

Rotherham Council School Accessibility Strategy 2023 - 2026



www.rotherham.gov.uk

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1. Our Inclusion Vision:

Our vision for our children and young people with SEN and disabilities (SEND) is the same as for all our children and young people; that they be safe, happy, healthy, confident, and successful, contributing to a thriving, inclusive community that is welcoming to all.

Children and young people (aged up to 25) with special educational needs and disabilities can have significantly greater difficulties or barriers to learning than the majority of others of the same age. If we are to achieve our vision, we need to work together to personalise our approaches to improve their experiences and outcomes. We aim to:

- Lift aspirations and build on existing strengths
- Increase Personalisation – such that provision and support is designed and delivered in collaboration with children, young people, and their families so that it is person centred, responsive and better matched to need
- Focus on and improve outcomes that are important to, and for, our children, young people, families, and communities
- Enhance Partnerships – so that we can jointly commission to collectively achieve and sustain our vision

The Children and Families Act (2014) came into force in September 2014. The Act placed new duties on Rotherham Council, the Integrated Care Board and providers of education, health, or care services to work together to ensure coordinated support for children and young people with SEND and their families. Rotherham education, health and care services aim to create an integrated system from birth to 25 where children and young people with special needs and their parents or carers are fully involved in decisions about their support and aspirations.

We aim to ensure that all children and young people with SEND have a full range of support and opportunities available to them and are provided with opportunities to maximise their life chances, goals, and aspirations.

Our strategy intends to achieve this vision by improving access to education and educational achievement for these children and young people, and empowering them in their families, schools, and communities

This vision is articulated in our aspirations for Children and Young People's Services. These are:

- Children get the best start in life
- Children and young people safe from harm
- Children and Young people feel empowered to succeed and achieve their aspirations
- Children and young people have fun things to do and safe places to go

This will mean our children, young people and families are proud to live and work in Rotherham

We believe that parents, carers, schools, the local authority, and partners should work together to ensure work together to ensure children and young people achieve aspirational outcomes.

We believe that we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Our three key aims will turn our vision and aspirations into reality, these aims are:

- To increase the extent to which SEND can participate in the curriculum
- To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education
- To improve the delivery of information to SEND their parents/carers through the Rotherham Local Offer

We will realise our vision, aspirations and aims by effective partnership working resulting in better outcomes for Rotherham children and young people with SEND to bring together the best outcomes for children and young people in Rotherham.

By working in partnership, we will have a better understanding of the needs of children and young people with SEND and the provision and services required to meet any additional needs.



2. The Four Cornerstones

The Four Cornerstones are a set of principles arising from the voices of Rotherham children and young people with SEND, their families, and practitioners. Recognised as national best practice in co-production, the Rotherham Cornerstones are at the heart of this accessibility strategy, promoting stronger relationships and building trust, in doing so helping Rotherham organisations across Education, Health and Care embed a borough-wide culture of inclusion.

welcome and care

value and include

communicate

work in partnership

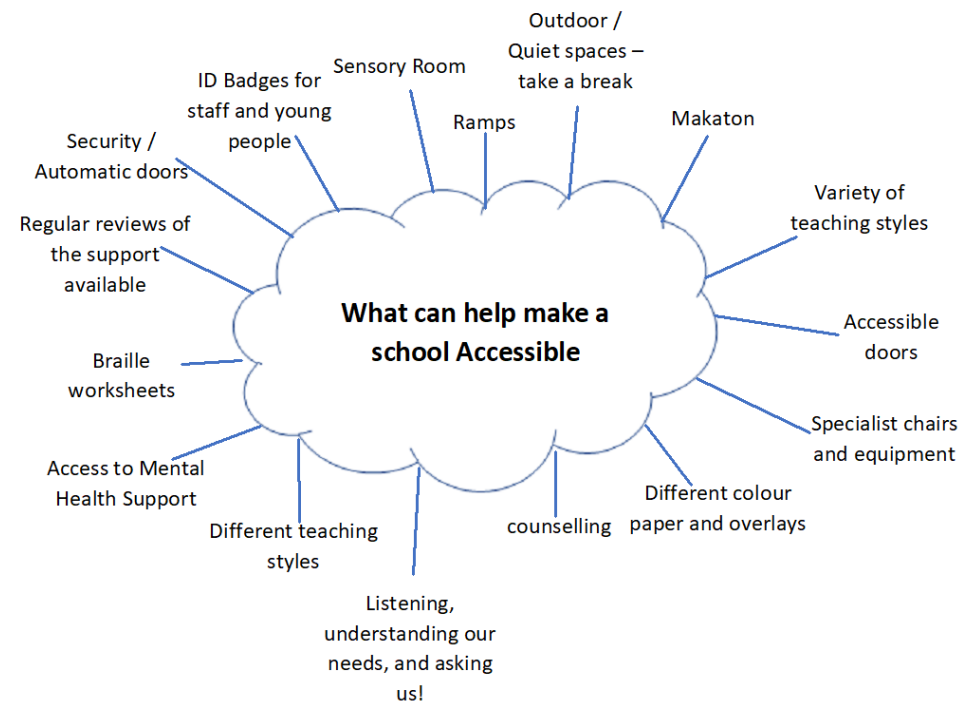
3. Guiding Voices

In their own words:

- *“Guiding Voices are a group of young with SEND aged 10 and above who get together to share their voices once a week. We have done some events and have a calm atmosphere for people to come along and share their voices with us.”*
- *“Sometimes it is hard to explain what it is like for you, and it is important to have the chance to show what it’s like inside your head, so people can understand.”*

Guiding Voices is a partnership between young people with SEND, families, and practitioners that delivers coproduction to enable young people’s voices to be heard, represented, and have meaningful influence within their local area.

Guiding voices provided detail on when something is accessible, how it makes the young person feel and what can help make the school feel accessible. Please refer to tables below:



4. National Background

Improving access to education and educational achievement for pupils with SEND is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The Equalities Act 2010 requires schools and LAs who have a planning duty, to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of buildings, and access to education and information for disabled pupils.

All schools have duties under the Equality Act 2010 towards individual children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations

Schools must have in place accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improving the availability of accessible information to disabled pupils

There is no requirement on an LA to have an accessibility strategy for early years settings (other than in relation to schools maintained by them), and no requirement on early years settings (other than those constituted as schools) to have a published plan to increase access for young disabled children.

