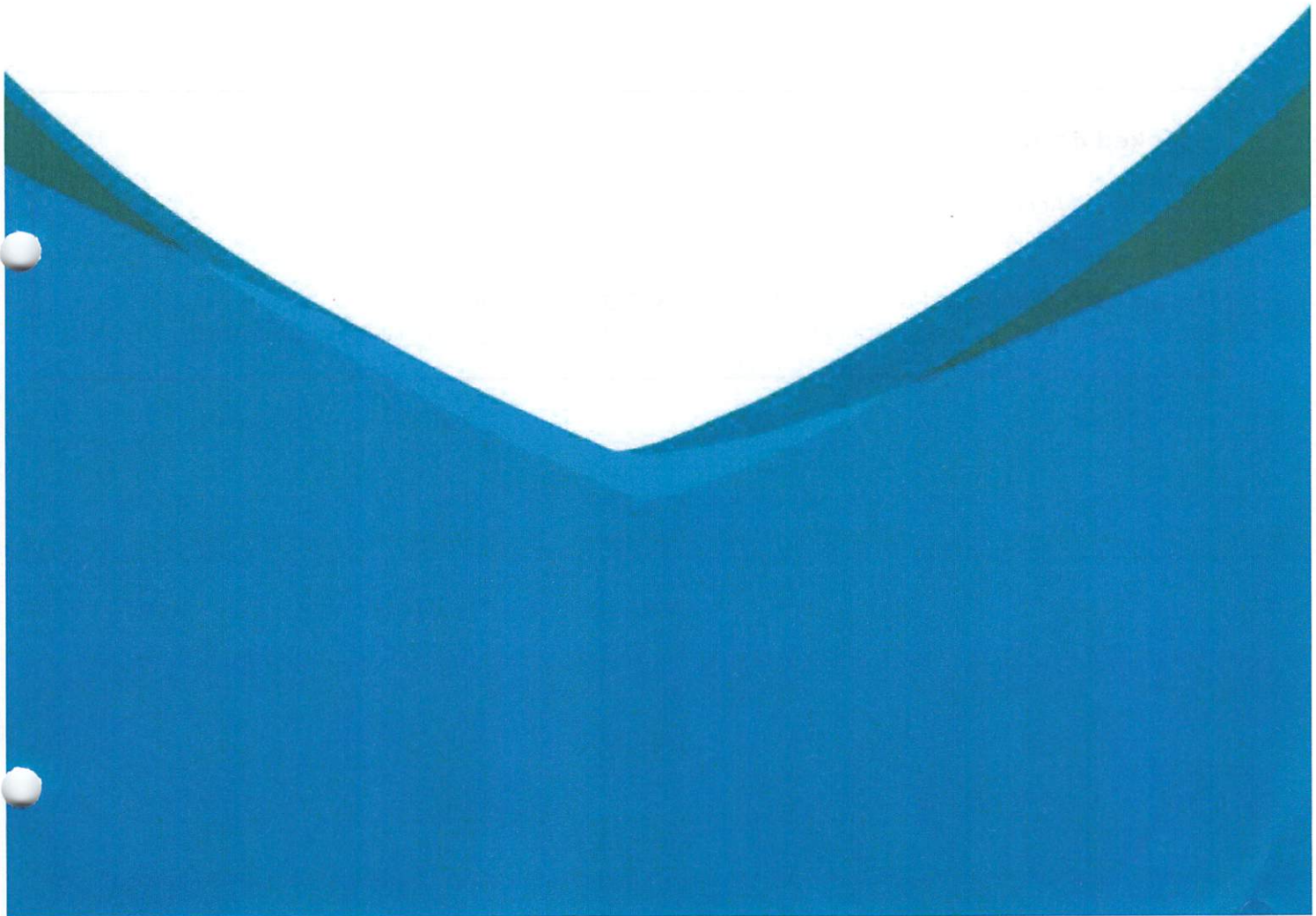




Accessibility Strategy

Cornwall's strategy for the inclusion of children and young people with Special Educational Needs and Disabilities in educational settings

2018-2021



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Linked documents:

- Accessibility Audit Tool
- Accessibility Plan Template

The above can be found on Cornwall Council's SEN File webpage :

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>

1. Vision and priorities

Vision:

Our vision is for all children and young people with SEND to have an inclusive education which provides opportunities for them to achieve positive outcomes, to realise their aspirations and to participate fully in our wider society. The successful inclusion of children and young people in local educational settings¹ is well established in Cornwall. This is in keeping with the expectations of the SEND Code of Practice² which states: 'As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and the participation in mainstream education.'

