



Tuesday, 9 May 2017

POLICY DEVELOPMENT AND DECISION GROUP (JOINT COMMISSIONING TEAM)

A meeting of **Policy Development and Decision Group (Joint Commissioning Team)** will be held on

Thursday, 18 May 2017

commencing **at the rising of the Policy Development and Decision Group (Joint Operations Team)**

The meeting will be held in the Meadfoot Room, Town Hall, Castle Circus, Torquay, TQ1 3DR

Councillor Amil

Councillor Excell

Councillor Haddock

Councillor King

Councillor Manning

Councillor Mills

Mayor Oliver

Councillor Parrott

A prosperous and healthy Torbay

For information relating to this meeting or to request a copy in another format or language please contact:

**Kate Spencer, Town Hall, Castle Circus, Torquay, TQ1 3DR
(01803) 207026**

Email: governance.support@torbay.gov.uk

www.torbay.gov.uk

POLICY DEVELOPMENT AND DECISION GROUP (JOINT COMMISSIONING TEAM) AGENDA

1. Election of Chairman

To elect the Chairman of the Policy Development and Decision Group (Joint Commissioning Team) for the 2017/2018 Municipal Year.

2. Apologies

To receive apologies for absence.

3. Appointment of Chairman

To consider the appointment of a Vice-Chairman for the ensuing Municipal Year.

4. Disclosure of Interests

- (a)** To receive declarations of non pecuniary interests in respect of items on this agenda

For reference: Having declared their non pecuniary interest members may remain in the meeting and speak and, vote on the matter in question. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.

- (b)** To receive declarations of disclosable pecuniary interests in respect of items on this agenda

For reference: Where a Member has a disclosable pecuniary interest he/she must leave the meeting during consideration of the item. However, the Member may remain in the meeting to make representations, answer questions or give evidence if the public have a right to do so, but having done so the Member must then immediately leave the meeting, may not vote and must not improperly seek to influence the outcome of the matter. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.

(Please Note: If Members and Officers wish to seek advice on any potential interests they may have, they should contact Governance Support or Legal Services prior to the meeting.)

5. Minutes

To confirm as a correct record the Minutes of the meeting of the Policy Development and Decision Group held on 3 April 2017.

(Pages 4 - 8)

6. Urgent Items

To consider any other items the Chairman decides are urgent.

Part A - Policy Development

- 7. Autism Self Assessment Framework 2016** (Pages 9 - 12)
To consider the current position in relation to the Autism Self Assessment Framework.
- 8. Accessibility Strategy** (Pages 13 - 39)
To consider the proposed Accessibility Strategy for Torbay.



Notes of the Policy Development and Decision Group (Joint Commissioning Team)

3 April 2017

-: Present :-

Mayor

Councillors Amil, Excell, Haddock, King, Mills and Parrott

(Also in attendance: Councillors Barnby, Brooks, Ellery, Morey and Stubley)

28. Apologies

An apology for absence was received from Councillor Manning.

29. Minutes

The minutes of the Policy Development and Decision Group held on 21 February 2017 were confirmed as a correct record and signed by the Chairman.

30. Market Place Positioning

The Group considered the submitted report which updated members on the actions to develop a sustainable independent sector market for social care and support for Torbay. The report focused on the revised approach to the Market Position Statement (MPS) and aligning with the approaches of adjacent authorities. Members noted the development the web-based system aimed at adult social care and support providers to raise awareness of upcoming changes likely in the local health and care system, given the new model of care that is being developed.

Resolved:

That the report be noted.

31. Personal Social Services Survey of Adult Carers in England 2015-16

The Group received a presentation on the findings of the Personal Social Services Survey of Adult Carers in England which is co-ordinated by the Health and Social Care Information Centre. Members were advised that the survey aimed to collect information about carer's experiences of social care service and support and would feed into the monitoring of the National Carers strategy.

Resolved:

That the report be noted.