However, the Equality Act 2010 introduced a Public Sector Equality Duty (PSED) that applies to all public bodies including early years settings. Public bodies are required 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
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must also have regard to the Special Educational Needs and Disability (SEND) Code of Practice. The Code outlines the statutory duties and responsibilities to children in their care who have or may have SEND

5. The General Duty

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate harassment of disabled pupils that is related to their disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people
- The General Duty applies across schools' duties, and applies to disabled pupils, staff, and parents/carers, along with other users of the school.

6. The Specific Duty

In addition to the General Duty, there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. The main requirement is for schools to prepare and publish an accessibility plan and to implement the actions within the plan and report on it. In effect, the General Duty sets out what schools do, with the Specific Duty setting out how schools must do it and what they need to record as evidence of what they have done.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. Reasonable adjustments meet the statutory requirements when they act to prevent disabled pupils being placed at a substantial disadvantage, and when they enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, each case needs to be decided on its own merit. Schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

7. Supporting pupils at school with medical conditions

DfE December 2015

This statutory guidance applies to governing bodies in the case of maintained schools, proprietors in the case of academies and management committees in the case of pupil referral units (PRUs). Early years settings should continue to apply the Statutory Framework for the Early Years Foundation Stage.

Key points:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils, and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported
- Parents/carers of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require ongoing support, medicines, or care while at school to help them manage their condition and keep them well.
- Where pupils are unable to attend school for a short period of time due to a medical condition then, through advice from medical professionals, support may be accessed from the medical home tuition service.
- Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe.
- In making decisions about the support, they provide; schools should establish relationships with relevant local health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils.
- There are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition, and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health.

- Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil's
- Medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.
- Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case governing bodies must comply with their duties under that Act. Some may also have special educational needs (SEN) and may have an Education, Health, and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.
- The Special Educational Needs and Disability code of practice explains the duties of local authorities, health bodies, schools, and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. For pupils who have medical conditions that require EHC plans, compliance with the SEND code of practice will ensure compliance with this guidance with respect to those children.
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils, and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.
- Governing bodies should ensure that the school's policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions.
- The governing body should ensure that plans are reviewed at least annually, or earlier if evidence is presented that the child's needs have changed. They should be developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health, and social wellbeing, and minimises disruption.
- Individual healthcare plans (and their review) may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g., school nurse, specialist or children's community nurse or paediatrician, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education and how they might work with other statutory services. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

8. The Early Years Specialist Inclusion Teacher support

Specialist Teacher support and advice is offered to children who are regarded to have the most significant needs within the Local Authority. The children accessing this support are usually those who have had input from the Portage Service or those who would have been eligible for this service if they were not already accessing a setting. The Child Development Centre (CDC) may also request the involvement of an EY Specialist Teacher as a clinic outcome, where the therapist feels that the complexity of need requires highly personalised support over a period of time. This would be requested through consultation with family and the Specialist Inclusion Team.

Portage service can be found here: [Portage Service – Rotherham Educational Psychology Services](#)

It is likely that most children accessing input from a Specialist Teacher will have had or be going through assessment at the Child Development Centre (CDC). There are occasions where other agencies or schools may request support directly based on individual needs within a moment in time.

Specialist Teacher Support can be offered at any time/age up until the end of F1, i.e., before, during or at the start of, and where Portage is not already involved. Specialist Teacher Support is available to children whether they attend F1 in School or a Private, Voluntary, Independent (PVI) setting. This is not a referral-based offer.

Children accessing 'EY Specialist Teacher Support' from the Specialist Inclusion Team may, where appropriate, do so up until the end of the Summer Term of their F1 Year. However, it is hoped that through a robust graduated response, that over time the highly personalised support has a positive impact on the child's progress within their learning and development.

The EY Specialist Teacher will be monitoring to see if:

- The child continues to make sustained personal progress
- Staff are consistently implementing appropriate strategies flexibly to meet individual needs
- There is evidence of a clear assess-plan-do-review cycle in place (as per the Code of Practice)

If the above is evident, it would be appropriate for the child's needs to be best met through their school's/setting's universal (or targeted) offer, as part of their graduated response. If this were the case (based on individual circumstances), the EY Specialist Teacher would consult with both family and school/setting as part of the decision-making process. The EY Specialist Teacher would ensure that staff in school/setting have access to the latest SI Team recommendations to support them in independently planning for the child's next steps.

The Early Years Specialist Teacher Role within the Child Development Centre (CDC)

The Early Years Specialist Teacher works as part of the CDC multi-disciplinary team in delivering a holistic assessment. This includes attending a proportion of new patient clinics, contributing to the child's CDC assessment process, working closely with the CDC therapists and consultants, and liaising with agencies where appropriate. In addition, the Early Years Specialist Teacher provides a strong, consistent link between health and education, supporting practice and providing bespoke advice to support learning and development needs.

The Early Years Specialist Teachers, have access to children's CDC records to ensure information is shared and children are supported appropriately, which ultimately contributes to the assessment process, ensuring that the best outcomes for children are identified and delivered.

The aims of the Child Development Centre are (as described by NHS):

"We provide a 'one stop shop' for children under 5 who are having difficulties in more than one area of their development. We work closely with families to:

- *Assess how children are doing in different areas of development*
- *Try to find the underlying cause of any difficulties that a child is having*
- *Provide support and therapy (if needed) to help children make progress*
- *Make sure families are supported and know about other services that may be helpful"*

9. Support from Early Years and Childcare

Support from the Early Years and Childcare Service is provided to all Private, Voluntary and Independent Early Years providers (PVI sector) throughout Rotherham who are Ofsted registered. These provisions include:

- Early Years Settings (Group Providers)
- Out of School Clubs
- Childminders
- Children Centre Day Care

Support is in place to support and empower PVI settings to provide equal access to children with identified special educational needs and disability (SEND). This ensures that PVI providers are ready to take children with SEND before they start at the provision.

Early Years Inclusion Grant

The Early Years' Service manage and provide the Early Years Inclusion Grant (as detailed on the Local Offer) to support Ofsted registered PVI settings and Foundation Stage One (FS1) in schools to enhance their staffing levels above ratio as identified with the Early Years Foundation Stage Curriculum (EYFS) to meet the needs of children with identified SEND.