Commitment:

Cornwall Council will work effectively with its partners to ensure that its vision for children and young people with SEND is realised and to help all educational settings identify and achieve their own aims.

Cornwall's Principles of inclusion:

- Diversity should be celebrated, equality of opportunity promoted and all children, young people and families treated with respect.
- All children and young people should have regular opportunities to learn, play and develop alongside each other in their local community.
- Barriers to participation and achievement should be overcome as far as possible and children and young people encouraged in their aspirations.
- Children and young people should be supported by adults who work in partnership with them, their families and other professionals.
- Cultures, policies and practice should be developed to ensure the inclusion of all children and young people.

Key priorities:

Cornwall Council will work effectively with its partners to ensure that its vision for children and young people with SEND is realised and to help all educational settings identify and achieve their own aims.

1. Ensure compliance of the local Authority and all educational settings for which it is responsible with the requirements of Schedule 10 of the Equality Act 2010³.
2. Maximise inclusion and the feeling of inclusion for all children and young people with SEND in their educational setting.
3. Increase the extent to which children and young people with SEND can participate in the curriculum, including the enrichment curriculum, in all educational settings.
4. Improve the physical environment of all educational settings to increase the extent to which children and young people with SEND can fully access education.
5. Enhance the delivery of information, advice and guidance to all children

¹ Educational settings' includes early-years settings, child development centres (CDCs), special schools, area resource bases (ARBs), mainstream schools, alternative provision academies (APAs) and outdoor education centres

²Page 25 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

³ Schedules 10 and 13: see Appendix 1 for more information.

and young people with SEND and their families.

2. Key Messages

During May 2018, 566 young people, families and practitioners took part in SEND Surveys⁴ and facilitated group engagement sessions with young people. Cornwall Council (the LA) was given some key messages which underpin this strategy:

Awareness

- There needs to be more awareness about disability, equality and diversity in both educational settings and the wider community.
- Young people want to feel that staff and other students don't see their disability first.
- Whilst there is evidence of good inclusive practice, there is a need to support and challenge some educational settings to identify and anticipate the access needs of individual children and young people.

Inclusion

- Children and young people with SEND want to have more of a voice in consultation groups such as school councils.
- Children and young people with SEND want to know who they can turn to if they experience bullying in an educational setting.
- Transport arrangements need to help with increasing participation.
- Children and young people with SEND want to be included in trips and clubs.

Curriculum Access

- All staff need to know about, understand and act on the additional needs of children and young people with SEND.
- Children and young people with SEND should be fully included in all curriculum areas including physical education.
- Children and young people with SEND should be able to participate fully in the enrichment curriculum.

Physical Access

- Although almost all educational settings are physically accessible, settings should ensure that accessibility is not compromised, such as using rooms / facilities for another purpose.
- The need for physical accessibility must be anticipated as far as possible.

Information and Advice

- Information for parents⁵ and young people should be written and made available with everyone's needs in mind, taking into account barriers such as SEND and language.
- Information needs to be available for families and children and young people about supporting individual access needs, in order to raise awareness of what might be provided and what to do when support is not provided.

⁴ Survey findings available at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/send-events-consultation-feedback/>

⁵ Any reference to 'parent' or 'parents' in this document also includes 'carer' or 'carers'

- There needs to be ongoing opportunities for participation and co-production with parents and children and young people to inform developments.
- Parents and children and young people to inform developments

3. Duties

Local authority accessibility strategies and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. As well as general duties for public bodies, the Equality Act states specific duties, mainly:

- Not to treat pupils with SEND less favorably and
- To undertake reasonable steps to avoid putting pupils with SEND at a substantial disadvantage.

The **SEND Code of Practice: 0-25** promotes inclusive education and describes how the Equality Act and the **Children and Families Act 2014** work together to ensure this:

'The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.'⁶

Putting children/young people and their families at the centre is a key message of the SEND Code of Practice: 0-25 and is at the heart of the LA's strategic planning. Local authorities must ensure the participation of children, their parents and young people in decision-making.

More information on the legislative context can be found in Appendix 1 of this strategy.

