

**West Sussex County
Council
Education, Care and Well
Being**

Accessibility Strategy

**Period covered by the
strategy: September
2016 - 2019**

Introduction

Legislative Background:

The Equality Act 2010 replaced existing equality legislation including the Disability Discrimination Act and others. Its function has been to simplify the law and bring together the duties and requirements within one piece of legislation. The effect of the Equality Act is to extend protection to groups of people who were previously covered by separate laws and to incorporate the provisions included within previous equality legislation.

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 schools and academies (including Free Schools) 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;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Requirements for local authorities to put in place an accessibility strategy are specified in Schedule 10 of the Act: Accessibility for disabled pupils.

1 An accessibility strategy is a strategy for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the schools' curriculums;

(b) improving 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;

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2)(c) 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 West Sussex County Council will increase access to education for disabled pupils, in the schools and settings for which it is responsible. We will work with schools to ensure that the curriculum meets accessibility requirements set out within both Education and Equalities legislation.

Legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people (Equality Act 2010):

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.

They **must not** discriminate for a reason arising in consequence of a child or young person's disability.

They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires 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.

Public bodies, including further education institutions local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

All providers **must** make reasonable adjustments to procedures, criteria and practices and provide auxiliary aids and services.

Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

(Special Educational Needs and Disability (SEND) Code of Practice 2014 pages 16,17)

The Children and Families Act 2014 and the SEND Code of Practice 2014:

The new legislation and supporting SEND Code of Practice 1st September 2014 have a vital role in helping to achieve this ambition.

The Children and Families Act 2014 aims to fundamentally change the relationship between professionals and children and young people with SEN and their families.

The Act maintains the current protections in the system. It does not change the definition of SEN but places the views of children, young people and parents at the heart of the system

and joins-up education, health and care services to help them achieve the best possible outcomes, including the skills for work and living independently.

Principles of the SEND Code of Practice 2014:

- *participation of children, their parents and young people in decision- making;*
- *early identification of children and young people’s needs and early intervention to support them;*
- *greater choice and control for young people and parents over support;*
- *collaboration between education, health and social care services to provide support;*
- *high quality provision to meet the needs of children and young people with SEN;*
- *a focus on inclusive practice and removing barriers to learning;*
- *successful preparation for adulthood, including independent living and employment.*

1. The purpose and direction of West Sussex Local Authority’s SEN and Disability strategy: Vision and Principles:

Vision

West Sussex County Council believes that children and young people with special educational needs and disabilities, in common with all children, should have access to education, experiences and opportunities which encourage and enable them to achieve the best life outcomes. The County Council wants young people to:

- be well prepared for starting school,
- learn a range of skills (both in breadth and depth),
- participate in their local community,
- be employed,
- stay healthy and live independently.

To help them to achieve the above the County Council will work in partnership with parents, early years settings, schools, colleges, children and young people, other agencies and employers to make this vision a reality through personalized approaches adapted to needs to achieve positive outcomes in local communities. The full WSCC SEND strategy can be found [here](#).

Principles

The County Council will make its vision for children with SEN and Disabilities a reality primarily through the legislative framework of the Children and Families Act (Part 3) 2014. There are a number of West Sussex principles which underpin the strategy:

- early intervention is key to sustainable, successful outcomes; all children and young people with SEND from 0 - 25 should be able to access appropriate services in a timely manner.
- access to high quality educational opportunities in the local community at pre-school, school and further education phases for all children and young people with SEND provides the opportunity for them to become confident learners; capable of achieving the life outcomes to which they and their families aspire;
- successful outcomes for children and young people with SEND and their families are more likely to be achieved when organisations and professionals work effectively together across education, health and social care.
- access to high quality assessment helps families with children who have SEND to make informed choices and decisions about how best their child's needs may be met and young people make choices about their options as they prepare for adulthood.
- the views and aspirations of parents/carers and children and young people with SEN and disabilities are essential in providing and maintaining effective, personalised approaches to achieving positive outcomes.

Learning is at the heart of delivering that vision and improving the attainment of all children is a key priority for West Sussex. The County Council acknowledges that the attainment of pupils, including those with Special Educational Needs and/or Disabilities needs to be improved. For this reason, raising attainment is a key priority for West Sussex.

Making learning accessible to all our children in ways that will promote the best outcomes for them is the guiding principle underpinning this strategy.

We want the very best for West Sussex children and young people, starting with early years through to their transition into adulthood. Together with our partner agencies we are working towards achieving this common aim.