This grant is provided from the Early Years' Service in line with the Special Educational Needs and Disability code of practice 0-25 years, 2015, where Chapter 5 section 5.59 (which covers private and voluntary early years providers) identifies that local authorities should make sure funding reflects the need to support children with identified SEND and provide suitable support to do this.

This grant supports providers to allow children from 0-18 years old with SEND to access childcare and early education funded places and out of school childcare. It also allows families to be able to continue to work in employment where needed. In line with the Children's and Families Act 2014 (part 3) which encompasses the SEND code of practice, it supports families of children with SEND to continue to improve outcomes for children and also requires settings supporting children accessing them to have high expectations and aspirations.

Disability Access Fund

Three and four year old children who are in receipt of Disability Living Allowance (DLA) and are receiving their free 3 & 4 year early education place are eligible for the Disability Access Fund (DAF). DAF is paid as a fixed annual rate of £828 (as 2023/24) per eligible child (one grant per year) and can be used to provide specialist training or resources to benefit an individual child or all children attending the setting.

Training and professional development

The Early Years' Service provides training opportunities which are accessible to all PVI providers to promote a pre-emptive approach to meeting the needs of children with SEND, ensuring equal access for all children.

Examples of training provided by Early Years and Childcare:

Group training:

- SENCo training (to support designated role)
- Positive behaviour training
- Access to safeguarding disabled children
- Picture Exchange Communication System (PECS) awareness
- Autism awareness training
- Makaton training

Individual training relating to individual children:

- Care Plan implementation
- Individual medical training
- Moving and Handling training

Professional Development opportunities:

- Coordination of good practice visits to other provisions, e.g., special schools and good practice example provisions
- SENCo networking meetings, which are available termly
- Access to Safeguarding forum meetings

All PVI providers who are Ofsted registered are legally bound to adhere to the Early Years Foundation Stage which embeds equality of opportunity and the unique child approach to ensure that PVI provisions are accessible to all and that where possible providers will make reasonable adjustments to enable a child to access provision.

Duties placed on schools

The Equality Act 2010 requires schools to develop and publish an Accessibility Plan that outlines how they will improve the access to education for disabled pupils over time. Further information can be found in Appendix Two.

There are a number of resources available on the Rotherham Local Offer Website to support schools in making reasonable adjustments:

Social, Emotional and Mental Health needs

- [My Mind Matters: How we can help you – Rotherham Metropolitan Borough Council](#)
- Public Health England The link between pupil health and wellbeing and attainment. [The link between pupil health and wellbeing and attainment - GOV.UK \(www.gov.uk\)](#)
- DfE 'Promoting and supporting mental health and wellbeing in schools and colleges': [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](#)
- DfE Counselling in schools: [www.gov.uk/government/publications/counselling-in-schools](#)
- DfE Behaviour in schools: [www.gov.uk/government/publications/behaviour-in-schools--2](#)

Physical needs

- **Equality Act 2010 guidance** - www.gov.uk/guidance/equality-act-2010-guidance. Guidance Council for Disabled Children Provide a range of support, information, advice, and contacts.
- **Council for Disabled Children** www.councilfordisabledchildren.org.uk
- **Contact a Family** Offers information, advice and support for families caring for disabled children. www.cafamily.org.uk
- **Alliance for Inclusive Education (ALLFIE)** ALLFIE Are a national campaigning and information-sharing network led by disabled people. They campaign for all disabled learners to have the right to access and be supported in mainstream education. www.allfie.org.uk
- **Association for Spina Bifida and Hydrocephalus** www.shinecharity.org.uk
- **Brittle Bone Society** www.brittlebone.org
- **Child Brain Injury Trust** www.childbraininjurytrust.org.uk
- **Cystic Fibrosis Trust** www.cysticfibrosis.org.uk
- **Down's Syndrome Association** www.downs-syndrome.org.uk
- **Dyspraxia Foundation** www.dyspraxiafoundation.org.uk
- **Headway: The Brain Injuries Association** www.headway.org.uk
- **Muscular Dystrophy UK** www.muscular dystrophyuk.org.uk
- **The Restricted Growth Association** www.rgauk.org
- **SCOPE - Disability advice** www.scope.org.uk
- **SIBS** for brothers and sisters of disabled children & adults www.sibs.org.uk

Visual Impairment needs

- **Royal National Institute for the Blind** www.rnib.org.uk
- **Action for Blind People** Provides information and advice, as well as offering a roaming club for children of all abilities to take part in. www.actionforblindpeople.org.uk

Learning needs

- **Inclusion Development Plans** A suite of materials aimed to support teachers, teaching assistants and trainee teachers to increase their knowledge and skills in working with children and young people with a range of special educational needs. [The Dyslexia-SpLD Trust - Inclusion Development Programme](#)
- **Down's Syndrome Association** www.downs-syndrome.org.uk
- **The Dyslexia-SpLD-Trust or The Trust**, is a collaboration of voluntary and community organisations with funding from the Department for Education to provide reliable information to parents, teachers, schools, and the wider sector. It acts as the

important communication channel between government, leading dyslexia organisations, parents, schools, colleges, teachers, and the sector. www.thedyslexia-spldtrust.org.uk

Speech, Language and Communication needs

- **Now Speech and Language UK**
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiH54zPi46AAxWrhv0HHdCdAk4QFnoECA4QAQ&url=https%3A%2F%2Fspeechandlanguage.org.uk%2F&usq=AOvVaw07QI1pfHcO44CDoAlfdvle&opi=89978449>
- **The Communication Trust** is a coalition of over 50 not-for-profit organisations. Working together it supports everyone who works with children and young people in England to support their speech, language, and communication. [Platform 3: The Communication Trust - who we are \(platform3online.org.uk\)](http://platform3online.org.uk)

Autism and Social Communication needs

- The National Autistic Society www.autism.org.uk
- Autism Education Trust www.autismeducationtrust.org

Hearing Impairment needs

- **The National Deaf Children's Society** provides advice and support, as well as facilitating peer support. www.ndcs.org.uk

Medical needs

- Supporting pupils with medical conditions in school www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

10. Key documents

Children and Families Act 2014

www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Equality Act 2010

www.gov.uk/equality-act-2010-guidance

Special educational needs and disability: a guide for parents and carers: www.gov.uk/government/publications/send-guide-for-parents-and-carers

SEND Code of Practice: 0 to 25 years: www.gov.uk/government/publications/send-code-of-practice-0-to-25

11. The Rotherham context

In Rotherham we believe that every child should have the opportunity to reach their full potential and that children are best supported to grow and achieve within their own families. Taking into account significant changes in national policy, there is now a focus on collaborative working between schools and partner agencies such as health and social care through such developments as the Children and Families Act 2014 and Special Educational Needs and Disability (SEND) Code of Practice 2015.

