

Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

Physical Accessibility Strategy for Education

September 2023

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Version Control

Version	Date	Description
1	30 September 2023	Initial draft

The Council has a **comprehensive policy** on access to Council Properties.

The Directorate of Education and Lifelong Learning has a **Physical Accessibility Strategy** which outlines the **key duties** and **compliance** with the following documentation and legislative frameworks:

- Additional Learning Needs (ALN) reform,
- Additional Learning Needs and Education Tribunal (ALNET) Act,
- Curriculum for Wales,
- The Wellbeing of Future Generations Act,
- Renew and Reform post-Covid-19,
- The Tertiary Education Bill,
- Sustainable Communities for Learning,
- Children's Rights in Wales,
- Flying Start and Childcare,
- Parenting & Inequality strategy.

The **Physical Accessibility Strategy** has been developed **incorporating the views** of learners, parents and carers, education professionals and third sector support groups.

A survey gathering everyone's views and ideas will be completed in summer term 2023. (Articles 12 of the United Nations Convention for the Rights of the Child - UNCRC).

Legislative Context

Schedule 10 (paragraph 2(4)) of the Equality Act 2010 contains **specific statutory duties** relating to Accessibility Strategies and Accessibility Plans / Strategic Equalities Plans and provides that:

- A local authority (LA) **must, in relation to a school for which it is a responsible authority, prepare, implement, review and update** a written accessibility strategy.
- The responsible body for a school **must prepare, implement, review and update** a written Accessibility Plan / Strategic Equalities Plan.

Improving access to education for disabled learners is known as the “**three planning duties**” and are a **statutory requirement** of Schedule 10 of the Equality Act 2010 which means considering:

- 1 The **curriculum** and how it is delivered.
- 2 The **accessibility** of school buildings and their surroundings, school activities including school trips and transport.
- 3 **Information** and activities provided by schools and how easy it is for disabled learners and / or their disabled parents and carers to understand.

The LA must, **at least every three years, prepare, implement, review and update** a **written Accessibility Strategy**.

The Accessibility Strategy identifies how **strategic planning and actions will improve** accessibility in education for disabled learners.
These improvements are **measured** against each of the three planning duties.

The responsible body for the school must, at least every three years, **prepare, implement, review and update** a **written Accessibility Plan / Strategic Equalities Plan**.

The accessibility plan / strategic equality plan identifies how **specific improvements** will **improve accessibility** in education for disabled learners.
These improvements are **measured** against each of the three planning duties for present and future learners.

Definition

The Physical Accessibility Strategy sets out how the LA will work to **improve inclusivity** and further **remove the barriers to learning** in our schools. This means that all learners can fully **participate** in the education experiences provided by the school.

Caerphilly's Principles of Inclusion: (Inclusion Compendium)

The LA believes that all learners should be:

- **Valued** equally and have equal opportunities.
- **Treated** with respect.
- **Able** to take part in processes which affect them and have their voices heard.
- **Have** opportunities to achieve and are supported to **progress** and **develop** in line with their individual learning needs.

This strategy supports the core aims of the LA's Inclusion Compendium especially around the support to schools to ensure that they are **inclusive**, that they **value everyone** and **support all learners** including those who have difficulties.

Accessibility Strategies

Accessibility strategies are **written** by the LA and focus on **general, strategic** issues which involve **all schools** within the authority.

Out of school **activities** and services **provided** on school premises are **also covered** by this requirement, **even** if a private or voluntary provider is responsible for such activities.

Accessibility Plans / Strategic Equalities Plans (SEP)

Accessibility Plans / Strategic Equalities Plans **must be prepared** on an individual school basis by the responsible body for that school, which for all maintained schools is the **LA**.

The plan must **identify** how, within the school, the needs of disabled learners are met and how **accessibility** to the school building, the **curriculum** and school **information** is **achieved** and **improved**.