32. Annual Report of the Corporate Parenting Operational Group

Consideration of this item was deferred.

33. Annual Children Looked After Children: Permanence Place Planning

The Director of Children Services and Executive Lead for Adults and Children presented the submitted report which set out a new permanence place policy and its operating principles. It was noted that policy was supported by the Pathways to Permanence Practice Guidance and will be issued to all Children's Social Care Managers and Practitioners and made available on the Children's Services intranet space.

The Policy Development and Decision Group (Joint Commissioning Team) made the following recommendation to the Mayor:

That the Permanence Policy attached at Appendix 1 to the submitted report be approved and that regular updates are provided to members.

The Mayor considered the recommendation of the Policy Development and Decision Group (Joint Commissioning Team) set out above at the meeting and the record of decision, together with further information is attached to these Minutes.

34. Sustainability and Transformation Programme Memorandum of Understanding

The Director of Adults presented the submitted report and explained that the Sustainability and Transformation Plan (STP) is a five year health and social care plan for Devon (including Torbay and Plymouth), linked to NHS England's Five Year Forward View which aims to build and strengthen existing local relationships and focus on long term sustainable outcomes. The Group noted that local authorities within the Devon-wide STP have been asked to sign a Memorandum of Understanding.

The Director further explained that the purpose of the Memorandum was to provide a mechanism for securing agreement and commitment to sustained engagement with and delivery of the Transformation Plan to realise a transformed model care in Devon. It was noted that the intent was to ensure the common purpose of delivering a clinically, socially and financially sustainable health and care system that will improve the health and wellbeing of the population and address inequalities.

Resolved:

That the report be noted.

35. Children's Services Improvement Plan - Six Monthly Update

The Director of Children's Services outlined the submitted report and improvement plan which summarised progress against recommendations. It was noted that some areas of improvement activity were less well developed particularly, those around cross cutting themes such as domestic abuse and early help. The improvement plan would be kept under regular review to ensure that any remaining gaps were addressed, that agreed actions were delivered and determine the impact of activity on outcomes for children and families.

Resolved:

That the report be noted

Chairman

Record of Decision

Annual Children Looked After Children: Permanence Place Planning

Decision Taker

Mayor on 3 April 2017 at the Policy Development and Decision Group (Joint Commissioning Team).

Decision

That the Permanence Policy attached at Appendix 1 to the submitted report be approved and that regular updates are provided to members.

Reason for the Decision

To respond to the Ofsted's inspections which have concluded that Torbay Council's Children's Services has not, in the past, placed sufficient emphasis on the importance of permanence planning.

Implementation

The decision will come into force and may be implemented on 21 April 2017 unless the call-in procedure is triggered (as set out in Standing Orders in relation to Overview and Scrutiny).

Information

Consecutive Ofsted Inspections have concluded that Torbay Children's Services has not, in the past, placed sufficient emphasis on the importance of permanence planning. This has meant that too many children have either been moved from placement to placement, or been placed, on a long term basis, in placements that do not afford them permanence. The weaknesses in permanence planning has also contributed to the high numbers of children looked after.

As part of the improvement work underway following the Ofsted inspection a more dynamic and thoughtful approach towards permanence planning was developed, supported by the revised policy and accompanying practice guidance. The revised policy sets out Torbay's vision for achieving permanence and outlines the practical steps that practitioners and managers will take in order to improve performance and outcomes for children.

Alternative Options considered and rejected at the time of the decision

None

Is this a Key Decision?

No

Does the call-in procedure apply?