Identifying and removing barriers to access and participation must take into account extended services, new ways of working and new approaches to curriculum delivery in and around partnerships of schools, both mainstream and special. Early identification and response to issues arising is paramount, and it is the function of this document to provide an overview of the provision that will ensure that this inclusive strategy is championed throughout our services for children and young people.

Census Statistics

In Rotherham we support:

- 19.8% - 8986 pupils with Special Educational Needs*
- Our 7 special schools have 955 pupils on roll*; all have a Special Educational Need.
- 7736 pupils (17%) with SEND are supported in mainstream settings*
- 295 pupils (0.6%) with SEND are supported in our maintained Nursery Schools and Pupil Referral units*
- November 2022- shows that 4.2 % (2838) children/young people have Education Health and Care Plans In the borough compared to the latest national average of 4.0%

Source: 2022 School Census- January Spring return

12. Access to the Curriculum

Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Considerable progress has been made to improve the accessibility of the curriculum, covering both teaching and learning, as well as Early Years, trips, and visits, after school activities and extended school activities.

Schools and educational settings (including Early Years) are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore, schools are required to have in place an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

The following is considered good practice:

- **Develop effective classroom partnerships** by adopting adaptive teaching/curriculum differentiating the learning objectives and outcomes, ensuring all staff are fully briefed and can adjust the lesson to meet the needs of individual pupils. This partnership should be underpinned by encouraging independence amongst pupils.
- **Develop a whole school approach** that raises the capability of all school staff to assist in the teaching of pupils with SEND in mainstream settings. In particular this approach should focus on ensuring school staff can provide care and support for vulnerable pupils, and know who to speak to, to find out more.
- **Make SEND a priority** by ensuring there is a member of the governing body, or a sub-committee, with specific oversight arrangements for SEN and disability. This should include regular reviews between the head teacher, SENCO, and the governing body on how resources are being allocated and the impact of this allocation.
- **Achieve Rotherham Charter status** by demonstrating clear evidence that parents, carers, children and young people are valued as equal partners in decisions that involve them and in the development of school systems and processes, and that this practice has become sustainable over time, embedding whole school commitment to the four Cornerstone principles which are: Welcome and Care, Value and Include, Communicate and Partnership, thus creating a whole school culture of trust.

Available Local Authority Support

The Local Authority will assist educational settings (to include nurseries and colleges) wherever possible, to establish the above good practice and will provide advice, support, and specialist provision to ensure all pupils can access the curriculum.

The Local Authority will also:

- Continue to adopt a holistic approach to education, health and care provision through our Education, Health, and Care Plans (EHCPs), and also through joint commissioning of services for children and young people with SEND. Ensuring plans are specific about the provision required to make the school curriculum more accessible for individual pupils with SEND.
- Make mandatory SEND Awareness training for the children and young people's workforce including a module on accessibility.
- Continue to support schools to improve access to the curriculum for children and young people with SEND through the provision of targeted, high-quality training and continuous professional development and learning (CPDL).
- Continue to develop the Rotherham SEND Resource kit. www.sendcorotherham.co.uk
- Contribute to Forge CPD Home | Forge CPD - Online CPD for Schools - Wath upon Dearne. www.forgecpd.com
- Creation of multi-agency training and CPDL which focuses on person-centred approaches to the planning and delivery of all work with a learner with SEND has high aspirational outcomes, centred around the child or young person
- Embed a graduated approach enabling all schools to meet the needs of their pupils.
- Continue to engage with children, young people, and their families to inform good practice within schools and settings. This work is supported by Rotherham's Genuine Partnerships

Communication and Interaction

The Specialist Inclusion Team promotes inclusive practice through consultancy and CPD to deliver its key priorities:

- Early Identification and Intervention
- Continuing Professional Development is offered for: individual schools, multi-academy trusts, Learning Communities, across all Rotherham schools.
- Development of multi-agency work to best meet the needs of children and their families within the Borough.
- Development of Autism friendly environments and settings. Support is offered to: head teachers, SEN Governors, SEN Coordinators/Inclusion Managers, school staff, children with significant learning difficulties and disabilities, their parents/carers. It is a partly traded service.

Access to the Curriculum

- Support pupils' understanding of the spoken word by using visual clues, gestures, illustrations, diagrams, and the written word.
- Increased adaptation of activities and materials by presentation, outcome, timing, scaffolding and additional resources.
- Modify adult language in terms of complexity, vocabulary, utterance, and speed.
- Differentiated questioning and targeted simplified level/pace/amount of teacher talk.
- Repeat instructions and modify the instruction if required.
- Teach strategies to pupils that support self-learning and self-help
- Provide resources and displays that support and promote independence.
- Identify key vocabulary of the curriculum and teach definitions and cueing sentences.
- Support the organisation of language through visual imagery.
- Provide written information in a straightforward style.
- Ensure that details of homework are given in sufficient time to allow for processing and understanding. Present a written/visual copy if possible.
- Support the development of conversational skills and other aspects of social communication.
- Alternative forms of recording routinely used.
- Use of visual, auditory, and kinaesthetic approaches.
- Small steps approaches

Expectations of the School/Setting:

- To develop a culture of inclusive and autism friendly practice.
- Seeking specialist advice within the graduated response and acting upon this.
- Offer targeted CPD to staff in developing their skills and knowledge around autism.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with autism
- Work effectively with speech and language therapists
- Deliver speech and language programmes
- Use a child's preferred method of communication e.g., signing, communication aid, PECS

Cognition and Learning

The Specialist Inclusion Team is a team of experienced specialist teachers; all of whom have previously held the SENCO role in mainstream schools; that provide specialist advice to schools and settings within and beyond Rotherham, for Early Years through to Post 16 Provisions, covering the range of Special Educational Needs. It is a partly traded service.

