&YP with SEND and their parents and carers in all aspects of school life including after school and extracurricular activities	SEN Adviser (SENA)  Local Authority Officer for Accessibility (LAOA)	March 2021	School evidence (e.g. registers of attendance) evidence participation	
	To work with schools to develop mechanisms to incorporate the views of disabled children and their families in their accessibility plans and any action plans that arise from them	LAOA	March 2021	School accessibility plans can evidence input from pupils and parents	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
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	To work alongside other agencies to support schools in the monitoring and review of their Accessibility Plans and in the production of SEN Information Reports and action plans relating to the general and specific equality duties	SENA LAOA	Annually March 2021	to	Schools produce high quality plans	
	To complete the current revamp of the Sandwell Inclusion Quality Mark and increase the number of schools achieving it	Inclusion Support (IS) SENA	Monitored annually		Evidence of year-on-year increase in number of schools achieving SIQM	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
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<b>1B: To develop data and information to support the accessibility strategy:</b>	Continue to work with schools to ensure that data contained in the School Census is robust and accurate which will allow for a more accurate identification of the disabled population. Specifically, investigate the extent to which categories are miscoded	SENA LAOA	March 2021	Census data accurately reflects school population	
	Undertake audit of census data to check reliability	LAOA	March 2021	Audit completed and results fed into review of accuracy of census data	
	Work with Local Authority colleagues to improve the reach and accuracy of information held within the LA Management Information System prior to migration to new system in 2019.	LAOA	March 2021	ONE data relating to SEND consistent with other datasets	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
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	Consult with Data Intelligence colleagues to investigate the extent to which data relating to the attainment of C&YP with SEND can be interrogated and used effectively.	LAOA SENA	March 2021	Extent of data held by data intelligence clear and potential use identified	
	Work with other partners (e.g. Research Sandwell to ensure that other datasets (e.g. preschool) provide accurate and usable data.	LAOA	March 2021	Other datasets accurate and consistent with central datasets	
	Support schools to make effective use of data relating to the progress of pupils with SEND as the assessment landscape changes with particular reference to those pupils with more complex needs	SENA IS	March 2021	Schools able to evidence use of guidance to improve their use of data	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
<b>1C: Views of those consulted in the preparation of the strategy</b>	Carry out specific consultations with pupils, parents and schools during the lifetime of the strategy and link to consultations from Evolve 3	SENA LAOA	March 2021	Consultations completed and results collated	
	Explore ways by which the views of pupils and parents can influence schools' planning in relation to accessibility	SENA LAOA	March 2021	Evidence of pupil and parental input into school plans	
<b>2A: Increasing Access to the Curriculum for Disabled Pupils</b>	Maintain a comprehensive programme of training and development for schools and other agencies in relation to: - Sharing good practice re curriculum access for SEND pupils - Making reasonable adjustments for disabled pupils	IS SENA	To March 2021	Evidence of courses from training manual	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
	Continue to promote and support the effective and meaningful participation of C&YP with SEND in the development of accessible schools				
			See	1c above	
	Work with schools to audit the effectiveness of delegated funding and its impact on progress and improved outcomes for C&YP with SEND	SENA	March 2021	First round of conversations completed and results analysed to identify trends	
	Work with schools to ensure that support mechanisms (including the deployment of support staff) are effective and contribute to improved outcomes and progress	SENA	March 2021	Schools are able to demonstrate through evidence that changes will contribute to improved outcomes	



Activities	Action	Responsibility	Timescale	Success Criteria	Progress
<b>2B: Improvements to the Physical Environments of Schools</b>	To fund schools as far as possible through LA fully-funded projects to help them meet minimum level criteria and to reach a higher level of compliance with Part M requirements	Inclusive Learning Senior Leadership Team (ILSLT)  SEND Partnership Board (SPB)  PPPT	March 2021	Increase in schools meeting minimum level criteria	
	To deliver on the actions in the Evolve 3 strategy concerning the use of the Special Provision Fund	SENA	March 2021	Completed building works and feedback to indicate that works meet identified needs within the borough. Plan approved by DfE	
	Develop communication and engagement strategy with schools to remind them of their planning duty and to signpost to potential sources of support and funding	LAOA  PPPT	July 2021	Schools receive prompt and complete information in respect of duty. Evidence of planning for improvements in Accessibility Plans	

