

Education Accessibility Strategy (2017-2020)

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Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

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EDUCATION DIRECTORATE

IMPROVING ACCESS TO EDUCATION AND OPPORTUNITY FOR CHILDREN, YOUNG PEOPLE AND ADULTS

Introduction

Blaenau Gwent County Borough Council values all persons equally and aims to ensure that appropriate educational provision and support services are available to meet the diverse needs of children, young people, parents and carers.

These principles were first formally set out in the “Schools and Learning Centres Accessibility Strategy 2004-2007”. This revised document reflects changes to organisational structures and National and local policy objectives.

The key aim of this strategy is to provide a framework for the Council and schools to work within compliance with the requirements of the Equality Act 2010 and other legislation and guidance.

It is important that the Council and schools work in partnership to provide the right kind of support in all aspects of school life for children and young people. We also recognise schools as a community asset and workplace and the legitimate needs of staff and the public must be addressed as part of this strategy.

In recent years, there has been considerable expansion in the support services provided for parents and carers and we need to ensure equality of opportunity in accessing these services.

This guidance is designed to assist schools and governing bodies to develop their own school accessibility plan

Any comments on this document can be sent to the Corporate Director of Education, Education Directorate, Anvil Court, Abertillery, NP13 1DB or e-mail education.department@blaenau-gwent.gov.uk

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THE DRAFT ACCESSIBILITY STRATEGY 2017-20

Equality legislation places responsibilities on Councils and responsible bodies of schools to improve access to their schools.

Requirements for Councils to put in place an accessibility strategy are specified in schedule 10 of the Equality Act 2010.

This schedule provides for accessibility arrangements for pupils.

An accessibility strategy aims to do the following;

- a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools; and,
- c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery must be: -

- a) within a reasonable time;
- b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

In keeping with the legislation, this Accessibility Strategy sets out the ways in which Blaenau Gwent County Borough Council will continue its strategic approach to planning for increased access to its schools, for which it is responsible.

LEGISLATIVE FRAMEWORK

The Equality Act 2010

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership (protection against direct discrimination only);
- Pregnancy and Maternity;
- Race;
- Religion or (non-belief);
- Sex; and
- Sexual Orientation.

The Act was developed to strengthen, harmonise and streamline 40 years and 116 pieces of equalities legislation, improving its effectiveness and providing the same level of protection from discrimination for all protected characteristics. The Act replaces all the existing equality law, including:

- The Equal Pay Act 1970;
- The Sex Discrimination Act 1975;

- The Race Relations Act 1976;
- The Disability Discrimination Act 1995.

Under the new legislation the protection against discrimination, victimisation and harassment already in place continues, with the new Act ensuring that certain protected characteristics now have equal protection to those already in place.

The Equality Act has introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. The duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Children with Statements of Special Educational Needs are expected to be educated in a mainstream school unless this is against their parents' wishes or is incompatible with the efficient education of other children. It is reasonable to expect that planning to increase access for disabled pupils will support the inclusion of children and young people with Statements of Special Educational Needs.

From 1996, schools and Councils had already held statutory responsibilities under the DDA and, since September 2002, it had been unlawful for schools and Councils to discriminate against disabled pupils in their arrangements for admissions and exclusions and for the provision for education and associated services.

Under these duties, schools and Councils had to:

- ensure that disabled pupils were not treated less favourably than other pupils; and,
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (The 'Reasonable Adjustment' Duty).

Schedule 10 of the Equality Act 2010, place a duty on Councils to prepare an accessibility strategy and a duty of responsible bodies of schools to prepare an accessibility plan. It also places a duty on Councils/Governing Bodies to plan to increase the accessibility of their schools.

The Act stipulates that the purpose of an accessibility strategy is to:

1. increase the extent to which disabled pupils can participate in the school's curriculum;
2. improve the physical environment of the school to increase the extent to which disabled pupils can make best use of the opportunities available at the school; and
3. improve delivery of accessible information.