Access to the Curriculum

The Local Authority SIT offers the following to support access to the curriculum:

- A committed vision to the inclusion of all children within their local school.
- Provides curriculum support to Early Years settings, Primary schools, Secondary schools, and post-16 settings.
- Specialist advice and support to settings, teachers, and parents around a wide variety of learning needs and how to support access to the curriculum, e.g., dyslexia, dyscalculia, autism, Down's Syndrome, motor skills.
- Identification, programme setting, monitoring, and reviewing of pupils who require a bespoke Learning Support Programme devised by the Specialist Inclusion Teacher.
- Training and support of Teaching Assistants, Newly Qualified Teachers, Teachers, Governors, parents, and carers around special educational needs.
- Support in curriculum planning and differentiation to enable staff to develop Quality First Teaching in the classroom and a robust graduated response to need.
- Advice on suitable resources to allow children to access the curriculum.
- Teaching support for children as individuals or within a group.
- Linking schools and settings with all the professional services and voluntary agencies which may be involved in meeting a child's special educational needs.
- Support to Head Teachers, SEN Governors, SEN Coordinators/ Inclusion Managers to support the development of best inclusive practice to raise the attainment for all children.
- Support for the delivery of interventions.

- Promoting a graduated response to need in line with SEN Code of Practice and Children & Families Act.
- Facilitating Early Identification and Intervention.
- Support to the Leadership Team to address the school's priorities within its strategic planning and the provision of targeted CPD to champion these priorities.
- Support to the SENCO/Inclusion Manager to develop whole school provision and practice e.g., provision, management/establishing a graduated, approach/effective deployment of resources.
- Interrogation of pupil data to identify and address underachievement in targeted year group(s)/Key Stages, to aid effective planning, delivery, and evaluation of targeted intervention, matched to individual pupil/cohort need.
- An outreach service to support pupils with the most persistent dyslexic needs.
- Promoting a culture of independence for pupils.

Expectations of the School/Setting:

- To develop a culture of inclusive practice.
- Facilitate early identification and intervention and follow a graduated response to meeting pupil's needs as set out in the SEND Code of Practice and the Children & Families Act.
- Seeking specialist advice within the graduated response and acting upon this.
- Seeking and engaging with all the professional services and voluntary agencies which may be involved in meeting a child's special educational needs.
- Offer targeted CPD to staff in developing their skills and knowledge around SEND.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with SEND.
- Make available suitable resources to allow children to access the curriculum.
- Provide the SENCO/Inclusion Manager with time away from the classroom to develop whole school provision and practice.
- To interrogate pupil data to identify and address underachievement in targeted year group(s)/Key Stages, to aid effective planning, delivery, and evaluation of targeted intervention, matched to individual pupil/cohort need.

Hearing Impairment

Access to the curriculum

The Local Authority Hearing Impairment Team offers the following to support access to the curriculum:

- Offer advice and guidance to parents, educational settings, other professionals.
- Operate an open referral system – all children referred are offered an assessment and recommendation of support, advice, and training
- Assess, monitor, and support progress of children as identified through and supported by National Eligibility Framework and Newborn Hearing Screening.
- Provide Specialist Services to support Schools and Settings. (See Local Offer)
- Facilitate peer support for schools, settings, and families to encourage support networks.
- Provide specialist support/equipment to support learning, language development and literacy.
- Support families, settings, deaf and hearing-impaired children to maximise their learning by overcoming any potential barriers to learning.
- Run two Resource Bases to meet the needs of deaf children requiring maximum support for their learning.
- The Hearing Impairment Team 's advice and support is offered through the Peripatetic Team and the two Resource Provisions as appropriate
- Offer British Sign Language (BSL) Level 1 and 2 teaching qualifications accredited by Signature to schools, settings, and other professionals through their registered centre.
- Offer bespoke British Sign Language communication training to families.
- Offer a deaf role model for schools, settings, deaf and hearing-impaired children and young people and their families.
- Offer Family Support through family support worker.
- Offer Personal Understanding of Deafness Programme to help children understand their own hearing loss and develop good levels of self-esteem and strategies to aid communication.

Expectations of the School/Settings:

- Refer children and young people who they believe to be having difficulty hearing to the Hearing-Impaired Team.
- Work collaboratively with the Hearing-Impaired Team to maximise the success of deaf children and young people.
- Contribute to the assessment of any referred child who they suspect has a difficulty with hearing.
- Take on the training and advice offered by Hearing Impaired Team to support the needs of a child who has a hearing loss.
- Support children's attendance at appointments specific to their inclusion, including medical appointments

Visual Impairment

Access to the Curriculum

The Local Authority Visual Impairment Team offers the following to support access to the curriculum:

- Offer advice and guidance to parents, educational settings, and other professionals.
- Operate an open referral system – all children referred are offered an assessment and recommendation of support, advice, and training.
- Assess, monitor, and support progress of children as identified through and supported by the National Eligibility Framework.
- Provide specialist services to support schools and settings. (See Local Offer)
- Facilitate peer support for schools, settings, and families to encourage support networks.
- Provide specialist support/equipment to support learning and language development.
- The VI Team 's advice is offered through the Peripatetic Team.

Expectations of the School/Settings:

- Identify pupils who have been diagnosed with a visual impairment.
- Refer children and young people who they believe to have a difficulty with vision to the Visual Impairment Team.
- Work collaboratively with the Visual Impairment Team to maximise the successes of visually impaired children and young people.
- Contribute to the assessment of any referred child who they suspect has a difficulty with vision.
- Take on the training and advice offered by the Visual Impairment Team to support the needs of a child who has vision loss.
- Support children's attendance at appointments specific to their inclusion, including medical appointments

Social Emotional & Mental Health

Access to the Curriculum

Primary and Secondary Outreach Teams are able to offer.