There are many challenges for schools and the local authority, to ensure that we can deliver the very best education for all children. We need to respond to the changes ahead and to make efficient and cost-effective use of investment opportunities in the context of challenging economic circumstances and in a changing and increasingly more diverse school system of maintained schools and non-maintained academies and free schools.

West Sussex has identified specific outcomes for Special Educational Needs and Disabilities:

- That there is a wide range of provision in place at universal level to help build resilience for families whose children have SEN&D.
- That young people with SEN&D and their parents/carers have access to impartial information advice, support and advocacy services on line, and at community level from their peers, local interest and support groups and professionals;
- That children and young people with SEN&D and their families, Headteachers/Principals of early years' settings, schools, post-16 colleges and other organisations working with families across the county are aware of the services available to support SEN&D and how such services are accessed;
- That children/young people with SEN&D and their families are in receipt of timely, personalised services to meet their needs.

Important to note Disabled children and young people and Special Educational Needs:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (SEND Code of Practice 2014 page 16.).

2. Capacity building in mainstream schools:

2.1 At a strategic level, accessibility is a core principle of the County Council which permeates its work. In respect of the Local Authority’s duty to provide an Accessibility Strategy and to meet the Public Sector Equality Duty (PSED) it is the County Council’s key priority to raise attainment of pupils across West Sussex.

The Support and Intervention and the Special Educational Needs and Inclusion Service work closely together within the Education and Skills Directorate, both strategically and operationally in order that support for equalities, including SEN and Disabilities is central to the work of the services with strong commitment to Equality and Achievement.

Priorities for Education and Skills Teams within the LA:

- Remove barriers to learning
- Improve access by making reasonable adjustments
- Adopt inclusive teaching strategies and improve classroom organisation and practice.

- Promote dyslexia friendly, autistic aware and communication friendly approaches to learning.

Work will also be done during 2015 to improve schools' and colleges' capacity to close the attainment gap by looking at best practice in leadership and management of SEN and best practice in teaching and learning for children and young people with SEND.

2.2 Information from pupil and student data:

2015 Data extracted from DFE School Census - January 2015

Group	All Pupils	SEN Support /Sch Action Plus	% SEN Support /Sch Action Plus	Statements / Education Health Care Plans	% Statements/ Education Health Care Plans
WSX All	108446	13512	12.5%	3082	2.8%
No Group	584	172	29.5%	16	2.7%
AREA A	22852	2725	11.9%	634	2.8%
AREA B	33750	4323	12.8%	1055	3.1%
AREA C	51260	6292	12.3%	1377	2.7%
AREA C1	17846	2421	13.6%	646	3.6%
AREA C2	19800	2270	11.5%	535	2.7%
AREA C3	13614	1601	11.8%	196	1.4%

3. Increasing accessibility in Schools and Colleges in West Sussex:

3.1 West Sussex is moving to a complete two tier structure for its schools, whereas currently in some localities and in the past there has been a three-tier (First, middle and secondary) structure. There are opportunities currently within the new house building programme to create new schools where specialist provision can also be included in the specification.

Schools and settings themselves, through their governing bodies and Academy trusts, are responsible for ensuring the delivery of learning is fully accessible and therefore a key strand of this strategy is to ensure good advice is available to schools to assist them with this.

Updated guidance will be issued to schools regarding the need for them to have Accessibility Plans in place and to highlight good practice. This will be kept under review and updated as necessary.

The current education policy (Department for Education), with the opportunity for organisations and Academy Trusts to open new schools may also in the future enable further access to learning for children with more complex SEND.

The new SEND Code of Practice encompassing 0-25 means much closer working with West Sussex Further Education Colleges, other post 16 providers, Adult Services and between Social Care, Health and Education.

It has meant that Adults' Services have created a Transition Team working closely with the post 16 SEND Teams. This is resulting in planning opportunities for young adults with more complex SEND to experience independent living but also to have access to educational and training opportunities.

3.2 Special schools in West Sussex:

It is the county's policy to integrate students with disabilities in mainstream settings where this is appropriate for their learning. However, some young people have needs that are so significant and complex that they require specialist facilities and resources. (See Section 5.)

3.3 SEND Hub Networks:

In the last two years there has been a significant development of SEND Hub Networks initially led by Special Schools but now also led by mainstream schools with or without Special Support Centres.

Aims of SEND Hub Networks:

- To provide a mechanism for settings to share expertise and access support for 0 – 25 year olds with Special Educational Needs and Disabilities (SEND);
- To enable the majority of children and young people with SEND to be educated in their local community;
- To support community cohesion and stronger inclusive communities;
- To improve outcomes for children and young people with SEND by working in partnership with WSCC, parent carers, children & young people and other stakeholders.

