



Access and Inclusion Service Accessibility Strategy

2019-21

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh

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Introduction

Rhondda Cynon Taf and its schools have a duty to prepare accessibility strategies and plans and plan to increase the accessibility of their schools.

In order to fulfil the duties of schedule 10 of the Equality act 2010, Rhondda Cynon Taf need to plan to increase the accessibility of our schools.

Rhondda Cynon Taf's strategy and plan will focus on :

- Enabling access to the curriculum
- Enabling access to the physical environment
- Enabling access to information
- Monitoring, review and evaluation arrangements

Vision

Working together with parents, carers and schools Rhondda Cynon Taf will have the highest aspirations for all children and young people aged 0-25 attending a school or educational setting.

In order to support young people to achieve the best learning outcomes we endeavour to remove any barriers to learning that may hinder or exclude a young person from meeting their full potential.

The Local authority in partnership with schools will implement this strategy to ensure that Children with a disability enjoy a fully inclusive school experience.

This strategy covers the period April 2019/22.

The Access and inclusion service will seek to work effectively with schools to improve outcomes for young people by assisting the council to meet the four objectives below.

- Enabling access to the curriculum
- Enabling access to the physical environment
- Enabling access to information
- Robust monitoring, reviewing and evaluation arrangements

Rhondda Cynon Taf Context

In striving for all young people in Rhondda Cynon Taf to meet their full academic potential Rhondda Cynon Taf provide support and guidance to schools in meeting the ALN/disabilities of its young people. This support and guidance is available from the Learning support service, Educational Psychology service and Behaviour support service.

In addition to services provided directly to schools, Rhondda Cynon Taf has developed a range of specialist provision. Our strategy is to support the majority of young people in their local mainstream schools; however we recognise that some young people require more specialist provision and therefore a key part of our strategy is to develop and keep under review a range of specialist provision. This includes;

Mainstream schools with Learning Support Classes for :

- Autistic Spectrum Disorders
- Complex Learning difficulties
- Hearing Impairment
- Social, emotional and Behavioural Difficulties
- Pupil Referral units
- Special schools
- Early years assessment and intervention

Enabling access to the curriculum

The Local authority will :

Provide access to support and advice for ALNCo's through training and advisory teachers.

Provide access to support and advice for schools to enable them to build capacity to support young people with ALN/disabilities.

Promote person-centred practice in schools.

Include accessibility issues when developing the school profile.

Provide advice, support and consultation around the graduated response via the Learning Support Team and Educational Psychology service.

Provide technological support to enable access to the curriculum where the cost is greater than £500.

Schools will :

Provide a broad balanced curriculum for all pupils, ensuring that it is appropriately differentiated to enable young people with disabilities to access it.

Identify young people who face barriers to learning.

Complete and review a provision map for all young people with ALN, and review this regularly.

Ensure that staff are aware of the needs of young people with ALN/disabilities by means of a one page profile.

Provide technological support to enable access to the curriculum where the cost is less than £500.

Plan in advance how young people with ALN/disabilities will have equal access to school trips.

Enabling access to the physical environment

The Local authority will :

Provide a self audit tool kit for schools to use.

Collate accessibility audits for schools.

Support schools through access to advice on the graduated response to need.

Signpost schools to the appropriate training to enable them to be inclusive in their practice.

Provide specialist provision for young people whose complexity of need is unable to be met in mainstream provision.

Assess the suitability of all schools buildings as part of ongoing work.

Consider improvements to physical accessibility when refurbishment of school buildings is being undertaken through the Capital Programme and 21st Century Schools Programme.

Provide direct advice and consultation to schools in relation to planning for improvements to the physical environment.

Schools will :

Carry out the Self audit tool kit and share with Rhondda Cynon Taf.

Ensure that reasonable adjustments are made so that young people with ALN/disabilities are able to access the curriculum and wider school site.

Ensure guidance on the graduated response is followed, with respects to adaptations to the environment and learning resources.

Ensure training is made available to governors and school staff to raise awareness of responsibilities.

Enabling access to information

The Local authority will :

Adhere to and make available the 'See it right clear' print guidelines.

Provide advice to schools around providing information in different to young people with sensory needs.

Via the Access and Inclusion Service dedicated section on the RCT webpage RCT aims to provide the service users with the appropriate information in a suitable format. The webpage has a basic format design which consists of black type on a white background, this follows the same format of the generic RCTCBC webpage. Some of the information has been devised into user friendly documents which cover the main points.

The service will develop a section of the webpage focusing specifically on 'children and Young People' it will have a number of easy read style documents, accessible and appropriate to children and young people.

Schools will :

Request support and advice from the Learning Support Service Sensory team around alternative formats to meet the ALN of sensory learners.

Using a one page profile to ensure staff are aware of the needs of young people in order to provide information in the correct format.

Review and audit information provision in school to ensure that it is accessible to all.

Monitoring, review and evaluation

This strategy will be monitored by the Education directorate and reviewed annually to check on progress with achieving agreed actions and planned developments.

Monitoring the progress of the accessibility strategy will be undertaken by ;

- Accessibility strategic group meeting termly.
- Reviewing provision pathways for all pupils by schools.
- Through the Learner Support service measuring the impact of pupil intervention.
- Taking up of training to increase awareness of inclusive practices.
- School audits on their ALN budgets.
- Implement 21st Century Schools proposals – audit used to inform further decision making for prioritisation of building works in the Capital Programme.
- School's completed self-audits, signed off by the governors.
- Records from school council meetings/consultation.
- Monitoring of the website – young people's views/comments.
- Challenge advisors will request current accessibility plans form schools.

Appendix :

'See it right'. Clear print

<http://inform/en/supportservices/humanresources/policies/seeitrightclearprintguidelines.pdf>

Equality act 2010 - advice to schools 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Planning to increase access to schools for disabled pupils

<https://gov.wales/sites/default/files/publications/2018-04/planning-to-increase-access-to-schools-for-disabled-pupils.pdf>

Accessibility Audit Tool for school and pre-school settings – Rhondda Cynon Taf