- Bespoke 1:1 support on school site for individual pupils through single point referral
- Pupil Support Plan, EHCP advice and support
- Access to Outreach Teams continued professional development (CPD) sessions focusing on trauma informed, attachment and therapeutic offers
- Inclusion Worker support within school/academy to model strategies to a key worker
- Transition Support
- Half termly monitoring meetings to raise early support cases for advice

- Exclusion training and advice
- Behaviour policy advice
- Offer of family support sessions
- Graduated Approach support
- SEMH Governor training on SEMH, Suspensions and Exclusions
- Liaison with key external agencies
- By agreement, outreach team may offer support for out of area vulnerable pupils to transition to a mainstream setting

Expectations of the School/Settings:

- Identify pupils who are experiencing a social, emotional, or mental health difficulty that is impacting upon their ability to access learning.
- To develop a culture of inclusive practice that takes into account the diverse needs of children with social, emotional, and mental health needs.
- Seeking specialist advice within the graduated response and acting upon this.
- Offer targeted CPD to staff in developing their skills and knowledge around social, emotional, and mental health needs.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with social, emotional, and mental health needs

13. Access to Environment

Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.

Since September 2012 there has also been a requirement for educational settings to provide auxiliary aids for disabled pupils subject to the Reasonable Adjustment Duty.

Support services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

This advice and guidance include but is not limited to the following topics:

- Uses of physical space and how to reduce distractions.
- Identification of existing barriers to accessing physical space and recommendations on how these can be overcome for individuals or pupil cohorts
- Opportunities to present information visually.
- Providing organisational strategies to complete activities.
- Using visual structures to help with organisation, increase clarity and provide instruction.

The following sections represent a summary of available LA support for each category of environmental access, and what is expected of the school.

The Specialist Inclusion Team can offer advice around:

- Supporting transition arrangements for children as they move between different phases of education.
- Carrying out specialist assessments and monitoring children's progress. Provide on-going advice on how to meet the needs of individual children.
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school

Communication and Interaction

Sensory sensitivities are part of the experience of many children and young people on the autism spectrum. Staff should be aware of the sensory needs of children, with use of a pen portrait or passport to collect information.

Expectations of schools:

These are set out in the graduated response guidance available from the Specialist Inclusion Team and on Rotherham's Local Offer.

The Autism Communication Team booklet: **Basic strategies to support children with Autism and other social communication difficulties** is available to all school settings.

Other factors to consider include:

- Fluorescent lights are regularly checked and changed if necessary to reduce buzzing noises.
- The impact of wall displays is considered, as busy and cluttered wall displays can be distracting.
- Provide designated areas for specific activities to give clarity to the classroom organisation.
- Pupils have the opportunity to work at a workstation to focus their attention, if necessary.
- Televisions, videos, audio systems, lights and computers are switched off when not in use to avoid a mains electricity 'hum.'
- Staff to be aware that the acoustics of the gym, dining hall and hall may echo and be distressing for some pupils.
- There are agreed strategies in place when noise becomes too much for individual pupils. The provision of a quiet room/space which is available provides a calm place for pupils to relax.
- Staff are aware that smells may be distressing for some pupils.
- Alternative toileting arrangements are allowed, e.g., possible use of staff or disabled toilets.
- Willingness of the school to adapt the school uniform, e.g., wear a sweatshirt, a necktie loosely or one that pins on)
- Alternative arrangements are made for pupils who find writing to be physically painful or difficult.
- There is a designated place and a clear system/routine for pupils to follow if they feel they need to withdraw due to sensory overload to 'chill out.'

- Pupils are allowed to enter the dinner hall before or after peers to avoid queuing and crowds.
- A system of support is available for pupils experiencing sensory overload.

Cognition and Learning

The Local Authority SIT offers the following:

- Recommendations on physical adjustments to the classroom and wider school environment including appropriate seating, lighting, furniture and displays.
- Advice on providing quiet places or those with low stimulation to support particular pupil's needs
- Recommendations of resources to meet pupils' needs such as adapted writing equipment, reading materials, mathematical equipment, scissors, use of information technology, including appropriate hard/software and apps.
- Recommendations around access to Physical Education in terms of apparatus or organisation of equipment.
- Advice to staff around their adaption of their spoken delivery of lessons to meet the needs of pupils with processing, language, or sensory needs, including volume, speed of delivery and complexity of language used.
- Recommendations around the use of visual prompts and visual timetables to support pupil's understanding and building independence skills.

Expectations of schools/setting:

- When addressing communication needs, avoiding asking pupils to read in public unless they are comfortable to do so; instead, find an area of strength for them to demonstrate publicly.
- Use a multi-sensory approach during lessons to maximise learning channels.
- Carefully considering presentation of work sheets e.g., reducing the amount/ enlarging the text, use of coloured text to emphasise key information.
- Providing pupils with photocopies of key text to allow for highlighting.
- Regularly placing the child in a group where they can contribute knowledge.
- Ensuring the work/materials suit the child's mental age, as well as reading age. Learning Support Assistants may also be required.
- Ensuring adequate reinforcement/consolidation of reading and writing skills to the level of automaticity.
- Use of colour and visual clues to support reinforcement.
- Helping the pupil organise themselves by developing visual timetables, prompts and structures to support their memory and routines.
- Use alternative methods for recording content, e.g., Dictaphone, scribe, drawings, and jottings; including methods that support revision.
- Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness, or quantity, ensuring the pupil is able to understand the feedback

Sensory and Physical

The Occupational Therapy Team offer advice and support to ensure children with physical needs are able to take part in everyday activities and be as independent as possible. Children can be referred for Occupational Therapy by health visitors, school nurses, learning support services, mental health practitioners, social workers, GPs, hospital colleagues (including paediatricians and other therapists), or from the Special Educational Needs Coordinator (SENCo) at the child's school.

The Occupational Therapy Team will tailor support to meet each child's needs. This may include:

- Individual advice or a suggested programme of activities for home / school e.g., to help a child learn to dress themselves
- Assessment for specialist equipment e.g., seating, hoists, writing equipment
- Advice on how best to position and handle a child
- Advice on how to adapt the children's environment at home and at school to support their care and independence e.g., using the bathroom, joining in lessons.

Expectations of schools/setting:

- To ensure that moving and handling tasks are identified, assessed and risk reduction control measures are implemented.
- To ensure that individual pupil specific risk assessments and handling plans are completed, reviewed annually, and updated when circumstances around the needs of the child/young person change or become unclear for any reason.
- To ensure that parents/carers are made aware that a risk assessment will be carried out and a handling plan devised and implemented.
- To ensure that all staff/personnel involved in the child or young person's moving and handling are adequately trained and given all relevant information.
- Identify and allocate resources (staff, equipment and access strategies and adaptations) to comply with control measures to reduce moving and handling risks as far as is reasonably practicable.