Activities	Action	Responsibility	Timescale	Success Criteria	Progress
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<b>2C: Provision of Information to Disabled Pupils</b>	Promote the new Sandwell Inclusion Quality Mark as a vehicle for identifying to what extent written information is accessible to disabled pupils	IS SENA	March 2021	Schools able to evidence modifications to written information	
	Produce a directory of services to support schools in the production of accessible information	LAOA	March 2021	Directory produced	
	Ensure that there is a training and development programme to advise and train SENCOs, teachers and teaching assistants with respect to -the differentiation of written information - the use of assistive technology to improve access to written information	IS SENA	March 2021	Evidence of courses from training and development catalogue. Evidence of attendance by school	

<b>Activities</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Progress</b>
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	Work with partner agencies e.g. special schools to run regular sessions in the use of visual support systems such as Makaton and Picture Exchange Communication System	SENA	March 2021	Courses run – evidence from attendance sheets that schools have taken part	
<b>3A: Management, Co-ordination and Implementation</b>	Ensure that progress against actions is regularly reported to monitoring groups	LAOA ILSLT / SPB	March 2021	Minutes record discussions around progress of the strategy	
	Ensure that strategy and plan is reviewed and, if necessary, updated at least annually	LAOA ILSLT / SPB	March 2021	New versions of strategy produced	
<b>3B: Accessibility of the Strategy</b>	To ensure that the strategy is available in a variety of formats	LAOA ILSLT / SPB	As required	Strategy available in variety of formats	
	To publish the strategy widely and communicate to partners where it can be found	LAOA ILSLT / SPB	March 2021	Strategy available on a number of platforms including Local Offer	

## Appendix 1: Consultation Questionnaires

The questionnaires to be used as part of this strategy are included below

### Questionnaire for School Staff

Dear Head Teacher/SENCO/Inclusion Manager

Please could you complete the questionnaire below to help us to gather some information, as part of our consultation for reviewing the Local Authority's Accessibility Strategy.

*For the purpose of this consultation we are considering disabled pupils to mean those pupils who are in a Special School or Focus Provision or have an Education Health and Care Plan.*

**Definition of Disability in the Equality Act: A pupil can be considered as having a disability if he/she has a physical or mental impairment , which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.**

Please note:

*Physical impairments: include sensory impairments.*

*Mental impairments: include mental illness/mental health problems, learning difficulties/behaviour difficulties.*

*Long-term: likely to last 12 months or more. Substantial: more than minor or trivial.*

#### 1. Access to the Physical Environment

**1.1** Are pupils who have disabilities able to access and move around the classroom(s) and all other parts of your school easily? Yes ☐ No ☐

*Please tick the appropriate box*

***If you have answered 'No', please provide some details:***

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**1.2** Have you made any improvements to the physical environment of your school in the last 5 years, to enable pupils who have disabilities to access the areas their nondisabled peers are able to access? Yes ☐ No ☐

*Please tick the appropriate box*

*If you have answered 'Yes', please provide some details below of your improvement projects and whether any of them were supported by Schools Access Initiative funding:*

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**1.3** Have you got any plans for further work to improve Yes ☐ No ☐  
accessibility for pupils with disabilities?

*Please tick the appropriate box*

*If you have answered 'Yes', please provide some details below*

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*Please note:*

*LA capital funding is available (on a match-fund basis) for projects that improve accessibility for disabled pupils. See the Accessibility part of the SEN Section of the Virtual Office for details.*

**2. Access to Information Provided in Writing**

Does your school ensure that disabled pupils are able to Yes ☐ No ☐  
access all the information that is provided in a written form  
(work on the board, worksheets, homework etc.)?

*Please tick the appropriate box*

**3. Access to the Curriculum/Extended Services**

**3.1** Are pupils with disabilities able to participate in everything in Yes ☐ No ☐  
your school, which their non-disabled peers take part in (this includes all  
subject areas and things like school trips and activities that take place in  
school before and after the normal school day)? (See attached list of examples  
of activities)

*Please tick the appropriate box*

*If you answered 'No', which subject areas, activities, clubs or  
trips offered by your school, are disabled pupils not able to  
take part in?*

--

**3.2** What are the barriers that prevent disabled pupils taking part  
in the above subject areas or activities?

--

**3.3** What is your school doing to attempt to remove the above  
barriers?

**3.4** Do you need any support from the LA to enable you to

remove some of the barriers and if so, what support would you require?

**3.5** Are all pupils (including pupils who have disabilities) aware of  
No all of the activities and clubs available in your school?

Yes ☐

Not sure ☐

*Please tick the appropriate box*

**3.6** Are all pupils (including pupils with disabilities) aware of the  
No activities and clubs available in other schools or leisure centres  
in the area where they live?