3.4 Considerable work was done with schools and colleges in the lead up to the new SEND Code of Practice 2014 as well as after its implementation in order to support them in improving practice in personalised learning, working with partner agencies including Social Care, Health and Voluntary Services. It is envisioned that this work will continue intensively for a further three years.

One of the key principles in the new SEN Code of Practice is about working cooperatively with parents, carers, children and young people. In particular working in co-production with parents and carers in order to develop County SEND policies and practice and for schools to work in co-production with parents and carers to produce their own SEN Information Regulations (policies), accessibility strategies and action plans.

An essential element of capacity building is the work promoting person-centred planning and transition, through a programme of training and development.

3.5 West Sussex is a large county with rural areas, urban areas and pockets of deprivation, particularly in Crawley and along the south coast strip. The LA seeks to prioritise capacity-building and to develop our schools and settings and the workforce to promote the most effective inclusive learning and accessible curricula.

Training, advice and guidance re the new SEND Code of Practice 2014:

This was achieved through a series of events across the County which were multi agency across Education, Health and Social Care building a greater understanding to assist schools in supporting access for pupils wherever they live within the county.

Developing capacity in mainstream schools has continued to be delivered in 2015 through:

- Training programmes;
- SENCo and Teacher in Charge of SSC Conferences
- The National SENCO Award (locally delivered by Chichester University);

Information, advice and guidance including resources and materials is available through the:

- Local Offer
- SEND Hub Networks

4. Service Delivery:

4.1 Grants and capital funding:

Within the previous Accessibility Strategy, West Sussex adopted a proactive approach to improving accessibility in its schools with a programme of accessibility improvements in key schools geographically. Due to funding reductions, adaptations to improve accessibility are now considered on a school by school basis and where required to meet the needs of current and expected pupils.

The works often have a wider benefit throughout the school community and this programme has made a significant impact and improved accessibility in a large number of schools across the county with a total investment of some £1.6m from 2010 to 2015.

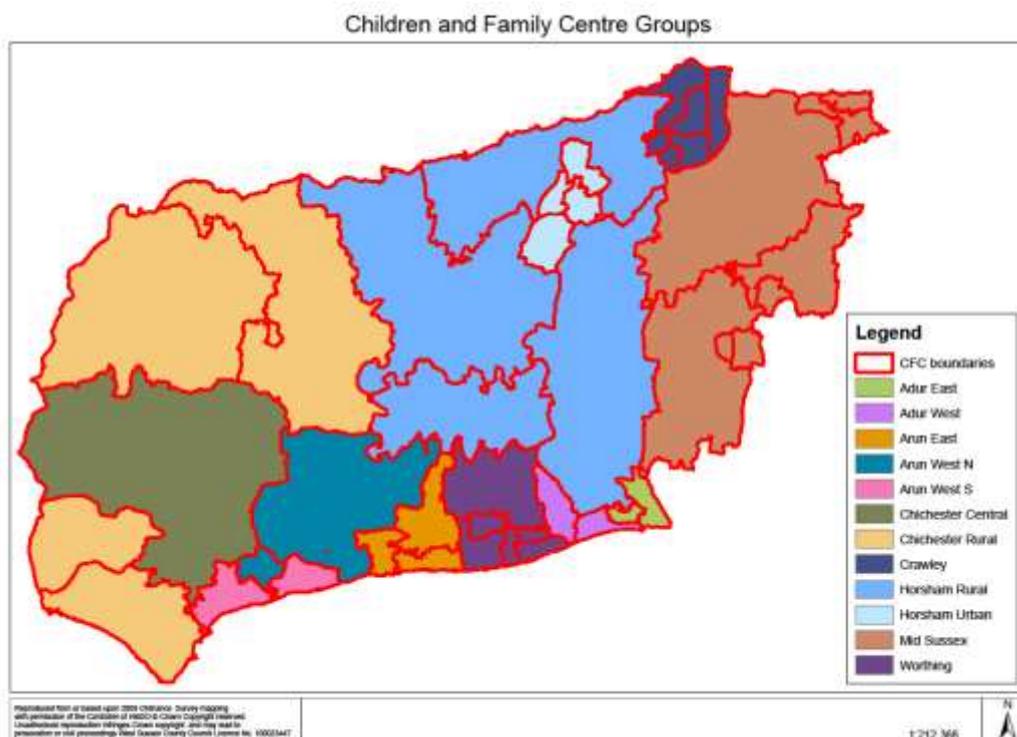
The accessibility projects have been of various size and complexity, ranging from as little as £5,000 up to £150,000. Works costing less than £2,000 are expected to be undertaken by the school and where works are in excess of £2,000 it is expected that a school contribution would be sought. Some 50 schools have been supported including both primary and secondary schools. Accessibility works to voluntary aided schools are funded from the Local Authority Coordinated Voluntary Aided Programme (LACVAP) budget that WSCC co-ordinates with both diocesan bodies and works at all other schools are considered on a case by case basis for funding.