Similarly, individual schools' accessibility plans should be designed to further these three objectives and should take account of the disabilities of the pupils attending the school and the preferences expressed by them and their parents. Both strategies and plans have to be

regularly reviewed and, if necessary, revised and the Council or school must consider the need to allocate adequate resources for their implementation.

Alongside these accessibility requirements, any new building work must comply with Building Regulations, including Part M, which covers access to and use of buildings and the ACOP BS8300:200. It contains specific requirements on providing accessible entrances and suitable sanitary facilities. BS8300 covers every physical disability issues in buildings and part of the part M approved document.

Definitions

Children and young people falling within the definition of 'disability' will have a wide range of needs and requirements, including restricted mobility, visual or hearing impairment, learning difficulties, Attention Deficit and Hyperactivity Disorder, mental health conditions, and health problems such as epilepsy or asthma, and progressive degenerative conditions such as cystic fibrosis. Children and young people with a disability should not automatically be considered to have a special educational need.

The Equality Act defines a disabled pupil as a person who has a physical or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day to day activities.

The Education Act 1996 states that children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

Children and young people have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children or young people of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the Council; and,
- are under compulsory school age and fall within the above definitions, or would do so if special education provision was not made for them.

Children and young people who are subject to a Statement of Special Educational Need may be eligible for additional support in school but this does not automatically mean they are disabled pupils.

The Inclusion Context

Welsh Government has published statutory guidance for schools and Councils on Inclusive Education. The guidance contains practical advice on the statutory framework for pupils with Additional Learning Needs (ALN), which includes pupils with Special Educational Needs (SEN) and pupils with disabilities. This inclusion framework provides checklists for schools, Councils and other providers to help them evaluate the nature and quality of their current provision.

The guidance suggests the following principles for an inclusive education service:

- inclusion is a process by which schools, Councils and others develop their cultures, policies and practices to include pupils;
- all children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential;

- with the right training, strategies and support nearly all children and young people with additional learning needs can be successfully included in mainstream education;
- an inclusive education service offers excellence and choice and seeks and responds to the views of parents, carers and children and young people;
- the interests of all children and young people must be safeguarded;
- schools, the Council and others should actively seek to remove barriers to learning and participation;
- all pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- mainstream education will not always be right for every child or young person all of the time but if mainstream education is not right at a particular stage this should not prevent the child or young person from being included successfully at a later stage; and,
- those pupils not in mainstream education should have links to their peers in mainstream schools.

The Accessibility Strategy 2017-20

This strategy describes how over the next 3 years the Council intends to continue to:

1. improve access to the physical environment of schools;
2. improve access to curriculum; and
3. improve access to written information provided by schools.

Blaenau Gwent County Borough Council's Corporate Improvement Plan acts as the Council's Business Plan and is directly linked to the priorities identified in the 20 year Community Strategy and the 4 year Single Integrated Plan.

Improving Access to the Physical Environment of Schools.

Councils and schools have a responsibility to ensure accessibility to the physical environment of schools will be improved to ensure that accessibility is not a barrier to learning and other opportunities for pupils.

The planning duty under this heading includes improvements to the physical environment of a school and the provision of physical aids to education.

Improvements to physical access include a wide variety of adaptations from the very simple to major refurbishments and alterations.

Physical aids to education would include specialist furniture or equipment, information and Communication Technology equipment or mobility aids. Improved access to the physical environment can also be achieved by re-arranging room space, removing obstructions from walkways, changing the layout of classrooms or re-allocating rooms to particular subject specialism and improving the acoustic and visual environment.

One of the key aims of the Council has been and will be, the replacement of older primary school buildings which are considered unsuitable to meet future needs, including those related to disabled access. These proposals are included in the Council's 21st Century School Plan.

The Council will:

- Work with schools to promote positive whole school approaches and to support individual pupils in order to avoid exclusion. In particular they should offer advice and send clear messages on policy on the following:
 - Identification of additional behavioural needs.
 - The use of PSP's for all pupils in danger of disengagement and exclusion.
 - The unacceptability of 'voluntary withdrawals' where pressure is put on parents to remove their children from school to avoid exclusion.
- ensure that any new school buildings will take account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users;
- review on an on-going basis, through the Schools Asset Management Plan, physical access and suitability audits of all schools,
- continue to prioritise schemes.