Maintained schools have a **duty** to **publish** information about their Accessibility Plan / Strategic Equalities Plan in their annual governor's report to parents and carers.

Reasonable adjustments for future learners **must** be embedded in the Accessibility Strategy and Accessibility Plan / Strategic Equality Plan.

Key Priorities:

- Ensure the LA and all educational settings for which it is responsible for are **compliant** with the requirements of Schedule 10 of the Equality Act 2010.
- **Maximise** inclusion and the feeling of inclusion for all learners with ALN in their educational setting.
- **Increase** the extent to which learners with ALN can participate in the curriculum, including the enrichment curriculum, in all educational settings.
- **Improve** the physical environment of all educational settings to increase the extent to which learners with ALN can fully access education.
- **Enhance** the delivery of information, advice and guidance to all learners with ALN and their parents and carers.
- **Ensure** there are robust monitoring, reviewing and evaluation arrangements in place.

These priorities will be **recognised** through individual service areas:

- Service Improvement Plans (SIPs),
- the LA's Education strategy,
- ALN workstreams.

The LA will ensure that **core and bespoke training** in meeting individual needs **continues** to be made available.

Structured school support will **continue** to be offered to build the **capacity** of educational settings.

The strategy will run alongside the **LA's ALN Principles** document which summarises the LA's expectation of the **support arrangements** in mainstream educational settings and Pupil Referral Units (PRUs) for children and young people with ALN and sets out how schools and PRUs are expected to ensure that the needs of pupils with ALN are met.

Caerphilly has shared ambitions:

“Working together to achieve the best outcomes for our young people.”

The strategy will support:

- **Listening** to learners, their parents and carers.
- **Working collaboratively** and flexibly focusing on improvement for all learners.
- The **continuous development** of equitable provision and the alignment of processes across all service areas.
- The LA in being **transparent, reflective, honest and inclusive**, using rigorous evidence-based approaches that take in a wide range of views from all stakeholders.
- The **use** of evidence-based practice to innovate and improve.
- **Sharing** effective practices within school, between schools and other settings.
- **Retention** of existing effective inclusive and accountable practice.
- **Self-evaluation.**

The LA will:

Work with learners, their parents and carers when **making decisions** which are likely to affect the **quality** and **equity** of their education provision.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 1: Service Planning and Delivery - Understand and remove the barriers people face when accessing services. Action 5 - Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers).

Provide staff and governor **training** to schools on issues related to improving access to the **curriculum**, access to **information** and access to the **physical** learning environment.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 6 Review and update our key stakeholder groups within the county borough that represent protected characteristic group).

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

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 6 Review and update our key stakeholder groups within the county borough that represent protected characteristic group).

Provide advice and guidance to schools, parents and carers regarding their **rights and responsibilities** under the Additional Learning Needs and Education Act 2018 and ALN Code.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 5 - Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers).

Support schools in the conversion of **information** into alternative formats.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 1: Service Planning and Delivery - Understand and remove the barriers people face when accessing services. Action 2 - Ensure our staff have the necessary skills to deliver digital services).

Continue to provide **specialist advice and support** from its support services including the Educational Psychology Service, Advisory Team and Statutory Team.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 5 - Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers).

Ensure that schools, and school staff, are **aware** of the range of specialist support services that can provide advice and support.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation: Engage with citizens to encourage participation, to have their voices heard when planning service delivery. Action 1 - Support citizens to 'help themselves' by providing comprehensive advice and information, including signposting to other service).

Include accessibility in the design brief for all new school builds and works in school buildings.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 1: Service Planning and Delivery - Understand and remove the barriers people face when accessing services. Action 9 - Survey the council's building stock (and schools) in relation to accessibility using the Local Access Group.).

Review the school's annual estate audit and **identify** areas where changes, adaptations and remedial actions are required.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 1: Service Planning and Delivery - Understand and remove the barriers people face when accessing services. Action 9 - Survey the council's building stock (and schools) in relation to accessibility using the Local Access Group.).