This funding is allocated to ensure that students have unrestricted access to the curriculum by either extensions to or refurbishment of existing buildings such as providing ramps, automatic doors, accessible toilets, hearing loops and medical facilities.

4.2 Early Years' Service:

The Early Childhood Service provides inclusion support to families and private voluntary and independent (PVI) early education and childcare settings through integrated teams based in 12 Children and Family Centre group areas. This structure allows local teams to use a wide range of information/data to:

- help plan services to meet needs in areas across the county
- respond effectively to individual setting requests for support
- deploy staff, such as Early Years and Childcare Advisers or Family Support Workers as appropriate.



We offer direct support to parents on child development, attachment and well-being through activities delivered through children and family centres. Our Early Support Co-ordinators work directly with families with a child under 5 as soon as their additional needs have been identified, helping to ensure continuity of support and resulting in more co-ordinated services for families with a young disabled child.

There are eight Early Years Hubs for parents with children under 5 with SEN or disabilities based in the following children and family centres:

- [Bognor Regis](#)
- [Boundstone \(Lancing\)](#)
- [Chichester](#)
- [Durrington](#)
- [East Preston](#)
- [Horsham](#)
- [Langley Green and Ifield \(Crawley\)](#)
- [Sidney West \(Burgess Hill\)](#)

These eight hubs have been developed with parents and provide access to information, advice and guidance, sensory toy libraries, and specialised play and learning opportunities to support children's learning and development prior to a child starting school.

Access to good quality early years provision is recognised as important for all children. The Special Educational Needs (SEN) and Disabilities Code of Practice 0-25 years sets out guidance on the roles of the local authority and the provider in line with the Early Years Foundation Stage (EYFS) quality framework.

The Early Childhood Service seeks to support all settings to fulfil their responsibilities to offer good quality accessible provision. There are two key posts that focus on inclusion within a wider brief - Early Years and Childcare Advisers and Early Years and Childcare Consultants. In addition we commission Speech and Language Therapy to provide support to practitioners in settings. Direct work with settings is carried out when settings are judged by Ofsted as 'inadequate' or 'requires improvement' and in response to inclusion practice issues, concerns or complaints.

Where such targeted setting support is needed, Early Years and Childcare Advisers will advise, support and challenge staff in settings, coaching and modelling best practice, as well as guiding the management of events, such as transition meetings. In some cases Advisers may provide support by telephone where this is a viable option.

We provide funding for practitioners to

- develop their skills, knowledge and understanding of inclusive practice in specific circumstances and based on evidence of need.
- support settings to include children with complex needs. These children will be likely to require continued support throughout their time in education and beyond, and this funding is allocated on the basis of individual child and setting need.
- fund specialist equipment for settings to support inclusion.

In addition to this targeted setting support, there are termly Inclusion Co-ordinator Network meeting open to all PVI settings and early years colleagues in schools, with bespoke workshops on inclusive practice in response to issues raised by local settings. We offer a comprehensive training programme on a subscription basis which includes practice and provision courses on inclusion and the role of the SENCO in the Early Years Foundation Stage. We also provide guidance and advice through our website.

We work closely with internal and external partners, such as schools, Portage, and the NHS to support all children to achieve good outcomes.

4.3 Portage:

Children with significant additional needs are offered a home based Portage service to support the family to engage with their child's early learning. This is a transitional service; leading to parents and carers being encouraged and supported to take up their child's free early education entitlement.

4.4 Special Educational Needs (SEN) and Inclusion Support Teams:

Special Educational Needs Assessment Team (SENAT)

SENAT is responsible for the consideration of all referrals and requests for an Education, Health and Care Needs Assessment. If an assessment is agreed the team will work in partnership with the parent and child/young person to assess the Special Educational Needs and decide whether an Education Health & Care Plan (EHCP) is required. If it is then it is the team's responsibility to produce the plan with input from the family and other key professionals involved.