4. Cornwall's strategic direction

This Accessibility Strategy works alongside Cornwall's **Special Educational Needs and Disabilities (SEND) Strategy**⁷. For children and young people 0-25 years, the key aims of which are:

- To promote high aspirations for all children and young people with SEND.
- To ensure children and young people with SEND have positive outcomes and fulfil their potential.
- To ensure that pupils with SEND make good progress and the attainment gap between those with SEND and their peers is narrowed.
- To provide and commission specialist provision, in Cornwall whenever possible, for those children and young people with the most complex and severe needs
- To educate children and young people as close to their home as possible

Progress towards these aims is monitored by the SEND Board including representation from the Young People's SEND Board.

⁶ p25 SEND Code of Practice: 0-25

⁷ <http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/send-strategy/>

The SEND Strategy's aims are underpinned by the principles and aims of Cornwall's **Education Strategy**⁸, **Children and Young People's Plan**⁹ and the **One Vision Partnership Plan**¹⁰. As stated in the SEND Strategy, the successful inclusion of children and young people in their local early years setting, school or college is well established in Cornwall and this principle will be protected and supported. Although the Equality Act talks about schools in relation to accessibility strategies and plans, the Local Authority's vision extends to all educational settings.

5. Priorities

The priorities in this Accessibility Strategy will be realised through individual team plans, linking to the SEND strategy and SEND strategy workstreams. Through the Services for Schools offer, the Local Authority (LA) will ensure that core and bespoke training in meeting individual needs continues to be made available. As part of this offer, assessment, advice and support will be made available including signposting to a range of accredited training. Structured school support will continue to be offered, to build the capacity of educational settings.

Cornwall's Graduated Response documents¹¹ give guidance which informs inclusive, enabling and consistent practice across Cornwall's educational setting.

Priority 1: Ensure compliance of the Local Authority and all educational settings for which it is responsible with the requirements of Schedule 10 of the Equality Act 2010.

Awareness of the Equality Act

Everyone working in and alongside all educational settings should be aware of the Equality Act and its implications for children and young people, their families and the wider community and aware of their duties within the Act.

Equality Act and Accessibility Training

The LA provides and signposts training on the Equality Act, diversity and disability for educational settings.

Provision of the Accessibility Audit Tool¹² and support for educational settings

The Accessibility Audit Tool supports educational settings in assessing their compliance with the relevant legislation. Through provision of the Audit Tool and accompanying support, the LA will support settings with:

⁸ <https://www.cornwall.gov.uk/education-and-learning/cornwall-education-strategy/>

⁹ <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/children-and-young-peoples-plan/>

¹⁰ <http://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/one-vision/>

¹¹ <http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/the-graduated-response>

¹² <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>

- **Celebrating** the strengths of all children and young people
- Ensuring the **inclusivity** of their overall policies and practices as well as one-off events and activities
- Encouraging the development of inclusive **attitudes and actions**
- Writing an **Accessibility Plan** and **SEN Information Report** in partnership with stakeholders

Priority 2: Maximise inclusion and the feeling of inclusion for all children and young people with SEND in their educational setting.

Provision of the Accessibility Audit Tool ¹³ and support for educational settings

The Accessibility Audit Tool supports educational settings in assessing their inclusivity. Through provision of the Audit Tool and accompanying support the LA encourages settings to, among other things:

- **ensure all children and young people have a voice**, e.g. including those with SEND in the school council and asking pupils what works well now and what would improve confidence, independence and access in the future
- **arrange personalised and creative support** so that all children and young people can access all activities
- **ensure the inclusion of** children and young people with medical needs
- ensure that **transition from setting to setting** is carefully planned and personalised for children and young people with SEND.

Priority 3: Increase the extent to which children and young people with SEND can participate in the curriculum in all educational settings, including the enrichment curriculum.

All children and young people should have access to high quality teaching that focuses on inclusive practice and breaks down barriers to learning.

Provision of the Accessibility Audit Tool and support for educational settings

Schools and other educational settings are responsible for providing a broad and balanced curriculum and play a key role in planning to increase access to the curriculum for all pupils. Through provision of the Audit Tool and accompanying support, the LA will support settings in ensuring that they are:

- **using a graduated response¹⁴** when meeting the needs of children and young people with SEND, using the 'assess, plan, do, review' cycle to inform this
- **providing staff with the opportunity for regular and updated**

¹³ <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>

¹⁴ <http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/the-graduated-response>

training relating to additional needs, e.g. physical education staff being trained in including children and young people with disabilities in the curriculum

- **using auxiliary aids effectively** to ensure children and young people can be included in the curriculum e.g. coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software
- **prioritising and monitoring staff planning** for children and young people with SEND
- **deploying staff effectively** to provide flexible support and facilitate independent learning
- **thinking creatively** about how children and young people with SEND can be involved in activities, trips and residential stays
- **involving children and young people** and their families in the review of individual plans regarding curriculum access.