Yes ☐

Not sure ☐

*Please tick the appropriate box*

***If your answer to the above question was 'No' or 'Not Sure', is there anything your school could do to make all your pupils more aware of what leisure activities are available in your local area and which of those are accessible for disabled pupils?***

**3.7** Do any disabled children and young people from other  
No schools attend any extended day activities at your school?

Yes ☐ ☐

Not sure ☐

*Please tick the appropriate box*

***If you answered 'Yes', please provide details of the activities attended and the numbers of disabled children and young people that attend them***

**Name of School:**

**Signed:**

**Date:**

Thank you for  
providing the above  
information

Post Held:

Please return your completed questionnaire to:

Simon Whitlow, Lead Officer for Accessibility, c/o SEN Service, Connor Education Centre,  
Connor Road, west Bromwich, B71 3DJ

## Questionnaire for Disabled Pupils

Initially the curriculum questionnaires were given to pupils in one of the Local Authority focus provisions. Other pupils will be consulted in the early stages of the strategy. The pupils completed the questionnaires with the assistance of appropriate adults (e.g. LSAs, learning mentors, SENCO) as/if required.

### Instructions to Support Staff:

Dear Colleague

Please could you help us to gather some information from \*disabled pupils at your school by completing the attached questionnaire with at least one disabled pupil. Please use the questions as the basis for a dialogue with the pupil(s) to collect the information requested. **You may need to rephrase questions and/or use pictures /symbols etc to assist pupils to understand what is required. Feel free to use whatever support mechanisms a pupil needs, but please avoid influencing their views/opinions.**

*\* For the purpose of this consultation we are considering disabled pupils to mean those pupils who are in a Special School or Focus Provision or have an Education Health and Care Plan.*

### Definition of Disability in the Equality Act:

**A person can be considered as having a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.**

Please note:

*Physical impairments: include sensory impairments*

*Mental impairments: include mental illness/mental health problems/learning difficulties/behaviour difficulties*

*Long-term: likely to last 12 months or more*

*Substantial: more than minor or trivial*

Dear Pupil

We want to make sure that all children and young people have the chance to take part in all the activities their school offers. But for some children and young people this is not always easy. This may be because they have a physical disability, or difficulty with their sight or hearing or they might find reading, writing and remembering lots of information difficult.

We are asking pupils to answer some questions. We will read all your answers and use your views to make plans to improve schools.



*You may need an adult to help you to read these questions and/or write your answers for you. That adult will not discuss anything you say with anyone in your school – so don't be afraid to give your honest views and opinions.*

**1. Physical Environment**

- 1.1** Are you able to move around the classroom(s) and all other parts of your school easily? Yes ☐ No ☐

*Please tick the appropriate box*

- 1.2** Are the other children and young people able to move around the classroom(s) and all other parts of your school easily? Yes ☐ No ☐

*Please tick the appropriate box*

- 1.3** If you or other young people in your school have any difficulty moving around the classroom(s) or any other parts of your school what sort of things do you think would make it easier or better?

**2. Information Provided in Writing**

- 2.1** Are you able to read and understand everything that is written down (presented in a written form) for you (e.g. what your teacher writes in your books, written homework, written worksheets, writing on the board)? Yes ☐ No ☐

*Please tick the appropriate box*

- 2.2** Do you think that all the other children and young people in your school are able to read and understand everything that is presented in a written form? Yes ☐ No ☐

*Please tick the appropriate box*

- 2.3** If you or other children and young people in your school have difficulty reading or understanding information that is presented in a written form, what do think would make it easier or better?

**3. The Curriculum (including extended day activities)**

- 3.1** Are you able to do all the things in your school, which other young people do (this includes all of the lessons and things like school trips and activities that take place in school before Yes ☐ No ☐

and after the normal school day)? *See attached list of examples of activities.*

*Please tick the appropriate box*

- 3.2** Are all the other children and young people in your school able to take part in all of the activities offered by your school (including school trips)? Yes ☐ No ☐

*Please tick the appropriate box*

- 3.3** If you answered no, which activities, clubs or trips offered by your school, are you unable to take part in?

- 3.4** Why do you think you are unable to take part?

- 3.5** What sort of things would help you to take part?

- 3.6** What sort of activities and clubs would you like to take part in?