Establish a steering group to **monitor** progress and report to Caerphilly Council's Corporate Strategic Asset Management Group.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 6: Inclusive, Diverse and Equal Workforce Create a workforce which reflects and respects the diversity of the communities within the county borough Action3 - Disability Confident - improve on our current standard.).

Complete additional access audits, when needed, with schools to identify all hazards and barriers to access. Collate **comprehensive information** about school building stock. Completed via live google document.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 1: Service Planning and Delivery - Understand and remove the barriers people face when accessing services. Action 9 - Survey the council's building stock (and schools) in relation to accessibility using the Local Access Group.).

Share information around advocacy services for learners who provide advice and support on decisions made about their education.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 2 - Have 'meaningful conversations' to help citizens identify what matters to them to inform outcome focussed planning).

Encourage schools to **work together** and **share examples** of good practice.

Schools will:

Develop, publish and regularly **review** (every three years) their School Accessibility Plan / Strategic Equality Plan and Equalities Policy.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 6: Inclusive, Diverse and Equal Workforce Create a workforce which reflects and respects the diversity of the communities within the county borough Action3 - Disability Confident - improve on our current standard.).

Identify all learners and known prospective learners who face **barriers to learning**.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation: Engage with citizens to encourage participation, to have their voices heard when planning service delivery. Action 5 - Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers).

Ensure an internal access audit has been **completed** and incorporate the outcomes into **school planning**.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 6: Inclusive, Diverse and Equal Workforce Create a workforce which reflects and respects the diversity of the communities within the county borough Action3 - Disability Confident - improve on our current standard.).

Include minor building works or developments to **improve accessibility** in the school development plan.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 6: Inclusive, Diverse and Equal Workforce Create a workforce which reflects and respects the diversity of the communities within the county borough Action3 - Disability Confident - improve on our current standard.).

Ensure that the curriculum is **suitably and appropriately differentiated** and is accessible to all pupils.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 6 Review and update our key stakeholder groups within the county borough that represent protected characteristic group).

Audit staff training needs in relation to delivering the Curriculum for Wales.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 5: Welsh Language To ensure the Welsh speaking public can access services that comply with the statutory requirement Action 1: Raise awareness amongst staff that come into contact with children and young people of the need to foster positive attitudes towards the Welsh language).

Audit learner and prospective learner needs in relation to the wider provision of school **including** after school clubs, leisure, sporting and cultural activities and school trips.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 7: Reducing the Gender Pay Gap Action 1: Review the data relating to the workforce and determine actions required to meet the general duty as laid down in the Equality Act 2010 (Statutory Duties (Wales) Regulations 2011).

Review how school **provides written information** and how this can be developed to meet the needs of all learners, parents and carers *in line with WG guidance relating to Web Contents Accessibility Guidelines*.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 4: Inclusive Engagement and Participation Engage with citizens to encourage participation, to have their voices heard when planning service delivery Action 5 - Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers).

Consider (on a planned basis) how to **improve accessibility** through **reorganising or rearranging** aspects of the school environment without physical adaptation or building works.

(Team Caerphilly – Better Together Strategic Equality Plan 2020 – 2024. Equality Objective 6: Inclusive, Diverse and Equal Workforce Create a workforce which reflects and respects the diversity of the communities within the county borough Action 4: Ensure compliance with Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and encourage disclosure).

Develop and **share** good practice in this area and **access** the opportunities provided by the LA and other schools to facilitate this process.

Objectives

The guiding principles of this strategy is:

- To **remove** the barriers created by society and create one that is enabling.
- To **promote** the rights and full inclusion of disabled people.

These barriers include people's **attitudes to disability**, as well as **physical** and **organisational** barriers. This strategy helps schools and LAs **identify** and **address** the barriers which can prevent disabled learners having **equal access to education**, and ensure they have the **same opportunities** as their peers to **develop** and **achieve** their potential.