If an EHCP is not required the team will work with the family in considering alternative support.

Once an EHCP is agreed the team is responsible for making an appropriate placement. When an EHCP is in place the team have a responsibility to ensure Annual Reviews take place and any amendments needed are made. The team is responsible for children and young people with a Statement or an EHCP aged from 0-25.

SENAT is also responsible for transferring existing Statements and Learning Difficulty Assessments (Moving On Plans) for post 16 young people, into EHCPs, in accordance with Department for Education (DfE) guidance. SENAT offer support and challenge to schools to be accessible and to include individual children with EHCPs in their settings. Schools are expected to use their 'Best Endeavours' in the SEN teaching/support arrangements for children.

Educational Psychology Service:

West Sussex Educational Psychology Service (EPS) is a specialist team working across the County. Through the application of psychology, the team aims to promote the educational, social and emotional development of all children and young people in the community. The team works with targeted children and young people from 0-25, parents and carers, educational organisations and settings and other agencies. The team focuses upon young people who receive Special Educational Needs (SEN) Support (SEND Code of Practice 2014) and where there are on-going concerns about their progress.

Learning and Behaviour Advisory Teachers:

The Learning and Behaviour Advisory Team provide expertise in special and additional educational needs to children, families and schools in order to improve children's educational outcomes and emotional well-being. The team support children, their families and schools where learning and/or behavioural difficulties are affecting a child's progress within school, provide training opportunities in all areas of the team's expertise including Team Teach, Down Syndrome, Dyslexia including the WS Dyslexia Awareness Schools Award (DASA) and behaviour management.

Social Communications Advisory Teacher Team:

The Social Communication Team are qualified specialists with expertise in Autism who aim to promote the educational, social and emotional development of children/young people; working with their parents and educational settings. (Accredited by the National Autistic Society). The Team provide support to children and young people with or without a diagnosis, provide advice and support to schools, settings including specialist Special Support Centres,

parents and carers and provide training on Autism and interventions, including the Autism Aware Award.

Sensory Support Team:

The West Sussex Sensory Support Team works directly with children and their families, pre-schools and schools to support and promote the inclusion of children with sensory needs in a range of settings. The team provides direct support to families and children in the Early Years, liaises with colleagues from Health and Social Care, supports schools including specialist Special Support Centres, by providing specialist advice and direct teaching, provides specialist technologies on an individual basis for curriculum access and provides specialist advice and reports for Special Educational Needs assessments.

Access To Learning Teams – includes the lead for the SEND Hub Networks and the lead officer for the post 16, post school team:

The post 16 post school SEND team, within the context of the statutory regulations and guidance (SEND Code of Practice 2014 and High Needs Funding post 16, post school Education Funding Agency statutory guidance), created the necessary processes and working relationships in order that young people 16 - 25 in Further Education and Independent Specialist Provider colleges are supported to access appropriate education and training.

The team considers the Preparing for Adulthood guidance

<http://www.preparingforadulthood.org.uk/>

http://www.preparingforadulthood.org.uk/media/357899/pfa_4_outcomes_jon_health-pathway-removed.jpg

when placing young people in further education settings. This includes access to guidance for Healthy Living, how the young person becomes integrated into communities, supported work experience, placements and internships, independent living and therefore a successful transition to adulthood. This work is supported by Adults' Services as appropriate. The team works with the young people and their parents (when appropriate) in order to achieve successful transitions to new settings.

The team works in partnership with the SENAT post 16 team and the Adults' Services Learning Disability Transition Team. The team lead officer ensures through the monitoring and evaluation of the provision in the colleges that the young people continue to be able to access the support / training / education and services that they need.