- 3.7** Are those activities and clubs available in your school? Yes ☐ No ☐

*Please tick the appropriate box*

- 3.8** In lessons do teachers give you work that is different to other children? Yes ☐ No ☐

*Please tick the appropriate box*

- 3.9** If you answered yes to question 8, how is it different?

- 3.10** If you answered no to question 8, would you like the work to be different and how would it be different?

Please ask a member of staff from your school to send your completed questionnaire as soon as they can to

Jayne Ingram, SEN Service  
Inclusive Learning Service  
Connor education Centre  
Connor Road  
West Bromwich, B71 3DJ

**Dear Colleague**

Before returning this questionnaire in the envelope provided, please provide the information requested below, for our subsequent collation/analysis. This is for office use only, and individual pupil's details will not be shared with anyone.

<b>Name of School:</b>	<b>Name of Pupil:</b>	
<b>Male/Female</b>		Year Group:
Nature of Pupil's Disability:	Ethnic Origin:	

*(Please see above definition and attached sheet of examples)*

\*Support Provided: SEN Support / EHCP

\* Please circle as appropriate

## Questionnaire for Parents/Carers

Dear Parents/Carers

Under the terms of the 2010 Equality Act the Local Authority has to produce an Accessibility Strategy. This strategy outlines the Local Authority's plans to support schools for which it is the responsible body to increase access for disabled pupils to:

- School buildings
- Information which is normally provided in writing to other pupils
- The curriculum within schools (including extended day activities)

The strategy is currently being reviewed and as part of this review, the Local Authority is carrying out some consultation with interested parties including school staff, parents and pupils.

We would be grateful if you could spend a few minutes completing the attached questionnaire. Your responses will help the Local Authority produce a strategy which will support the development of access for all pupils including those with a disability.

*If you require any assistance to complete the attached questionnaire, please contact Simon Whitlow on 0121 569 2777.*

*For the purpose of this consultation we are considering disabled pupils to mean those pupils who are in a Special School or Focus Provision or have an Education Health and Care Plan.*

### Definition of Disability in the Equality Act:

**A person is disabled if he/she has a physical or mental impairment which has a substantial, long-term and adverse effect on his/her ability to carry out normal day- to- day activities.**

Please note:

*Physical impairments: these include sensory impairments.*

*Mental impairments: include mental illness/mental health problems/learning difficulties/behaviour difficulties.*

*Long-term: has lasted or is likely to last 12 months or more. Substantial: more than minor or trivial.*

We would like you to provide the information requested below, for our subsequent collation/analysis. This is for office use only, and your child's details will not be shared with anyone. However, you do not have to provide the information requested on this page if you do not wish to do so.

<b>Personal details</b>	(this is optional)	<b>Name of your Child:</b>	<b>Year</b>
<b>Group:</b>			
<b>Name of their School:</b>			
<b>Male/Female</b>		<b>Ethnic Origin:</b>	

*\* Please circle as appropriate*

**Nature of your Child's Disability:**

*(Please see above definition and attached sheet of examples)*

**\*Support Provided:** Support at School Action Plus/PAP Funding/Place in a Focus Provision/Has a Statement of Special Educational Needs/Not Sure

*\* Please circle as appropriate*

**1. Physical Environment**

**1.1** Is your child able to move around the classroom(s) and all other parts of their school easily? Yes ☐ No ☐

*Please tick the appropriate box*

**1.2** Are the other children and young people able to move around the classroom(s) and all other parts of your school easily? Yes ☐ No ☐

Not sure ☐

*Please tick the appropriate box*

**1.3** Does your child's school have signs in pictures/symbols as well as in words to help pupils to find their way around? Yes ☐

*Please tick the appropriate box*

**1.4** If your child (or other young people in their school) have any

difficulty moving around the classroom(s) or any other parts of their school, what sort of things do you think would make it easier or better for them?

**2. Information Provided in Writing**

**2.1** Is your child able to read and understand everything that is written down (presented in a written form) for him/her e.g. what the teachers write in their books or on the board, written homework, written worksheets etc.? Yes ☐ No ☐

*Please tick the appropriate box*

**2.2** What does your child's school do to make it easier for him/her to understand written information?

**2.3** What (else) do you think your child's school could do to make

it easier for your child to understand all the information that their school gives them in a written form?

**3. The Curriculum (including extended day activities)**

**3.1** Is your child able to do all the things in their school, which other young people do (this includes things like school trips and activities that take place in school before and after the normal school day)? *(See attached list of examples of activities)*

Yes ☐ No ☐

*Please tick the appropriate box*

If you answered 'No' to the above question, which activities, clubs or trips offered by your school, is your child unable to take part in?