Priority 4: Improve the physical environment of all educational settings to increase the extent to which children and young people with SEND can take advantage of education.

All children and young people should be able to attend an educational setting with an accessible environment that enhances their ability to take part in the curriculum and does not put them at a disadvantage compared to their peers.

School Adaptations -The schools Access Initiative (SAI)¹⁵

Adaptations to Cornish schools include building modifications and / or the installation of equipment which is a permanent adaptation to a school to support pupils' access to school and all aspects of the curriculum. Adaptations may include, but are not limited to, access ramping of a permanent construction, installation of ceiling track hoists, wall mounted drop down changing plinth or individual changing room installation.

Cornwall Council's Education Capital Strategy Officer and Occupational Therapists work together to identify the solution that meets the needs of the individual pupil for whom adaptations are required. Works are usually funded through the Schools Access Initiative (SAI)¹⁶ funding element of the Education Capital Programme allocations that Cornwall Council receives from the Department for Education.

In some cases, rather than making building adaptations, accessibility issues can be 'managed' at a school level, for example swapping an inaccessible upstairs classroom with a ground floor classroom rather than installing an expensive lift.

We will be developing a process to grade/band physical accessibility of current buildings so we can map provision, and inform our prioritisation of strategic adaptations so that there is countywide coverage of adaptations.

¹⁵ Voluntary-aided schools have separate funding, applied for through the relevant Diocese. The SAI also applies to local authority maintained nurseries, area resource bases (ARBs), child development centres (CDCs) and special schools. However, it does not apply to private nurseries, pre-schools or children's centres.

¹⁶ See appendix 2 of this document

Provision of an Accessibility Audit Tool and support for educational settings

The Accessibility Audit Tool supports settings in ensuring that they can:

- **identify adaptations needed**, including adaptations for children and young people with sensory needs
- **create solutions** to accessibility issues if adaptations are not possible, such as moving groups to accessible areas
- **use consultation effectively**, asking children and young people about physical accessibility, e.g. access to toilets and changing facilities
- **think creatively** about classroom interiors, e.g. making calm, low-sensory stimulation areas available, thinking about the use of curtains to reduce noise levels, removing clutter, etc.

Priority 5: Enhance the delivery of information, advice and guidance to all children and young people with SEND and their families.

Information, advice and guidance should be readily available in an accessible format for all children and young people with SEND and their families. In addition to ensuring that LA documents consistently follow the corporate standards of plain English and the availability of alternative formats, effective provision of information, advice and guidance will be available as follows:

Provision of information through Cornwall's SEND Local Offer¹⁷

Cornwall's SEND Local Offer sets out in one place the support available to families of children and young people with SEND in Cornwall. It also gives information about the support available for educational settings to enable access. Co-produced by parents, carers, young people and professionals, the website was refreshed in January 2018, improving its layout, and making navigation easier.

To ensure the effectiveness of Cornwall's SEND Local Offer the LA:

- **encourages educational settings** to link their Accessibility Plan and SEN Information Report to the SEND Local Offer
- **reviews and updates** the SEND Local Offer regularly, responding to feedback from professionals, children and young people and their families
- **makes the SEND Local Offer available** online and through One Stop Shops and Libraries.

Professionals and children and young people with SEND and their families are invited to comment at any time on the effectiveness of the Local Offer. The comments are published several times a year in a 'you said – we did' format.

Provision of support and guidance by commissioning

SENDIASS (the Special Educational Need and Disability Information, Advice and Support Service) is commissioned by the LA to provide information, support and advice to children and young people with SEND and their families. It also supports educational settings by providing advocacy, independent advice and encouraging partnership working.

¹⁷ <https://www.supportincornwall.org.uk/localoffer>

Provision of an Accessibility Audit Tool and support for educational settings

Through the Audit Tool, settings are encouraged to ensure that, among other things:

- all of their **written information is accessible** to all pupils, considering print size, plain English, symbols, verbal explanations, additional/different approaches, etc.
- **signposting to information**, advice and guidance is effective, for example the Family Information Service, SEND Local Offer, SENDIASS and the LA.