- on a phased basis, continue to progressively increase the number of accessible mainstream schools both at primary and secondary level so that children and young people can access education in their local schools;
- continue to provide specialist aids/equipment to meet the needs of individuals via its specialist Gwent Hearing Impaired / Visual Impairment Service, and in liaison with the Local Health Board;
- provide further advice to governors, headteachers and associated groups regarding duties and regulations within the Act; and,
- maintain up to date information about the number of children and young people with disabilities of different types through the Council's existing information gathering systems.

Schools will be expected to:

- ensure that any new building work planned, via consultation with officers from Inclusion and Technical Services Section, takes account of the needs of pupils with disabilities;
- on a planned, strategic basis, continue to progressively embed good practice within the school developing the inclusive ethos;
- continue to provide specialist aids/equipment and to make reasonable adjustments to meet the needs of the individuals;
- access training and advice for governors, teaching staff and non-teaching staff;
- continue to maintain up to date information about the number of pupils with disabilities in the school,
- anticipate the types of issues / barriers that could arise; and,
- review school organisation and accommodation usage to maximise accessibility and opportunities.

Improving Access to the Curriculum

The aim is to ensure that no pupil is disadvantaged, through disability alone, in terms of access or entitlement to an appropriate curriculum, within the National Curriculum Framework.

Guidance from Welsh Government indicates that the term 'curriculum' covers not only teaching and learning but also the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities. Where there is a potential barrier to access to a school visit the Head Teacher needs to undertake an assessment to identify reasonable adjustment to enable access. The guidance goes on to suggest that curriculum access should be seen at a 'whole school' level, the rationale being that many barriers of access to the curriculum will be similar for many groups of pupils and therefore a strategic approach should be adopted to removing those barriers.

As an important element of its strategy in increasing the accessibility of the curriculum to disabled pupils, the Council would wish to secure appropriate training for governors, teaching and non-teaching staff and encourage the sharing of good practice and also to ensure that all schools are aware of support services which can provide advice to teachers on teaching techniques and strategies, classroom management, and curriculum materials. Specialist support services can also provide support for curriculum differentiation, direct teaching or practical advice for school staff. The Authority must remove obstacles to accessibility to the curriculum.

The Council will continue to:

- provide a mechanism, as appropriate, for Pen y Cwm Special School to perform an outreach service function to mainstream schools to support the individual planning of curriculum provision for pupils with disabilities;
- include detailed information in the Council's 'Policy' document for pupils with special educational needs, of appropriate external specialist agencies and support contacts, who can offer advice on supporting pupils with disabilities;
- continue to provide specialist educational services which can offer advice and support to schools on meeting the needs of pupils with disabilities and additional learning needs;
- take account of decisions made by the SEN Tribunal Wales (SENTW) on issues of access to the curriculum and discrimination;
- ensure access to appropriate curriculum advice on disability access issues through collaborative arrangements across Councils within the region;
- encourage schools to work together to share good practice, particularly via a cluster based approach.

The School will:

- have in place a School Accessibility Plan that will demonstrate its commitment to promote Disability Equality and to ensure that this commitment is reflected in school organisation and development planning;
- provide an annual report to the School Governing Body on progress made and evidence of good practice;
- ensure that parents and other visitors to the school with disabilities, can engage effectively in activities, such as participating in parent meetings, careers talks, etc;
- seek professional advice and in-service training on issues relating to the delivery of an accessible curriculum;
- include details of good practice in the school's ALN policy;
- include curriculum planning and accessibility within the school development plan and report annually (Governors Report to Parents) on the developments in this plan on disability access issues;
- link with specialist advisory services that can offer advice and support to the school;

- take account of decisions made by the SENTW on issues of access to the curriculum and discrimination;
- consider providing reasonable alternative methods to ensure access;
- promote an inclusive ethos to learning needs;
- review differentiation with a focus on teaching and learning styles;
- ensure, within the guidance offered, that pupils with disabilities can participate in the full range of activities provided for all pupils;
- continue to provide access when required to information in Braille and large print formats for children and young people via the Gwent Visually Impaired Service;
- continue to provide children and young people with access when required to British Sign Language (BSL) support for school information and communication via the Gwent Hearing Impaired Service;
- review behaviour policy so that all involved are aware of content;
- link with appropriate Council services regarding fixed term and permanent exclusion procedures;
- link with other schools to share good practice.