**3.2** Why do you think your child is unable to take part in the above activities?

**3.3** What sort of things would help your child to take part?

**3.4** What sort of activities and clubs would your child like to take part in?

**3.5** Are those activities and clubs available in their school? Yes ☐ No ☐  
Not sure ☐

*Please tick the appropriate box*

**3.6** Are those activities and clubs available in other schools or leisure centres in the area where you live? Yes ☐ No ☐

Not sure ☐

*Please tick the appropriate box*

**3.7** If you answered 'Yes' to either question 3.5 or 3.6, does your child take part in those activities? Yes ☐  
No

**3.8** If you answered 'No' to question 3.7 please explain why your child does not/or is unable to take part in the activities

**3.9** If you could choose where your child takes part in the activities, where would you like them to take place?

**3.10** Are there any services which may help you that you cannot access?  
Yes ☐ No ☐

If 'Yes', please specify

**3.11** Please use the space in this box to tell us anything else you think we should know, or that you would like to say in relation to any area on this questionnaire?

Thank you for giving us this information.

Please return your completed questionnaire to:

Simon Whitlow  
SEN Service  
Connor Education Centre Connor  
Road  
West Bromwich, B71 3DJ

**Tel: 0121-569-2777**

### **General Data Protection Regulation (GDPR) 2018**

All information provided in this questionnaire will be handled in line with our GDPR privacy notice (attached – see below).

**General Data Protection Regulations 2018  
(GDPR)  
Privacy Notice**

**Data Protection Law – Consent**

Under data protection law, Sandwell Council needs your consent to process your personal data for the purpose of Inclusive Learning Services.

Your data will be used by Inclusive Learning Services to ensure appropriate support can be provided to your child/young person.

You are not obliged to give this information and if you refuse it will not affect any other dealings you have with the Council.

**Purposes of the processing for which the personal data are intended**

The information and data you supply is obtained from our Inclusive Learning Services Enquiry Form. This information will only be used for the purpose of service delivery. To provide the child/young person with the services we offer, personal information will need to be obtained to accurately assess the child/young person's needs and to identify support our Services can offer.

**Recipients or categories of recipient of the personal data if any**

A parent(s)/carer or young person giving consent should understand this provides Inclusive Learning Services permission to share the information and data with the following agencies; Sandwell Local Authority Officers, other Local Authorities, Health Authority Officers, Social Care, Private and Voluntary and Independent organisations to include Early Years Setting, Childminders and Children's Centres, Schools, Local Authority Ombudsman.

The Information Sharing Consent form will always be fully explained by a member of the Inclusive Learning Services Team. If the parent(s)/carer or young person agrees to sharing their information they will be asked to sign and date the Information Sharing Consent form. A child aged 13 years and over will be able to sign their own Information Sharing Consent form should they wish to do so. The parent(s)/carer or young person has the right to withdraw consent at any time.

**Retention period or criteria applied for retention**

Inclusive Learning Services will uphold a Retention and Deletion Policy. A child/young person's data will be retained and deleted in line with a Retention and Deletion Policy.

Retention and Deletion:

- If a child/young person's Enquiry does not meet the criteria or following Initial Consultation, no further involvement is required. The Enquiry will be closed and the information and data will be deleted after one year.
- If a child/young person Enquiry is opened to Inclusive Learning Service the information and data will be deleted after 5 years from the date the case was closed.
- If the Local Authority holds Parental Responsibility (Looked After Child) for a child/young person their information and data is deleted 75 years after their birth and in line with Children's Services Retention Policy.
- Continual involvement, until the young person's 30<sup>th</sup> birthday.

This retention and deletion time frame is upheld unless parent(s)/carers/data subjects request for their data to be deleted. Under the General Data Protection Regulations this can be requested in writing to Inclusive Learning Services at any time, your data will be deleted within 5 working days (please refer to **Your Rights** section).



## **Your Rights**

### **Your Rights**

You are entitled to know what personal data Inclusive Learning Services is processing about you. If you want to obtain the data, or if you want to exercise any of your other rights about the processing of the data, you can contact the Data Protection Officer.

Sandwell Council is the Data Controller for the information held about you for this purpose/these purposes. Contact details:

Sandwell Metropolitan Borough Council, Sandwell, Council House, Freeth Street, Oldbury B69 3DB.  
Telephone 0121 569 2200.