Provision of ongoing participation and engagement opportunities for children and young people, parents/carers and our partners

A range of opportunities are used to enable the co-production of information and to inform the development of information and services:

- Young People's SEND Network contribute to the review and development of the SEND Local Offer
- SEND Strategy workstreams seek feedback from young people
- Regular surveys and opportunities for parents/carers to have their say
- Feedback opportunities on SEN webpages and SEND Local Offer
- Regular parent forums to review and inform SEND Local Offer developments

6. School accessibility plans

Just as Section 10 of the Equality Act requires local authorities to prepare an accessibility strategy for schools for which it is responsible, it also requires the responsible body of a school to prepare an accessibility plan. This strategy and the Accessibility Action Plan, Accessibility Audit Tool and Accessibility Plan Template aim to support all schools in being able to meet this duty in writing and publishing their plan.

A school 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.
-

Accessibility plans should be adequately resourced, regularly reviewed and revised as necessary e.g. when accommodation improvements or repair and maintenance work are being planned, where the organisation of the curriculum is being considered or school activities are organised. It should also be reported to parents/carers annually.

The Ofsted framework strengthens the requirements relating to equality of access and narrowing the gap in achievement. Governors should report annually on the impact of their school's arrangements for children and young people with SEND and progress made with implementing the accessibility plan.

All other educational settings are encouraged to have accessibility plans.

Further information/support

- The LA provides an Accessibility Plan Template which can be found on Cornwall Council's SEN File webpage
<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>
- The Equality Act 2010 and schools¹⁸ - Departmental advice for school leaders, school staff, governing bodies and local authorities
- Lighting Guide 05 :Lighting for Education (SLL LG5)¹⁹ – separate sections for pupils with Hearing Impairment and Visual impairment
- Acoustic Design for schools and Building Bulletin 93.²⁰

7. Review

The Equality Act 2010 requires the LA to keep its Accessibility Strategy under review during the period to which it relates and revise it if necessary. Revisions to this strategy will be informed through feedback from parents/carers, voluntary organisations, children and young people and professionals supporting children and young people with SEN. This strategy is the responsibility of the Education and Early Years Service within the Children, Schools and Families Directorate. It will be monitored by officers within that service and governed by the SEND Board.

¹⁸ See Appendix 1 section 4 of this document

¹⁹ Appendix 1 section 4 of this document

²⁰ Appendix 1 section 4 of this document

Appendix 1: Legislative basis

1. Definition of disability and special educational needs

Disability

The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:

- which is substantial and long-term (for over a year)
- which has an adverse effect on their ability to carry out normal day-to-day activities.

This broad definition covers physical disabilities, sensory impairments, such as those affecting sight or hearing, learning disabilities and some specified medical conditions.

Special Educational Needs (SEN)

The SEND Code of Practice: 0 - 25 years 2015²¹ states that:

A child or young person has SEN if they have 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.
- c)

The broad areas of need described are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

2. The Equality Act 2010

The General or Public Sector Equality Duty

Section 149 the Equality Act 2010 introduces a single general duty (sometimes referred to as the Public Sector Equality Duty or PSED) that applies to public bodies, including county councils and all educational settings.

The General Duty (PSED) extends to all aspects of a person's identity. These aspects are known as 'protected characteristics' and include race, disability, sex, age, religion or belief, sexual orientation, gender reassignment, marriage

²¹ P15 SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

& civil partnership, pregnancy and maternity.

The three main elements of the general duty are, that in carrying out their functions, public bodies are required to have due regard to:

- eliminating discrimination and other conduct that is prohibited by the Act
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations between people who share a protected characteristic and people who do not share it.

The Specific Duties of the Equality Act

The main specific duties are:

- not to treat pupils/students with SEND less favorably
- the reasonable adjustments duty - to take reasonable steps to avoid
- putting pupils/students with SEND at a substantial disadvantage.

The reasonable adjustments duty (schedule 13 of the Equality Act 2010)

The duty to make reasonable adjustments requires schools to take positive steps to ensure that pupils/students with SEND can fully participate in the education provided by that setting, and that they can enjoy the other benefits, facilities and services provided for all pupils/students.

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

- 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
- 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
- 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.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Anticipating reasonable adjustments

A school's duty to make reasonable adjustments is an anticipatory one and therefore the setting needs to make plans in advance about what pupils/students with SEND might require and what adjustments might need to be made. They should not wait until the pupils/students are on roll.