Improving the Delivery of Information for Pupils with Disabilities

The aim is to increase awareness within schools of the importance of accessible information for pupils with disabilities through the provision of appropriate advice, guidance and resource facilities.

The planning duty requires written information normally provided by a school to be made available to disabled pupils. The information should take account of their disabilities; the pupil's preferred formats to be made available within a reasonable time frame. The guidance to be offered to schools with regard to access to information will be commensurate with the Council's corporate strategy for delivering quality customer services and information. Although the planning duty refers primarily to written information, schools will be advised to give some thought to the provision of spoken information for pupils and parents who have visual and hearing impairments.

The Council will:

- liaise with statutory and voluntary agencies and national organisations which may be able to assist in the provision of information in alternative formats;
- ensure the Family Information Service and other service areas make appropriate provision of information for children, young people, parents and carers with additional needs;
- continue to provide access to information in Braille and large print formats for children and young people via the Educational Service for the Visually Impaired;

- make all staff aware of the requirements of Special Educational; Needs Disability Act (SENDA and Disability Discrimination Act (DDA));
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of Special Educational Needs and Disability Act (SENDA), Equalities Act and Education Acts;
- consult with, and seek the advice of children and young people, parents and parent support groups, including SNAP Cymru;
- ensure that good practice is shared across schools and Council departments with regard to accessible information;
- continue to provide children and young people with access to BSL (British Sign Language) support for school information and communication via the Gwent Hearing Impaired Service; and,
- provide schools and Council departments with information and advice through the Council's Intranet site.

Schools will be expected to:

- ensure all pupils are treated equally;
- consider changing certain school practices, policies and procedures so as not to discriminate against and to include pupils with disabilities;
- review the range of centrally provided services and other resources;
- liaise with statutory and voluntary agencies and national organisations, which may be able to assist in the provision of information in alternative formats;
- make all staff aware of the requirements of SENDA & DDA;
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of SENDA & DDA;
- seek opportunities to consult with, and seek the advice of parent and associated support groups;
- review Annual Report to parents/carers and the school prospectus;
- ensure that good practice is shared across the school; and
- provide an Annual Report to the Governing Body regarding the Schools Accessibility Plan and review.

Monitoring Arrangements

The Act provides for ESTYN inspections of the Council to cover the discharge of the Council's responsibilities to prepare, revise, review and implement their Accessibility Strategy. The School Accessibility Plan will also be subject to ESTYN inspections.

The Council will need to monitor progress of the Accessibility Plan through:

- analysis of take-up of in-service training on ALN and disability issues
- the Asset Management Plan process;
- evaluation of the Accessibility Strategy by the Senior Leadership Group in accordance with the Action Plan set out in appendix 2;
- review claims, appeals and appeal decisions by parents or carers to SENTW (Special educational needs and or to the admissions and exclusions appeals panels on disability discrimination grounds);
- reports to key groups (such as the Executive, Scrutiny Committee, Early Years Development and Childcare Partnership);
- review of related plans and policies;
- annual report from headteachers and school governors on accessibility plans; and
- EAS challenge advisors to evaluate and monitor progress during regular school visits;

Schools will need to monitor progress of the Accessibility Plan through:

- annual review of the School Accessibility Plan;
- review of related plans and policies by the School Governing Body
- review of claims by parents or carers to SENTW or to the admissions and exclusions appeal panels;
- through established school self-evaluation and monitoring procedures; and
- review of claims and appeals by parents and carers to SENTW or to the admissions and exclusions appeal panels on disability discrimination grounds.