Improving access to education for disabled children means considering

1. **Physical Inclusion,**
2. **Access to Information,**
3. **Communication and Transparency.**

1 Physical Inclusion

The removal of barriers created by the physical environment to allow learners to engage alongside their peers, in all areas of school life to access the full curriculum and extra-curricular activities.

(Articles 6 and 28 of the UNCRC).

Improving **access**, the **condition** of schools and ensuring **effective use** of the school site by the school and the wider community is a key priority for the LA.

The following underpins the LA's determination to meet the ever-changing needs of education:

Sustainable Communities for Learning

Through the **Sustainable Communities for Learning** (formerly 21st Century Schools) programme the LA has a **clear vision** on how **progress** can be made and what needs to be done to ensure **positive improvements** and **outcomes** for all learners.

There has been **significant investment** in improving access to Caerphilly schools in order to **improve physical access** to school buildings and **increase** the number of **accessible schools**.

The LA has a **range of school buildings** from those built at the turn of the century (which due to their construction are unable to meet the current requirements for access) to modern buildings that have been designed and constructed with inclusion and accessibility a key priority.

The requirement for accessible school buildings is an anticipatory one and as such, there is a need for **partnership working** with a number of key stakeholders to further improve the levels of accessibility which have already been achieved.

Learners are **actively involved** at every stage of the consultation, planning and building process and their ideas and opinions are incorporated into the design and construction of their school.

School Management Teams

In addition to their duties towards learners, schools also have **duties** (provide access to goods, services and facilities) **towards non-educational users**.

This has particular **implications** for parent teacher association meetings, letting policies, school social events and governor events.

In effect this means that "**reasonable adjustments**" are a **legislative requirement** in these instances.

Schools also have **duties** towards **staff**, again to provide "**reasonable adjustments**". Additional funds maybe available through the Department of Work and Pensions' Access to Work scheme. This scheme allocates resources to support disabled people in **maintaining, returning or starting** a successful working life.

Complex Needs Improvements

New school buildings will be equipped to **provide fully accessible changing facilities** to ensure the school environment can accommodate a learner with complex needs, medical needs and or support a learner with a physical disability.

Increasing the number of schools which are able to **accommodate learners** with complex needs will **increase parental choice** for educational placement and **reduce** the cost of transporting learners to alternative placements outside of their catchment school.

Accessibility is a criterion of the school rationalisation programme in line with the 21st Century Schools Sustainable Communities for Learning Project.

Complex needs provision will include the following physical features:

- Closomat toilet – positioned so can be accessed from both sides.
- Wall-mounted drop-down rails either side of toilet.
- Height adjustable sink with vanity unit.
- Soap dispenser, hand towel dispenser/hand dryer that can be used from wheelchair height.
- Wall mounted shower with extra length hose so it can be used from sitting on drop down bench or from lying down on a mobile changing table.
- Wall mounted drop down seat with system of grab rails to use shower from a sitting position.
- Overhead hoist system.
- Wall lockers, accessible from a wheelchair.
- Wall mounted hooks (to hang up slings).

Supporting Disabled Parents and Carers

The LA and School Governing Bodies have a **duty** to make **reasonable adjustments** in order for parents and carers with disabilities to **access** school services.

No parent or carer will be treated less favourably because of their disability.

With regards to physical access to school sites, **reasonable adjustments** will be made where possible to ensure that **safe access** is provided.

Each School in partnership with the LA will endeavour to **provide** the following **adaptations** to support parental access to school sites:

- **Parking** – Clearly marked, designated, accessible bays with dropped kerbs, tactile paving and clear access routes.

- **Main Entrance** – Level entrance and lobby doorways with accessible opening mechanisms.

- **Reception** – clear access routes to the main reception area, with a low-level counter and hearing loop system.

- **Accessible WC** – unobstructed route to an accessible WC near to the reception area or within a reasonable distance.

Some school sites may not have parking facilities on site for parents and carers and therefore a disabled parking bay cannot be provided.