Yes

Declarations of interest (including details of any relevant dispensations issued by the Standards Committee)

None

Published

11 April 2017

Signed: _____
Mayor of Torbay

Date: _____



Meeting: Policy Development and Decision Group

Date: 18 May 2017

Wards Affected: All

Report Title: Autism Self-Assessment Framework 2016 – Position Statement May 2017

Is the decision a key decision? No

When does the decision need to be implemented? Not applicable

Executive Lead Contact Details: Cllr Julien Parrott, Executive Lead for Adults and Children, tel: ext 7113, julien.parrot@torbay.gov.uk

Supporting Officer Contact Details: Justin Wiggin, Strategic Commissioning Officer, 01803 208792, justin.wiggin@torbay.gov.uk

1. Proposal and Introduction

- 1.1 Public Health England's (PHE's) learning disabilities intelligence team issued the autism self-assessment framework (SAF) which measures how local services are performing, as reported by them and their partners.
- 1.2 Autism self-assessments provide councils with benchmarks on how they are meeting quality standard goals towards the government's Adult Autism Strategy. Torbay's Autism SAF was completed in partnership with Torbay and South Devon NHS Foundation Trust, South Devon and Torbay Clinical Commissioning Group and Torbay Autism Partnership Board.
- 1.3 Torbay Council submitted the autism self-assessment framework 2016 to Public Health England, 17 October 2016. The following information provides an update on progress made to date.
- 1.4 Public Health England's autism self-assessment framework focuses on a number of key areas to benchmark against government's Adult Autism Strategy, "Think Autism". Each thematic area consists of a number of questions, all of which are RAG rated; red, amber or green. An overall RAG rating is provided below for ease:

2.2 Overview of action

Thematic Area	Overall RAG Rating from Autism SAF 2016	Achievements	Further Work	Who	When
Planning	A	<ul style="list-style-type: none"> Strategic planning performing well. Autism features in JSNA Autism Joint Commissioning Strategy Autism explicit in Market Position Statement. Engagement and consultation of Autism Board arrangements complete. 	<ul style="list-style-type: none"> Governance arrangements for joint Autism and Learning Disability Partnership Board to be finalised and implemented. Ensure consistency of data collection to understand demand 	<ul style="list-style-type: none"> Torbay Council Torbay South Devon NHS Foundation Trust 	<ul style="list-style-type: none"> June 2017 July 2017
Training	R	<ul style="list-style-type: none"> Multi-agency working group established Training plan in development through Devon Transforming Care Partnership Overview of 3 tier general population awareness to detailed practitioner training developed 	<ul style="list-style-type: none"> Detail of suitable training packages to be produced Identification of suitable training providers Develop implementation plan 	<ul style="list-style-type: none"> Devon Transforming Care – lead organisation South Devon and Torbay CCG 	<ul style="list-style-type: none"> to be confirmed due to staff vacancies.
Diagnosis	R	<ul style="list-style-type: none"> Activity not yet commenced 		<ul style="list-style-type: none"> South Devon and Torbay CCG, Torbay Council and Devon Partnership Trust 	<ul style="list-style-type: none"> Establish initial meeting May 2017
Care and Support	A	<ul style="list-style-type: none"> Access to adult social care is through a general point of contact and delivered via integrated teams. Advocacy is provided for people with Autism who are resident in Torbay 	<ul style="list-style-type: none"> Work to be progressed in line with multi-agency training plan Mapping of current support services across voluntary, independent and public sector 	<ul style="list-style-type: none"> Devon TCP – lead organisation South Devon and Torbay CCG Autism Board 	<ul style="list-style-type: none"> To be confirmed due to staff vacancies To be confirmed following implementation of new governance