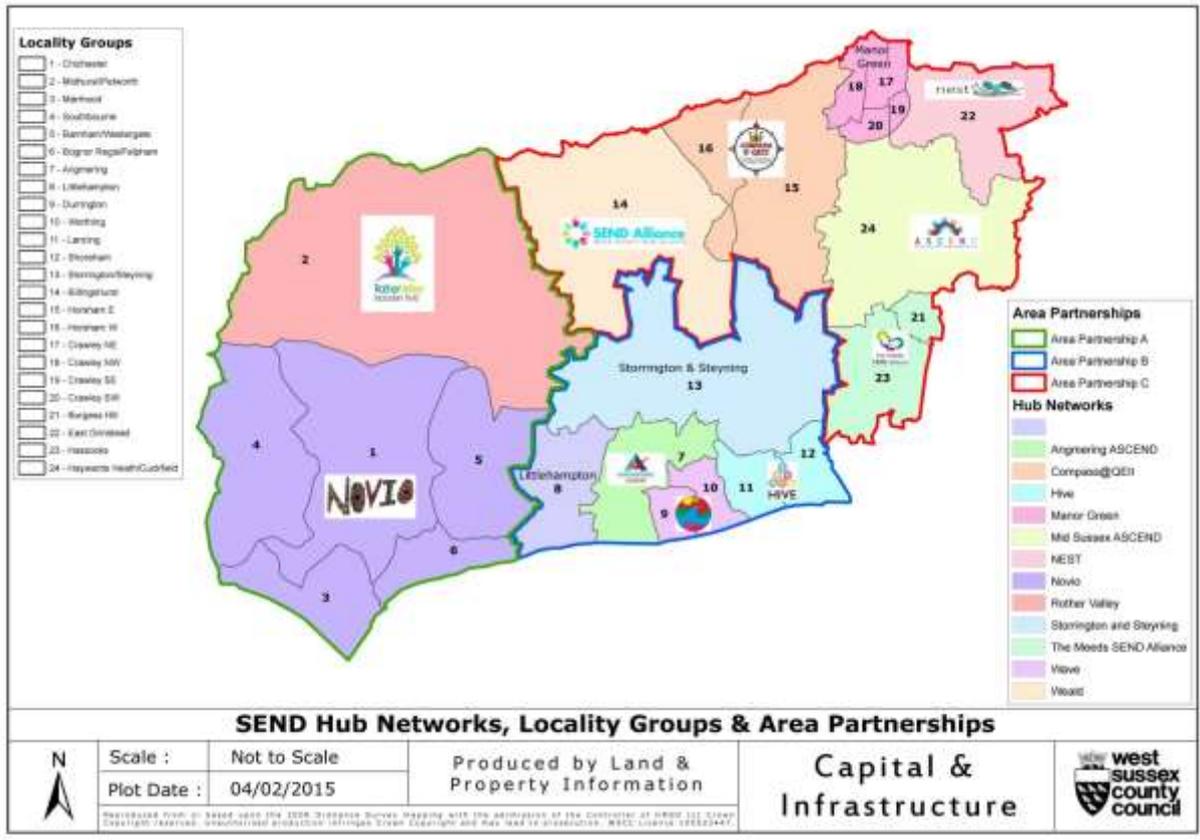
SEND Hub Networks:

SEND Hub Networks are partnerships of education providers, professionals and parent carers who are working together. The main focus is on delivering support and training at a local level to meet the needs of children and young people with SEND in mainstream schools and settings. Each SEND Hub Network has its own independent governance structure, advice and guidance to support development and the services each provides is offered by the Local Authority. Through the work of SEND Hub Networks:

- a) the inclusive ethos and capacity of mainstream schools and settings to meet the accessibility needs of pupils is increased.
- b) Parent carers have increased confidence in the ability of mainstream settings to support their children as they are able to work closely with schools and settings to share their concerns and co-produce an action plan to address identified needs.

Further information can be found on SEND Hub Networks through the link below. A map is also provided indicating the geographical location and name of each SEND Hub Network.

www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-hub-networks/



4.5 Information Advice and Support Service

The SEND Information, Advice and Support Service (SEND IAS) is an impartial service that operates at 'arms length' from the Local Authority. They give confidential advice and support to parents and carers of children who have special educational needs. From September 2015 their remit will widen to include supporting children and young people. The service also aims to encourage partnership between parents, their child's school, the Local Authority, social care, health and other agencies, ensuring that all parents feel empowered to be able to speak about their concerns and work with the relevant professionals to solve any issues.

Schools are also given training in how best to structure a meeting in order to work in partnership with a parent and get the best outcomes from their time together.

The service also supports any parent who, for a variety of reasons, may have difficulties with the school application process. This includes helping parents formulate their thoughts when choosing the type of school that may be suitable for their child and supporting parents who may need assistance completing their application.

4.6 The Children's Disability Team:

Please see the following link for information

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/short-breaks-for-disabled-children/>

4.7 The Adult Services Learning Disability Transition Team

This is a social work team which works with young people with learning disabilities and eligible social care needs to ensure a smooth transition to adult services.

We offer advice and support to young people and their families as well as undertaking assessments of need and arranging / commissioning support services.

The team is part of the wider, Community Learning Disability Service with access to specialist health professionals for those whose needs cannot be met by mainstream services, such as Psychology, Speech & Language Therapy, Occupational Therapy, Physiotherapy, Learning Disability Nursing, Psychiatry and Specialist Behaviour Support.