Where a level entrance cannot be provided a suitable alternative entrance will be identified.

In older schools' accessible toilets may not meet the current Building Regulation Standard, due to the size and nature of the school building.

Parents Using Mobility Scooters

Mobility scooters are classified by **The Use of Invalid Carriages on Highways Regulations 1988** as either Class II or Class III Invalid Carriages.

A Class II scooter **must** be limited to 4 mph for use on a footway only; while a Class III scooter **must** be limited to 8 mph for road/highway use and have an additional 4 mph limiter for footway use.

The law states that you can **only** drive a mobility scooter if you :

- **Have** trouble walking because of an injury, physical disability or medical condition,
- Are **demonstrating** the vehicle before it's sold,
- Are **training** a disabled user,
- Are **taking** the vehicle to or from maintenance or repair.

Motorised scooters are classed as **slow-moving vehicles** and as such, whilst on primary school sites, should be segregated from learners on footpaths and playgrounds.

All normal parking restrictions **apply** to mobility scooters and powered wheelchairs. The mobility scooter **should not** be left on a footpath or pedestrian area on its own if it gets in the way of other pedestrians, including wheelchair users and people with prams or pushchairs.

Access for disabled parents and carers using mobility scooters **must be safe** and **reasonable adjustments** may be required in order safeguard learners on the school site.

Reasonable adjustments to accommodate disabled parents and carers using mobility scooters should be reflected in the **transport risk assessment** for the relevant school site.

Objectives for this theme are:

- To ensure greater involvement of disabled learners in the full life of the school.
- To ensure progressive planned improvements to the physical environment of the school.

2 Access to Information

To provide information in formats which are suited to the needs of learners, their parents and carers. Ensure that school policies and procedures are easily available in alternative formats. (Articles 2,4 and 13 of the UNCRC).

Providing relevant information in **accessible formats** will help learners and their parents and carers to **effectively engage** with our schools.

Objectives for this theme are:

- To provide **guidance** and **support** to ensure that all schools develop and publish effective accessibility plans / strategic equalities plans.
- To share **good practice** across our education settings in the provision of information in alternative formats.

3 Communication and Transparency

Taking a participatory approach when formulating proposals concerning education provision and consulting with stakeholders when making decisions. This includes being open and honest about what can be expected or achieved. (Article 3 and 12 of the UNCRC).

Being **open** and **honest** with learners and their parents and carers will help everybody to understand parameters and processes and to **measure expectations** accordingly.

The Additional Learning Needs and Education Tribunal (Wales) Act sets **expectations** in relation to our processes for identifying and delivering appropriate education support (Additional Learning Provision, ALP).

Objectives for this theme are:

- To **provide clear guidance** and training on the process to be followed for identifying learners with ALN and providing the appropriate support.
- **Review progress** made against the objectives set out in this strategy, and publish update reports each year.

Admission to a Specific School

In line with the School Admissions Code (2013), Admission Authorities have a **duty** to provide **adjustments** for disabled pupils in line with the Disability Discrimination Act 2010 and under the Equality Act 2010.

Admission authorities **MUST NOT discriminate** against a disabled child by:

- The **arrangements** they make for determining pupil admission to the school.
- The **terms** on which they offer to admit a disabled child to the school.
- **Refusing or deliberately omitting** to accept an application for admission or **ailing** to provide auxiliary aids and services for disabled pupils.

The **reasonable adjustments** duty is owed to disabled pupils, as defined in the Equality Act 2010.

Any pupils with a disability requiring admission to a specific school will be **determined** by the **Additional Learning Needs Panel**.

Monitoring and Accountability

Once approved, the recommendation will be that the implementation of this accessibility Strategy, as well as the actions outlined within it, will be **managed** by the **education department** within the Local Authority.

Progress will be monitored by Caerphilly Borough Council's **Corporate Strategic Asset Management Group**.