		<p>and meet care act eligibility criteria.</p> <ul style="list-style-type: none"> • Carers assessment are offered to carers of people with autism. 	organisations.		arrangements.
Accommodation	A	<ul style="list-style-type: none"> • Housing requirements for people with autism are specifically mentioned within the Market Position Statement • Housing requirements for people with autism discussed in the Torbay Housing Strategy • An Accommodation with Care and Support Strategy is in its final stages of development. • Supported Living Steering group established. 	<ul style="list-style-type: none"> • Finalise Accommodation with Care and Support Strategy. • Undertake market engagement events with existing and potential new Supported Living providers. • Rolling programme of reviews with Supported Living Providers. 	<ul style="list-style-type: none"> • Torbay Council / TSDFT • Torbay Council / TSDFT • TSDFT 	<ul style="list-style-type: none"> • June 2017 • May – July 2017 • Complete April 2018
Employment	A	<ul style="list-style-type: none"> • Following decision in Mayor's Budget Proposal to cease funding Project Search, alternative provision secured through South Devon College and TSDFT. 	<ul style="list-style-type: none"> • Project Aspire (replacement for Project Search) go live. • Establish employment sub-group to map existing provision / undertake gap analysis. 	<ul style="list-style-type: none"> • South Devon College and TSDFT • Torbay Council lead with partner organisations 	<ul style="list-style-type: none"> • Commence September 2017 • Initial meeting June 2017
Criminal Justice System	A		<ul style="list-style-type: none"> • Work to be progressed in line with finalisation an implementation of joint Autism / Learning Disability Partnership Board 	<ul style="list-style-type: none"> • Torbay Council 	<ul style="list-style-type: none"> • June 2017

2. Risks

The report notes that progress is being made in a number of areas. Lack of capacity has had an impact on progress made to date. Staff who ordinarily would have been involved in progressing this work both within South Devon and Torbay CCG and Torbay and South Devon NHS Foundation Trust are no longer employed by the respective organisations. Within the local authority capacity has been impacted on by a number of pressing issues.

3. Recommendation(s) / Proposed Decision

3.1 The aim of this report is to provide an update on the submitted autism self-assessment framework 2016. There are no decisions to make at this point in time. However the following actions should be noted:

- Arrangements to be finalised for a joint Autism Board and Learning Disability Partnership Board.
- Establish working relationships with new officers in partner organisations
- Progress development of multi-agency training plan.



**Meeting: Policy Development and Decision Group
(Joint Commissioning Team)**

Date: 18 May 2017

Wards Affected: All

Report Title: Accessibility Strategy – 2017 - 2021

Is the decision a key decision? No

When does the decision need to be implemented?

Executive Lead Contact Details: Julien Parrott, Executive Lead for Adults and Children, julien.parrott@torbay.gov.uk

Supporting Officer Contact Details: Andy Dempsey, Director of Children's Services, 01803 208949, andy.dempsey@torbay.gov.uk

1. Proposal and Introduction

- 1.1 In order for disabled pupils to realise their full potential as learners, it is essential that they are able to access the curriculum, the physical learning environment and information and guidance about educational opportunities in their locality. The Equality Act 2010 requires local authorities and schools to develop and publish an Accessibility Strategy and Accessibility Plans (at a school level) outlining how they facilitate accessibility to buildings, information and educational provisions.
- 1.2 There is a significant overlap between these obligations and those set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (2015). This reflects that many children supported through SEND arrangements will have a disability. The revised Accessibility Strategy 2017–21, attached at Appendix 1, has developed within the context of the collaborative working between schools, partner agencies, families and the local authority for SEND provision and seeks to ensure that accountability considerations are robustly addressed.
- 1.3 The strategy has been developed by the Head of Education, Learning and Skills in consultation with key partners and stakeholders. It is supplemented by model documents to enable schools to develop a site specific accessibility plan, while the strategy itself will be supported by a detailed action plan to ensure it meets the needs of disabled pupils and helps to raise their attainment.