Appendices

Appendix 1	-	Audit of Current Council Activity
Appendix 2	-	Accessibility Strategy Action Plan 2017-20
Appendix 3	-	Glossary of Terms
Appendix 4	-	Related Documents
Appendix 5	-	Consultation Process

APPENDIX 1

AUDIT OF CURRENT LA ACTIVITY IN SUPPORT OF ACCESSIBILITY FOR DISABLED CHILDREN AND YOUNG PEOPLE

Policies & Plans Information	Primary	Secondary	Comments
Local Service Board	✓	✓	All policies & plans refer to the removal of barriers to learning, providing opportunities for inclusion, raising achievement & equal opportunities in reference to ALN & Disability. Need for continued consultation, monitoring and evaluation of provision and quality assurance standards being reviewed to ensure needs are being fully met.
Early Years Development & Childcare Partnership	✓	✓	
Inclusion Strategy	✓	✓	
Council Central Support Services Plans (Gwent Hearing / Visually Impaired Service, Educational Psychology Service)	✓	✓	Need to ensure that future service plans link to Council's Accessibility Strategy Plans across respective Council areas
The Council supports its schools in making written information available to disabled pupils via its specialist services and to parents or governors via the Communication Unit and GEMS	✓	✓	The Council in most circumstances, can provide a wide range of information on request.
Information on a range of ALN issues is provided to schools on a regular basis	✓	✓	The Council needs to update the information annually, to ensure accurate information is provided to service users
Professional Development	Primary	Secondary	Comments
Education Directorate provide training for ALNCO, other teaching personnel, school governors, and the voluntary sector	✓	✓	The training framework will be monitored and developed on an on-going basis.
Council supports teaching personnel on specialised training courses when required	✓	✓	Monitoring and evaluation of training will continue as part of an established process.
Training is conducted with SNAP and the Parent Network	✓	✓	Links need to be developed further within the existing framework
Joint training with Trust and Local Health Board/SSD on low incidence disorders/disabilities (e.g ADHD)	✓	✓	There needs to be a continued programme of inter-agency training
Inter-agency working and training initiatives with CAMHS, EPS and PPP	✓	✓	Continued training and awareness raising across the Council

School Support	Primary	Secondary	Comments
Council supports schools via co-ordinated support services	✓	✓	Services liaise with the host Authority where issues exist over access and placements
Council has established working practices with YOS, Youth Access, and Youth Access Plus	✓	✓	Vocational programme and alternative awards are now established in all secondary schools, such as Bridge courses
Resource bases are located in certain primary and secondary schools across the Council. Some children and young people attend their local schools with support from the HI Services. Provision for Visual Impairment and ADHD pupils are not based around units but via mainstream or special school placements	✓	✓	Provision for certain groups of disabled pupils are based on best practice, pragmatic factors, economies of scale and actual use of provision. Provision needs to be kept under review within an inclusion agenda for all disabilities including the 'new wave' disabilities e.g autism, ADHD, central auditory processing problems. Review Currently being carried out.
Schools are expected to take account of the needs of disabled children and SEN pupils, other members of the school community and other site users in their building works	✓	✓	Schools need to be aware of accessibility issues to include all types of disability; this needs to be considered in their own building and maintenance programmes Advice is available from the Authority's Access Officer
Joint working initiative with SALT, GELP	✓	✓	Continued development of training of teachers and LSA in mainstream schools to provide effective teaching strategies.
ALN Inclusive Initiatives	✓	✓	Continued training to schools to raise the profile of SEN inclusion