An **annual progress report** will be provided to this group.

Review

The Equality Act 2010 requires the LA to keep its Physical Accessibility Strategy under **review** during the period to which it relates and revise it if necessary.

Revisions to this strategy will be informed through **feedback** from learners, parents and carers, voluntary organisations and relevant professionals.

Access to the Curriculum

Objective 1

To ensure accessibility is a criterion of the school rationalisation programme in line with the 21st Century Schools Sustainable Communities for Learning Project.

Action	Who	Start date	End date	Success Criteria
To Include accessibility in the design brief for all new school builds and works in school buildings.	CCBC Education	Already in place. September 2023	July 2026	Accessibility is included in the design brief for all new school builds and works in school buildings.

Objective 2

To provide clear and relevant moving and handling of people training, advice and guidance to schools.

Action	Who	Start date	End date	Success Criteria
Manual Handling Education Training Teams to be established. 5-day Key Handler Training course completed successfully.	CCBC Education	September 2023	July 2024 Ongoing	Manual Handling training, support and advice to be established and made available to schools.
Training Team to provide identified and recommended support and training by health professionals on a referral basis.	CCBC Education	September 2023	July 2024 Ongoing	Training Team to deliver manual handling training in schools as identified through referral process.

Access to the Physical Environment

Objective 1

To increase the number of school classrooms which are accessible to people with mobility or sensory impairments.

Action	Who	Start date	End date	Success Criteria
Verify information provided by schools on priority basis.	CCBC Education	September 2023	July 2024 Ongoing	
Commission feasibility study and costings.	CCBC Accessibility Steering Group			
Agree and commission remedial action.				

Objective 2

To have access to relevant and up to date information on the status of accessible resources, facilities and equipment in schools.

Action	Who	Start date	End date	Success Criteria
Update the “live” audit document on accessible facilities, resources and equipment in schools.	CCBC Education	September 2023	July 2024 Ongoing. Annual	Audit document to be continually updated to reflect changes.
Ensure all accessible equipment is serviced and maintained following current legislation.				All resources and equipment to be serviced and maintained adhering to current legislation.

Access to Information

Objective 1

To provide guidance and support to ensure all schools develop and publish effective accessibility plans.

Action	Who	Start date	End date	Success Criteria
Review and provide feedback to schools on accessibility plans.	CCBC Education	September 2023	July 2024	All schools to write and publish an effective accessibility plan. Schools to use the template examples.

Objective 2

To share good practice in the provision of information in alternative formats.

Action	Who	Start date	End date	Success Criteria
Identify good practice through review of accessibility plans and share through Head Teacher and ALNCo meetings.	CCBC Education	September 2023	July 2024	Schools to share good practice in cluster meetings and Headteacher and ALNCo meetings.

Communication and Transparency

Objective 3 – *Communication and Transparency*

To provide clear guidance and training on the process to be followed for identifying pupils with additional learning needs and providing the appropriate support.

Action	Who	Start date	End date	Success Criteria
Ensure the LA is prepared to comply with the statutory ALN Code.	CCBC Education Inclusion	September 2023	July 2024 Ongoing	LA is complying with the statutory ALN Code.
Provide updates and guidance to schools on Individual Development Plans.	CCBC Education Inclusion	September 2023	July 2024 Ongoing	Schools and ALNCOs are aware of the most recent updates and guidance on Individual Development Plans.

Objective 4

Review progress made against the objectives set out in this strategy, and publish update reports each year.

Action	Who	Start date	End date	Success Criteria
Establish an implementation, monitoring and steering group.	CCBC Education	September 2023	July 2026	Progress will be monitored by the Corporate Strategic Asset Management Group.
Implementation monitoring and steering group to meet to agree key decisions, review progress and prepare reports to scrutiny group.	CCBC Corporate Strategic Asset Management Group	September 2023	July 2026	Key decisions agreed, progress reviewed and up to date information shared with the scrutiny group.