Auxiliary aids and services

In September 2012 the duty to provide auxiliary aids and services (including specialist equipment which could include laptops and tablets) 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 a statement of SEN or an Education, Health and Care Plan in which case the responsibility to provide the aid or service lies with the LA. Examples of auxiliary aids include coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software.

The relevant Local Authority support team will provide appropriate training and support in the use of auxiliary aids.

Overcoming disadvantage

Where something an educational setting does places a pupil/student with SEND at a disadvantage, compared to other pupils/students, then the setting must take reasonable steps to try and avoid that disadvantage.

SEN Information Report

The SEND Code of Practice: 0-25 states that a school's reasonable adjustments, along with other provisions, must be described in their 'SEN Information Report' and published on its website. A suggested template for the 'SEN Information Report' can be found on the Cornwall SEN File webpage²².

School Accessibility Plans

Schools must have a written Accessibility Plan. The Accessibility Plans can be appended to or be part of the SEN Information Report.

3. Children and Families Act 2014 and the SEND Code of Practice: 0-25

The Children and Families Act came into force on the 1st September 2014. Part 3 of this Act and associated regulations reforms the duties, policies and procedures relating to children and young people with SEND. The SEND Code of Practice: 0-25 provides statutory guidance relating to Part 3 of the Children and Families Act.

The SEND Code of Practice: 0-25 promotes inclusive education and describes how the Equality Act and the Children and Families Act 2014 work together to ensure this:

'As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.'²³

²² <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/schools/sen-information-report/>

²³ Page 25 SEND code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Admissions

The SEND Code of Practice emphasises that educational settings including further education establishments must not have discriminatory admissions policies. It states that:

'The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Where a child or young person has SEN but does not have an Education Health and Care Plan they must be educated in a mainstream setting except in specific circumstances set out in the SEND Code of Practice: 0-25'.²⁴

Putting the child/young person with SEND and their family at the centre

The SEND Code of Practice: 0-25 states that local authorities must have regard to:

- the views, wishes and feelings of the child or young person and their parents
- the importance of the child or young person and their parents participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood and that local authorities must ensure the following:
 - the participation of children, young people and their parents in decision making;
 - the early identification of children and young people's needs and early intervention to support them
 - greater choice and control for young people and parents over the support they receive
 - collaboration between education, health and social care services to provide support;
 - high quality provision to meet the needs of children and young people with SEN;
 - a focus on inclusive practice and removing barriers to learning successful preparation for adulthood, including independent living and employment.

4. Key legislation and guidance Equality Act 2010:

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Equality Act: Schedule 10

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

Equality Act 2010: Guidance on matters to be taken into account in determining questions relating to the definition of disability (specifically schedule 10).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85010/disability-definition.pdf

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

²⁴ Page 26 SEND code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>

Supporting pupils at school with medical conditions (2014) (DFE)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Special Educational needs and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

SEND Code of Practice 2014 revised 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>

Lightening Guide 05: Lighting For Education

<http://www.cibseknowledgeportal.co.uk/Knowledge/CIBSE-LG/Lighting-Guide-05-Lecture,-Teaching-and-Conference>

BB93 Acoustic Design of Schools

<https://www.gov.uk/government/publications/bb93-acoustic-design-of-schools-performance-standards>

Appendix 2: Support for educational settings and parents



Cornwall SEND
Local Offer
Special Educational Needs and Disability

Cornwall's SEND Local Offer

The SEND Local Offer is published by Family Information Services (FIS) and sets out, in one place, the support and provision that is available for children and young people with SEND and their families. It enables children and young people and their families to make informed choices about support and provision and is used to review and develop provision in Cornwall. It includes:

- universal services such as schools and doctors
- targeted services for children/ young people with SEND who need short-term support that is over and above that provided by universal services and
- specialised services for children and young people with SEND who require specialist and long term support.

Visit

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Call in to a local 'One Stop Shop' or library – Telephone the FIS team on 01872 323535

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service)

This service provides information, advice and support to children and young people with SEND and their families. The service is impartial, accessible and all staff are independently trained. Although the service is primarily for families it

supports educational settings by providing advocacy, independent advice and encouraging partnership working. Support includes:

- information, advice and support on subjects including local policy and practice, the Local Offer, personalisation and legal aspects of SEN and disability, health and social care
- support for families throughout the Education Health and Care Plan process;
- confidential and impartial information, advice and support to young people (16+) on their own, if requested
- support in preparing for and attending meetings
- help in filling in forms and writing letters/reports
- support in resolving disagreements, including mediation and tribunals
- signposting to other local or national sources of advice, information and support
- links to local parent support groups and forums.