APPENDIX 2**EDUCATION DIRECTORATE ACCESSIBILITY STRATEGY****ACTION PLAN 2017 – 2020**

Action Area	Timescale	Responsible Persons	Progress
1. <u>Action Plan Monitoring</u>			
a. Monitoring of Action Plan progress and review of Action Plan by DMT and Service Teams.	Annual	DMT / Service Heads	Next review April 2017
2. <u>Training Requirements</u>			
a. Rolling Programme of Disability Awareness Training for Departmental staff.	2015 and ongoing	Inclusion Officer in liaison with Equalities Officer	Programme developed and rolled-out Updates from summer term 2017
b. Provision of Disability Awareness Training for School Governors (particularly Special Needs Governors)	2015-2018 academic session and ongoing	Head of Inclusion Service, in liaison with Equalities Officer and Access Officer	Programmed in the EAS Governor Training Programme for 2017-18
c. Extension of in-service training provision for school staff across key stages	2015-2018 academic session and ongoing	Head of Inclusion Services/EAS	EAS in-service training programme in place.
3. <u>Communication</u>			
a. All Departmental policy and information documents should state “available in Braille format, large print and in other formats on request”, and should fully comply with Disability legislation.	2015 and ongoing	DMT / All Service Heads, in liaison with Equalities Officer and Access Officer	Complete.

Action Area	Timescale	Responsible Persons	Progress	
3. <u>Communication (continued)</u>				
b.	Prominent notices to be displayed in all public areas stating “we will be happy to provide any information available in Braille format, large print or other formats on request. We can also provide information through alternative formats for people with hearing impairment”.	2015 and ongoing	DMT/ All Service Heads	Completed and all new notices will comply
c.	Information to be provided on the Authority’s web-site on accessibility issues related to these service areas. .	2015 and ongoing	DMT	Accessibility Strategy and Action Plan on Council’s web-site.
d.	Improved information for schools on the range of support services which can be provided through the Local Authority and other providers. Task Group to be established by DMT.	2015 and ongoing	DMT	Education has reviewed the ALN model and appointed a Lead Officer for Inclusion. The ALN core group has established effective information sharing with schools
e.	Ensure that good practice is shared between Council Departments and with schools with regard to accessible information.	2015 and ongoing	DMT / Heads of Service	Access for All Forum established. Accessibility is managed under the corporate landlord model and Education liaise directly with Technical Services. Corporate Asset Management Working Group (CAMWG) will review the strategy in 2017-18

<p><u>School and Early Years Provision</u></p> <p>4.</p> <p>a. Review of current position in relation to requirement for schools to have Access Plans in place and to review these annually, relating this to School Development Planning. Further support and guidance to be provided, where required.</p> <p>b. Introduction of Access Plans to Children's Centre and related venues, and review of access provision with private providers</p> <p>c. Access issues to be integrated into new play and learning opportunities, including the external environment (as far as is reasonably practicable).</p>	<p>2015 and ongoing</p> <p>2015 and ongoing</p> <p>2015 and ongoing</p>	<p>21st Century Schools Officer</p> <p>Integrated Services Manager for Children and Families/Transformation Manager</p> <p>Integrated Services Manager for Children and Families/Transformation Manager</p>	<p>Secondary schools have access plans and are fully compliant. Primary?</p> <p>Education Transformation team have linked with Social Services. The Integrated Children's Centre is fully access compliant.</p> <p>New play provision is fully compliant with DDA requirements.</p>
<p><u>Buildings and Facilities</u></p> <p>a. Disability Access requirements identified in Schools Asset Management Plan based on independent assessment.</p> <p>b. Establish specific budget for a rolling programme of accessibility adaptations, having regard to highest levels of need and broader school development issues.</p>	<p>2015 and ongoing</p> <p>2015 and ongoing</p>	<p>Technical Services/Mike Price, Property Services Manager/Education Transformation Manager</p> <p>Education Transformation Manager/Property Services Manager</p>	<p>Ongoing. Health and Safety inspections also request adjustments where required Annual facilities Review in place.</p> <p>Council has a capital sum for DDA compliancyand accesswhich is accessed by Education when required eg. Deighton Primary School.</p>

c.	Continue programme of replacement of premises which cannot provide adequate access owing to building and site constraints	2015 and ongoing	Head of Education Transformation and ET Manager	Since 2011, approaching £100m invested into the school estate and all new builds are DDA compliant. This work is on-going and will continue with 21 st Century schools Band B funding from 2019 onwards. BG now has no schools in the 'poor' WG suitability/condition category
6.	<u>Specialist Services</u>			
a.	Continue to provide specialist services through collaborative arrangements with EAS.	2015 and ongoing	Director of Education / Head of Inclusion/Transformation Manager/EAS.	EAS involvement with the Facilities' Review planning process.