The Specialist Inclusion Team are available to offer advice around:

- Assess, monitor, and support progress of children identified as having high needs.
- Provide advice and guidance for schools and parents
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school.
- Facilitate peer support for schools and parents to encourage support networks between schools, parents, and voluntary agencies.
- Facilitate multi-agency work including health and social care professionals, early intervention teams, sensory specialists, and school staff.
- Provide specialist equipment to support learning

The Children's Equipment Panel (CEP) meets monthly to determine whether Specialist Equipment Requests (SER) are required.

The purpose of the CEP is to take funding decisions for individual children/young people and applications for funding for equipment, where funding is not already agreed through standard contracting and commissioning, on behalf of Rotherham Integrated Commissioning Board.

The Children's Equipment Panel are able to provide equipment for individual children, for example:

- Mobility Aids
- Postural Support Aids
- Communication Aids

Expectations of schools:

- Ensure that all pupil coat pegs, drawers and furniture are at appropriate heights.
- Sinks, taps, and play equipment to be at a suitable height and suitable for pupils with poor motor skills.
- Playground markings to promote appropriate motor planning games and route planning.
- Ensure access to specially adapted cutlery, writing/ drawing implements, tools/ toys.
- Handrails to be placed adjacent to steps.
- Adjustable height furniture in science and technology rooms.
- Alternative means of access determined to avoid difficult steps.
- Doorways to be wheelchair accessible.
- Fire doors to be suitable and accessible for physically impaired pupils.
- Liaise with health authority staff when considering the height of any toilet aids and equipment that may be required.
- Ensure that any adaptations to toilet areas allow space for a changing bench and suitable storage areas.
- All uneven surfaces on the premises to be monitored and repaired.
- Any obstacles, steps or uneven surfaces that cannot be removed to be clearly marked.
- The tread and riser of steps to be clearly marked with a contrasting colour.

The Hearing Impairment Team have an Educational Audiologist and co-work with the Rotherham Audiology services and Nottingham Cochlear Implant Team, as well as ensuring close liaison with Rotherham ENT and other neighbouring Audiology and ENT services.

- The HI Team can support schools and settings to improve the acoustic environment to maximise access to speech.
- Training and acoustics assessment is offered to schools and settings, particularly on transition.
- Deaf children and young people are assessed for their equipment needs to access the curriculum.
- This could involve the loan of a radio aid or sound field system where appropriate with training and maintenance support.
- There are two schools set up with Local Authority run Resource Provisions for Deaf and Hearing-Impaired Children and Young People in Rotherham:
- Bramley Grange Primary (Resource Base with 11 places)
- Wickersley Sports School and College (Resource Base with 11 places)
- These two schools are resourced to meet the needs of deaf children with the highest needs related to their deafness.

Expectations of Schools:

- To understand the social and emotional needs of deaf and hearing-impaired children and the effect this can have on their personal and educational development.
- Appropriate use of soft furnishings, such as curtains, blinds and drapes and other noise reducing strategies to reduce sound reverberation.
- To provide an acoustically favourable environment for members of Hearing Impairment Team to carry out effective and specialist assessments.
- A quiet learning environment and adjustments as advised by the Hearing Impairment Team.
- Staff will support deaf and Hearing-Impaired pupils to wear radio aids and ensure they wear them themselves.
- Deaf and Hearing-Impaired pupils will sit in the best position to be able to see and hear the teacher and their peers as advised by the Hearing-Impaired Team to maximise access to auditory information as well as lip clues and facial expression
- All new builds and Schools and Educational Settings are required to follow the Design of Schools: performance standards February 2015 DfE Building Bulletin 93.

The Visual Impairment Team have a Habilitation Specialist who is trained and able to:

- Undertake an audit of the classroom and school environment regarding the needs of visually impaired pupils within the school. Recommendations will have regard to lighting and shade, colour and contrast, entrances, doorways and doors, floors, flooring and changes in surface, obstacles and clutter, signage, displays, furniture, fixtures and fittings, toilets and personal hygiene areas and outdoor areas.
- Assess the habilitation (mobility and independence) needs of individual Visually Impaired pupils.
- Devise and deliver programmes of habilitation training.

- Deliver any outdoor route familiarisation.
- Deliver cane skills training.

Expectations of Schools:

- Schools are aware of pupils with a visual impairment and their individual needs.
- To understand the social and emotional needs of visually impaired children and the effect this can have on their personal and educational development.
- Lighting is consistent throughout school, including corridors and entrances.
- Doors are kept fully open or shut, not ajar.
- Corridors are clear of clutter.
- Steps are appropriately marked with tactile paving and internal high marking
- Equipment is stored consistently in the same location.
- Advice and recommendations from the Visual Impairment Team or Low Vision Clinic is followed.
- Advice and recommendations from within school, i.e., SENCO, or from outside agencies is followed.

14. Educational Psychology Service

The Educational Psychology Service (EPS) uses applied psychology and creative problem-solving approaches to enhance the lives, learning and emotional wellbeing of children and young people between the ages of 0 and 25 in accordance with Health Care Professional Council (HCPC) guidance and regulation and the 2015 SEND Code of Practice.

Referrals to the EPS are made by schools and settings that trade with the service. There is also a 'core offer' to schools which includes Statutory work, support and advice following any critical incident, and a link EP for signposting and information.

The Educational Psychology Service is committed to encouraging and supporting schools, colleges, settings, and services to welcome and care, value and include, communicate, and work in partnership with parents, carers, children, and young people, recognising trust to be the essential factor in all their relationships. These are the core principles of the Rotherham Charter.

For more information visit Rotherham EPS Website: www.rotherham.gov.uk/eps/

15. Early Help – Support, prevention and early intervention for children and families

Our Early Help Team provides intense, focused support when problems first emerge. The right Early Help services at the right time can reduce or prevent specific problems from getting worse

All families go through trying times at some point. Early Help staff will work with you at these times so that small problems don't get bigger. We work with children, young people, and families to offer support and advice when it's most needed.

We can work with you in your local area at one of our centres or even in your home. We can help you:

- If you are worried about a child's health, development, or behaviour
- If you are a child carer or young person looking to find training or further education
- If you are a child carer or young person looking for advice on employment or benefits

Maybe your child or your family is, or has been, affected by domestic abuse, drugs, alcohol, or crime. Or maybe you've had a bereavement which has made things harder.