Although set within Adults' Services the team aims to begin working with young people at the most appropriate time for them, often well before they are age 18. The team has good links with provider services, and works closely with children's social care, education and carer's services.

4.8 Early Help:

The Local Authority is driving forward an approach to integrated service delivery through Early Help, which seeks to co-ordinate services to best support families, including those with disabilities.

4.8 Health

Accessibility is a key priority for commissioners. The services procured and commissioned by us are required to monitor and evidence their commitment to accessibility and ensure that their premises and practices do not discriminate against any customers who use them.

A wide variety of health staff work in partnership with schools and customers in order to support children and young people with SEND to achieve their full educational potential. Commissioners are committed to developing this relationship even further, particularly with

regards to EHCPs and the importance of joint planning to achieve outcomes for children and young people.

4.9 Transport:

The local authority's special transport policy sets out the ways in which children and young people with disabilities can receive support with transport and help to develop independence with travel as an aspiration.

5. Specialist Provision in West Sussex.

In addition to the services listed above, West Sussex has developed a range of specialist provision in order to meet the learning needs of children within the county. In each setting, the curriculum can be tailored and personalised to improve accessibility to learning.

As our priority is to support the majority of children in their local mainstream schools we recognise that some children require more specialist provision and therefore a key aspect of our strategy is to develop and keep under review a range of specialist provision. This includes:

5.1 Mainstream schools with SSCs for:

- Children/young people with physical disabilities;
- Autistic Spectrum Condition;
- Speech, language and communication needs;
- Additional Learning Needs including severe specific learning difficulties (Dyslexia);
- Sensory and/or physical needs.

Specialist Support Centres based in mainstream schools provide support for children with complex learning difficulties and/or disabilities and offer a half-way house between mainstream and special schools. These Specialist Support Centres (SSCs) operate with a smaller pupil : teacher ratio and give pupils many opportunities to integrate into mainstream classrooms and activities as appropriate. See Appendix B for list of SSCs.

5.2 Special Schools:

For those pupils requiring a special school place, there are 11 schools making provision for those with the most complex learning difficulties. These children and young people require a highly adapted and personalised curriculum. See Appendix A for list of Special Schools.

5.3 SEND Hub Networks

Further information 2015

In order to improve access to the curriculum, West Sussex's strategy includes the commissioning of the SEND Hub Networks 2015 – 2016.

Eleven of the SEND Hub Networks have been commissioned to develop and deliver a range of projects to support children and young people with SEND. These include:

- Implementation of Speech and Language based programme such as School Start in partnership with the NHS Speech and Language Therapy Service;
- Development of early intervention mental health and well-being training and support programmes as part of the graduated response pathway;
- Additional speech and language therapy, family support, play therapy and educational psychology resources to support children and young people who may not meet statutory service thresholds;
- Develop parent carer capacity to a) support the educational needs of their own children through peer to peer groups and specific training sessions e.g. story-telling, Lego therapy, internet safety b) represent the needs of parents at a strategic Hub development level to inform future activities;
- Outreach and training opportunities to support staff in mainstream settings e.g. dyslexia, attachment, working memory, autism, social communication and behaviour support.

5.4 Alternative Provision

The definition of disability and the scope for protection within equality legislation includes mental as well as physical impairments, where they impact on the person's ability to carry out their day to day activities. Another aspect of the County's strategy has been to develop a strong Alternative Provision College (APC) which provides outreach support for those children who have complex and challenging social, emotional and behavioural difficulties and disabilities, many of which are associated with medical conditions.

The APC offer support across the age range and their skilled and experienced staff work with local schools to support re-integration and to improve access to the curriculum. See Appendix C for APC details.

5.5 In addition to the specialist settings described above, guidance, training and advice is available from the County's Support and Intervention Team within the Education and Skills Learning Service:

The Support and Intervention Team works in close partnership with schools in order to raise achievement at Key Stages Two and Four, to increase the percentage of pupils attending good and outstanding schools, and to narrow the gap between vulnerable learners achievement (SEND; Children Looked After and those in receipt of free school meals) and their peers (Cabinet priorities 2015-19).

Our universal role is to work with school leaders to support and challenge them to improve outcomes and life chances for all children. Our targeted response is to work directly with those schools that require improvement. This typically would mean working closely with school leaders and governors, drafting actions that are required in order for the school to

improve, monitoring and evaluating those actions, and occasionally providing direct support, or more usually commissioning that support for schools.