The Data Protection Officer can be contacted at the above address and through email at [dp\\_officer@sandwell.gov.uk](mailto:dp_officer@sandwell.gov.uk) or Tel 0121 569 3232

As a Public Authority, we do not have a representative in any other member states of the EU.

You have the right to:

- have your personal data corrected if it is inaccurate or incomplete.
- ask for your personal data used for this purpose to be erased (even if you have previously given consent for the data to be processed by Inclusive Learning Services).
- ask for your personal data to be supplied in a commonly used format, where the processing is carried out by automated means, so it can be sent to another organisation.

You can also ask for the processing of your personal data to be restricted if:

- it is inaccurate.
- it is unlawful; however, you do not want it to be deleted.
- it is due to be deleted, however you require it to be kept due of a legal claim.
- you have objected to the processing of the data and you are waiting for a decision about the objection.

You can ask for Inclusive Learning Services to stop processing your data at any time by withdrawing your consent. You can do this by the same method you gave us the information or by contacting Inclusive Learning Services in writing.

For more information about your rights you can contact the Information Commissioner's Office, which is the supervisory authority for the United Kingdom. **Contact details are:**  
[www.ico.org.uk](http://www.ico.org.uk)

**Email:** [casework@ico.org.uk](mailto:casework@ico.org.uk)

**Tel:** 0303 123 1113 **Write**

**to:**

Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

## Appendix 2

### Glossary

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>ASDAN</b>	An Awarding Body – Accrediting Achievements in Personal Skills Development
<b>BDA</b>	British Dyslexia Association
<b>BESD</b>	Behavioural, Emotional and Social Difficulty
<b>BSF</b>	Building Schools for the Future
<b>C &amp; YP</b>	Children and Young People
<b>C&amp;YP</b>	Children & Young People
<b>CAD</b>	Computer Aided Design
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>CPD</b>	Continuous Professional Development
<b>D &amp; T</b>	Design and Technology
<b>DES</b>	Disability Equality Scheme
<b>EAL</b>	English as an Additional Language
<b>ELP</b>	Enhanced Learning Provision
<b>GCSE</b>	General Certificate of Secondary Education
<b>GDPR</b>	General Data Protection Regulation
<b>GT</b>	Gifted and Talented
<b>HI</b>	Hearing Impairment
<b>HIV</b>	Human Immunosuppressant Virus
<b>HT</b>	Head Teacher
<b>HTCs</b>	Head Teacher Consultants
<b>ICT</b>	Information Communication Technology
<b>IDP</b>	Inclusion Development Programme
<b>IWB</b>	Interactive White Board

<b>KS1</b>	Key Stage 1
<b>KS2</b>	Key Stage 2
<b>LDD</b>	Learning Difficulty/Disability
<b>LSA</b>	Learning Support Assistant
<b>LSP</b>	Learning Support Practitioner
<b>MeD</b>	Medical Need
<b>MFL</b>	Modern Foreign Language
<b>MLD</b>	Moderate Learning Difficulty
<b>MR</b>	Medical Reasons
<b>MS</b>	Multiple Sclerosis
<b>MSI</b>	Multi-Sensory Impairment
<b>OFSTED</b>	Office for Standards in Education
<b>OTH</b>	Other
<b>PD</b>	Physical Disability
<b>PE</b>	Physical Education
<b>PECs</b>	Picture Exchange Communication System
<b>PLASC</b>	Pupil Level Annual School Census
<b>PMED</b>	Physical-Medical
<b>PMLD</b>	Profound and Multiple Learning Difficulty
<b>PRU</b>	Pupil Referral Unit
<b>SAI</b>	Schools Access Initiative
<b>SATS</b>	Standard Assessment Tests and Tasks
<b>SEMH</b>	Social Emotional and Mental Health
<b>SEN</b>	Special Educational Needs
<b>SEN D</b>	Special Educational Needs or Disabilities
<b>SENAT</b>	Special Educational Needs Advisory Teacher
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SIPS</b>	School Improvement Partners
<b>SIQM</b>	Sandwell Inclusion Quality Mark
<b>SLCN</b>	Speech, Language and Communication Needs

<b>SLD</b>	Severe Learning Difficulties
<b>SpLD</b>	Specific Learning Difficulties
<b>STEMS</b>	Structure to Enable Meaningful Sentences
<b>TA</b>	Teaching Assistant
<b>TNR</b>	Times New Roman – A type of font
<b>VAK</b>	Visual, Auditory, Kinaesthetic
<b>VI</b>	Visual Impairment
<b>YOT</b>	Youth Offending Team