We can provide help in a child's early years. We also support children who are missing from school or home and give support when children or young people are involved in risky behaviour: www.rotherham.gov.uk/earlyhelp

16. Admissions

Available local authority support:

- The LA will ensure all admission arrangements comply with the DfE School Admissions Code.
- The LA will coordinate applications for places at infant, junior, primary, and secondary schools as part of the normal admissions rounds.
- Provide clear information to both schools and parents/carers in relation to admissions and pupils with SEND.

Expectations of Schools:

- The governing body/academy trust to ensure compliance with statutory admissions arrangements including the school admissions code and locally agreed policies and procedures, including determining admission policies and consideration of parental applications.
- To admit every child who is allocated a place, and make suitable arrangements for that child, regardless of that child's needs or support requirements.

17. Transport

Available local authority support:

- The LA will provide home to school transport to children who are entitled to it under the law and council policy.
- The LA will work with schools and parents/carers when conducting assessments and will inform them of the outcomes.
- Personal Budgets are being developed and Transport is an area where access to a Personal Budget may be more flexible for the young person/family. This can be requested from the LA. The request would then be considered.

Expectations of schools:

- To support the LA and parents/carers in the management of pupil behaviour whilst that pupil is on home to school transport.
- To support young people and Parents to feel confident about travelling as independently as possible and developing appropriate skills in this area.

18. Access to Information

As part of the Annual School Census return, Rotherham Council collects information about the numbers of children and young people with special educational needs and /or disabilities (SEND) which is broken down by different types of specific needs. This data is used, along with data held by the statutory Education Health and Care Assessment Team to study trends over time whilst monitoring the effectiveness of initiatives and interventions for these children and young people in providing them with the support they need.

19. Evaluation and Review

This Strategy covers the period 2023-2026 and will be regularly reviewed by the contributors and revised/updated as required within this time period.

As the Local Authority are currently strategically developing the area of SEND, the first review of this strategy will take place in August 2024.

The overall responsibility for this evaluation and review will rest with the Accessibility Strategy Focus Group.

Schools and Academies are required to provide information on their websites regarding their Accessibility Plans and their implementation of the Equality Act 2010.

As part of SEND area inspections, Ofsted and CQC inspectors may discuss with Schools and Academies how they are meeting statutory requirements and evaluate and report on the impact of the school's actions. This may include a school's Accessibility Plan as part of the evidence.

Rotherham Council and local partners in health, social care, education, private or voluntary providers, parents, carers, and young people have co-produced a new online resource containing all of the provision and support services available in Rotherham to children and young people with SEND, their parents and carers, and practitioners and professionals.

The Strategy will be published on the Local Offer

Our Local Offer can be found at: www.Rotherhamsendlocaloffer.org.uk

20. Appendix One:

Local Authority Action Plan 2023-2026



Action Plan.

06.04.2023. Accessibil

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our vision statement and will be delivered alongside the Strategy for Children and Young People with SEND.

1. Increase the extent to which disabled pupils can participate in the curriculum This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum.
2. Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education This covers improvements to the physical environment of the school and physical aids to access education e.g., enhanced fire alarms systems for pupils with sensory impairment, disabled and allocated parking spaces
3. Improve the delivery of information to disabled pupils and their parents/carers through the Local Offer and schools This could include paper copies, timetables, textbooks, information about the school and school events. This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools.

21. Appendix 2: School Accessibility Plan

This section provides an overview of the statutory duty of schools to develop and publish an Accessibility Plan that outlines how the school will improve access to education for disabled pupils over time.

The school's Governing Body holds responsibility for publishing the Accessibility Plan, and as part of a regular review process, schools will need to have regard to the need of providing adequate resources for implementing this plan and reviewing this plan.

An Accessibility Plan will be deemed satisfactory when:

- It is published on the school's website.
- It covers the following three strands of increasing access over time:
- Increased access to the curriculum for disabled pupils.
- Improvements to the physical environment to increase access to education and associated services at the school; and
- Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

In addition, an Accessibility Plan should be:

- Adequately resourced.
- Implemented.
- Reviewed regularly.
- Revised as necessary (e.g., when accommodation improvements or repair and maintenance work are being planned).
- Revised, if necessary, during a three-year period and ensure information is reported to parents/ carers annually
- A free-standing document or part of the school development plan
- Published in the context of the Equality Act 2010, which can be interpreted as making the school's Accessibility Plan widely and easily available.

Regarding the final point, it is suggested that the school's Accessibility Plan is published on the school website, and hard copies can be provided upon request. The school should be prepared to make available versions of the plan in other, accessible formats to meet the needs of those requesting it, i.e., parents with English as an additional language.

22. Appendix Three: Supporting Schools and Parents

This section provides an overview of how the local authority and others can support schools and parents in ensuring that all children and young people can access education equally in Rotherham.

The Rotherham Local Offer

Rotherham Council and local partners in health, social care, education, private or voluntary providers, parents, carers, and young people have coproduced a new online resource containing all of the provision and support services available in Rotherham to children and young people with SEND, their parents and carers, and practitioners and professionals. Our Local Offer can be found at: www.Rotherhamsendlocaloffer.org.uk

Assessing Individual Need

Adaptations required for individual pupils are established by specialist teachers and other professionals, including health and social care workers if a child has a One Plan or an Education, Health, and Care Plan of Special Educational Needs.

Rotherham Council has access to a range of specialist advice and support, available to schools and parents. The SEND Information, Advice and Support Service can help provide impartial and confidential support over the telephone, or in person, via telephone on 01709 823627 www.rotherhamsendiass.org.uk

Available support

There are a wide range of local advice and guidance services available to schools and parents. For more information, please visit the Local Offer website at: www.Rotherhamsendlocaloffer.org.uk

Rotherham Parents Forum Limited

The forum is led by Rotherham parents, working in partnership with RMBC, Rotherham Integrated Care Board (ICB) and supported by Contact a Family. Our main aim is to ensure the needs of all children and young people (aged 0-25) who are disabled or have additional needs in Rotherham are met. Our vision is that all children, young people, and their families living with disabilities/additional needs in our town enjoy the same opportunities, hopes and aspirations as other families in Education, Health, Social Care, and leisure. www.rpcf.co.uk