Visit <http://www.cornwallsendiass.org.uk>
Telephone 01736 751921
Email sendiass@diabilitycornwall.org.uk

Services for schools

Officers within are available to support educational settings in ensuring accessibility. Some services and teams provide non-chargeable core and statutory support, some provide traded services and some a combination of the two.

Visit Services for Schools directory <http://www.cornwall.gov.uk/sfs>
Telephone 01872 322457
Email accessandinrastructure@cornwall.gov.uk

SEN Support Services

There are a range of support services which providing support to settings to support and promote accessibility.

Visit the SEN File www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/
Telephone 01872324242

Schools Access Initiative (SAI)

Contact the Education Capital Strategy Officer within the Education, Access and Sufficiency Team.

Telephone 01872 323921
Email educationcapital@cornwall.gov.uk

Appendix 3: Feedback from SEND surveys ²⁵

In May 2018, **SEND Surveys** were undertaken with families, young people and practitioners. Families provided a range of positive feedback about 'what is working well to include their child in school'. Good practice was identified in terms of supportive and skilled individual educational settings, teachers and teaching assistants. Reference was made to range of support given, for example social emotional support, exam access arrangements, reasonable adjustments, small groups.

Survey Responses about Equality of opportunity:

44 % of all adult respondents think most children and young people are successfully included in their local school

57% of families think their child is successfully included in their school

59% of children and young people feel included in my school/college

52% of children and young people feel included on school or college trips

57% of children and young people agreed that their teachers/lecturers understand how to help them

54% disagreed that new teachers / lecturers know how to help them learn.

In addition to the SEND surveys, we also facilitated four engagement sessions with 115 young people, to find out 'what's working', 'what helps' and 'what gets in the way'. Young people said they feel included when people understand their needs, when they are treated equally to others and when people listen to what they have to say. They recognised that help came from staff, friends, group activities and equipment. Young people said they did not feel included when there was a lack of understanding of their needs. Finally, feelings of isolation, not being informed and being treated differently were given as barriers to feeling included at school or college.

It is clear there is still work to be done to increase the equality of opportunity for children and young people with SEND. The survey asked, 'What do you feel are the 2 most important things that need to change to provide equal opportunity for children with SEND within the next 3 to 5 years?'. There was no one common theme voiced in answer to this question responses mirrored other responses to other open questions in the survey.

Key messages and example quotes from young people:

Equipment helps when it is available:- 'I use an ipad to record my work but Miss let's other children use it, and I can't do my work', 'we use laptops when they are charged', 'I have a seat wedge to help me sit still but school keep losing it'. 'I would like my exams to be done on a computer'.

The need for a **suitable learning environment** that takes account of individual needs: 'I feel included when teachers use subtitles and face me', 'I feel included when teachers are aware of my needs and implement my Learning Passport information', 'I don't feel included when I have to work outside the classroom', 'I don't feel included when people are messing around in lessons an it's too noisy'.

²⁵ Information and findings from SEND Surveys - <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/send-events-consultation-feedback/>

Children and young people want more opportunities, within or outside of education, to go on trips and attend clubs reiterating the need to feel socially included and having a sense of belonging. 'I feel included when we can take my wheelchair so I can join in', 'I feel included when we can all go out together'. 'I feel included when I am invited to go on trips', 'I feel sad that I am not able to go'.

Access to information - some young people wanted to know more about their condition/disability and some wanted others to know more, about their condition. Common themes about access to information needs were:

- Clearer information for young people, families, settings and practitioners on responsibilities on education setting to make reasonable adjustments
- Clearer understanding about the expectations for reasonable adjustments to be made and how to challenge when these are not made so solutions can be found
- Information for young people, families, settings and practitioners on responsibilities on education settings to support medical conditions
- Clearer understanding about the expectations for supporting children and young people with medical conditions and how to challenge when these are not made so solutions can be found

If you would like this information in another format please contact:

**Cornwall
Council
County Hall
Treyew Road
Truro TR1
3AY**

Telephone: **0300 1234 100**

Email: enquiries@cornwall.gov.uk
www.cornwall.gov.uk

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