Increasingly, in line with Cabinet and county priorities, we will focus down on the performance of vulnerable cohorts, however small, within the schools overall achievement. In this way, at the universal level, the needs of the most vulnerable are addressed.

Specifically, and where required, we will action on intelligence to consider the needs of individual children where concerns regarding their inclusion or performance are raised externally. This can mean meeting with school leaders concerning individual pupils' provision.

Lastly, the Local Authority is required to follow codes of practice in many or all of its statutory functions. In this way, the inclusion and access to schooling is paramount in the governance of these procedures, such as admissions, exclusions and appropriate provision for example. The needs of the individual governed by the code of practice are paramount, and the Local Authority would be required to meet these regulations in full, including instructing schools to comply fully with legislation where applicable.

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6. Responsibility and accountability for this Accessibility Strategy:

6.1 This extends to the highest levels within WSCC and the Care, Well Being and Education Directorate.

6.2 On going monitoring and evaluation of the strategy will happen in a number of ways:

- For the services working most closely with schools and settings, monitoring of impact is undertaken and this feeds into service development and planning.
- Monitoring of schools' SEN Information policies is also undertaken.

7. Accessibility of the strategy itself:

This strategy has been developed in accordance with Equality principles, an impact assessment and developed with West Sussex Parent and Carers' Forum.

The strategy is available on the West Sussex County Council website and The Local Offer website and can be made available in other formats (e.g. large font) on request.

Date of initial EIA:

8. Reviewing the Accessibility strategy:

- This strategy will be monitored regularly (annually) by the Principal Manager SEN and Inclusion and formally reviewed every three years.
- The reporting mechanism will be via the Director of Education and Skills Senior Leadership Team and the SEND Board.

Appendix A

List of Special Schools and specialisms

SCHOOL	SPECIALISM OR GENERIC
Cornfield School	Social Emotional and Mental Health (previously SEBD)
Fordwater School	Severe and Complex Learning Difficulties
Herons Dale Primary School	Generic Primary
Littlegreen School	Social, Emotional and Mental Health (previously SEBD)
Manor Green College	Generic Secondary
Manor Green Primary	Generic Primary
Oak Grove College	Generic Secondary
Palatine Primary School	Generic Primary
QE II School	Severe Learning Difficulties
St Anthony's School	Moderate and Complex Learning Difficulties
Woodlands Meed School	Profound and Multiple Learning Difficulties

Appendix B

List of Specialist Support Centre schools and specialisms

SCHOOL	Type
Barnham Primary School SSC	Physical Difficulties & Speech & Language
Blackthorns Community Primary Academy SSC	Additional Learning Needs & S&L
Bognor Regis Nursery School	Speech & Language
Boundstone Nursery School, Children and Family Centre	Speech & Language
Bourne Community College SSC	Social & Communication
Desmond Anderson School SSC	Social & Communication
Durrington Junior School SSC	Social & Communication
Field Place Infant School SSC	Speech & Language
Hazelwick School SSC	Hearing Impaired
London Meed Community Primary School SSC	Speech & Language
Lyndhurst Infant School SSC	Social & Communication
Maidenbower Junior School SSC	Additional Learning Needs & S&L
Northgate Primary School SSC	Hearing Impaired
Oriel High School SSC	Additional Learning Needs & S&L
Parklands CE Primary School SSC	Social & Communication
Portfield Academy SSC	Speech & Language
River Beach Primary SSC	Hearing Impaired
St Margaret's CE Primary School SSC	Physical Difficulties
Steyning CE Primary School SSC	Additional Learning Needs & S&L
Steyning Grammar School SSC	Additional Learning Needs & S&L
The Angmering School LNC (PD)	Physical Difficulties
The Angmering School LNC (Sensory)	Sensory
The Littlehampton Academy SSC	Social & Communication
Orchards Junior School SSC	Speech & Language
The Regis School SSC	Additional Learning Needs & S&L
Thomas Bennett SSC	Social & Communication
Three Bridges Primary School SSC	Speech & Language
Warden Park Academy SSC	Additional Learning Needs & S&L
West Park School SSC ALN	Additional Learning Needs & S&L
West Park School SSC PD	Physical Difficulties
Worthing High Academy SSC	Additional Learning Needs & S&L

Appendix C

Alternative Provision College sites are listed on the West Sussex Alternative Provision website contact page: <http://apcollege.co.uk/contact/>

Further information about Alternative Provision in West Sussex can be found at: https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/alternative_provision.aspx

Related legislation and guidance

- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**