<p>b. Work with other partners across the region to develop access and provision in other areas of 'need'. (For example project work planned on ASD.)</p>	<p>2015 and ongoing</p>	<p>Director of Education / Head of Inclusion/Transformation Manager/EAS.</p>	<p>Delivery model to improve provision for pupils with SEBD and ASD has been agreed and by September 2017 the Council will establish a community maintained English medium 3-16 learning community for children and young people presenting SEBD.</p>
<p>7. Collaborative/Partnership Working</p> <p>a. Extend access and inclusion opportunities through Education Directorate. Collaboration (Children's Social Services, Education, Children's Entitlement, Leisure, Sport and Culture) (Specific actions to be identified)</p>	<p>2015 and ongoing</p>	<p>DMT / Service Heads</p>	<p>Early Years 'pilot' Participation Officer?</p>
<p>8. Pupil/Student Transport</p>			

<p>a. Accessibility issues to be considered in future school mainstream transport procurement, in collaboration with transport contractors.</p> <p>b. Extend collaborative arrangements with Social Services and Leisure Trust to build on existing good practice.</p>	<p>January – March 2016</p> <p>2015 and ongoing</p>	<p>Transport Officer</p> <p>Transport Officer / Head of Inclusion / Social Services / Head of Leisure Trust</p>	<p>Access issues are managed effectively, in line with the Home to School Transport Policy, including transport to Pen-y-Cwm Special School.</p> <p>Leisure Trust created in 2015/16 and management agreement between the Trust and the Council ensures that accessibility issues are addressed in line with corporate landlord model..</p>
<p>9. <u>“Access for All” Conference – Specific Issues</u></p> <p>a. Ongoing monitoring of progress in relation to issues identified via the Council’s Access for all Forum</p>		<p>DMT / CMT / Head of Service</p>	<p>Since, 2015-16 the work of the Access for All Forum is now mainstreamed into Council as business as usual.</p>

APPENDIX 3

GLOSSARY OF TERMS

Departments/Services

ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Co-ordinator
CAMHS	Children and Adolescent Mental Health Service
CCET	Community Consortium for Education and Training
CMT	Corporate Management Team
CYPP	Children's and Young Peoples Plan
DDA	Disability Discrimination Act
EP	Education Psychology
EWO	Education Welfare Officer
GELP	Gwent Early Language Project
GHIS	Gwent Hearing Impaired Service
GVIS	Gwent Visual Impaired Service
ICT	Information and Communication Technology
LA	Local Authority
LAC	Looked After Children
LSA	Learning Support Assistant
SALT	Speech and Language Therapy
SENTW	Special Educational Needs Tribunal Wales
SLT	Senior Leadership Team
SNAP Cymru	Special Needs Advisory Project
SSD	Social Service Department
YA	Youth Access
YAP	Youth Access Plus
YOS	Youth Offending Service

Types of Disabilities

ADHD	Attention Deficit and Hypertension Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Disorder
HI	Hearing Impairment

MLD	Moderate Learning Difficulties
MSI	Multi Sensory Impairment
PD	Physical Disability
PMED	Physical and/or Medical Difficulties
PMLD	Profound and Multiple Learning Difficulties
SLCD	Speech Language and Communications Difficulties
SLD	Severe Learning Difficulties
SPLD	Specific Learning Difficulties
VI	Visual Impairment

APPENDIX 4

RELATED DOCUMENTS

SEN Code of Practice for Wales 2002 - National Assembly for Wales

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Building Excellent Schools Together : The BEST for Special Educational Needs 1997 – Welsh Office

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The Schools Asset Management Plan