2. Reason for Proposal

- 2.1 Disability is defined within the Equality Act 2010, as ‘a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities.’
- 2.2 The Equality Act 2010 brought together a range of equality duties and requirements within a single piece of legislation and introduced a single, general Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools, fee schools and academies. Its duties extend to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassessment.
- 2.3 Local authorities and schools are required to make reasonable adjustments to ensure that disabled pupils are not of a substantial disadvantage. In deciding upon reasonable adjustments, local authorities and schools will need to consider their potential impact on disabled pupils in terms of time and effort balanced against inconvenience, indignity and discomfort, lack of opportunity and diminished progress. There is a further requirement to provide Auxiliary Aids for disabled pupils to promote accessibility for disabled pupils as part of the reasonable adjustable duty.
- 2.4 The Accessibility Strategy sets out how the local authority, including schools and partners, will:
- Increase provision and access to the curriculum;
 - Improve the physical environment of schools;
 - Improve the delivery and accessibility of information; and,
 - Monitor, review and evaluate impact.
- 2.5 The Strategy is also supported by a model School Accessibility Plan (Appendix 2) that schools can use to develop a site specific plan in accordance with the Equality Act 2010 and Disability Discrimination (prescribed Times and Periods for Accessibility and Plans for Schools) (England) Regulations 2005.
- 2.6 Implementation of the Accessibility Strategy will be supported by an action plan (Appendix 3) which will be populated in consultation with schools and key partners and subject to regular monitor and review to ensure it delivers improved outcomes for disabled children and young people.

3. Recommendation(s) / Proposed Decision

- 3.1 That the Accessibility Strategy 2017-2021 be approved.
- 3.2 That the Head of Education, Learning and Skills be authorised to develop an action plan in consultation with schools and key partners and stakeholders.

Appendices

Appendix 1: Accessibility Strategy 2017-2021

Appendix 2: Example School Accessibility Plan

Appendix 3: Accessibility Strategy: Action Plan Template



Accessibility Strategy 2017 - 2021

DRAFT

Contents

1. Introduction	4
2. Vision	4
3. Definition of Disability	4
4. Legislation	5
5. SEN & Local Context	6
6. Increasing Access to curriculum	6
7. Improving the Physical environment of Schools	9
8. Improving the Delivery and Access of Information	9
9. Monitoring, evaluation and review	10

Index of Appendices:

Appendix 1	School Accessibility Plan requirements
Appendix 2	School Accessibility Plan template
Appendix 3	Accessibility Strategy Action Plan

DRAFT

1. Introduction

The overall aim of this strategy is to ensure that Torbay Council supports schools in meeting the needs of disabled pupils and raising their attainment. The purpose of the strategy is to ensure that accessibility of the curriculum, the physical environment and information for disabled pupils is central to the delivery of services. The strategy aims to provide information and a framework to help schools create individual accessibility plans.

2. Vision

We believe that:

- all learners should have access to and enjoy high quality learning experiences, which will enrich their lives and help to realise their full potential.
- children and young people with learning difficulties and disabilities should have access to support to ensure that they can participate in the same opportunities as any other young child or person in Torbay.
- parents, carers, schools, the local authority, and partners should work together to ensure opportunities for every child and young person to strive for the highest aspirations.
- we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude child and young people with SEND.

3. Definition of Disability

The Equalities Act defines a disability as,
'a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to- day activities.'

To clarify;

- physical and mental impairment includes: sensory impairments, impairments with fluctuating or recurring effects, such as epilepsy; progressive impairments, such as muscular dystrophy; organ specific impairments; developmental impairments, such as autistic spectrum disorder (ASD); learning difficulties, mental health conditions and illnesses, such as attention deficit hyperactivity disorder (ADHD), phobia's and anxiety
- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months
- adverse effect means that the impairment affects one or more of the following: mobility; manual dexterity; physical co-ordination; continence, ability to lift, carry to otherwise move everyday objects; speech (including language and communication) hearing or eyesight; memory or ability to concentrate, learn or understand; or perception of the risk of physical danger
- normal day-to-day activities are things done on a regular basis including things like eating, washing, walking and learning (including reading, writing, communication, following instruction and adapting to change)

In addition, the definition also covers those with severe disfigurements; impairments which are controlled or corrected by use of medication, prosthesis, an aid or otherwise progressive symptomatic conditions; a history of an impairment; those with HIV, cancer and multiple sclerosis; and children under the age of 6 with impairments which, in an older person, would result in that person being covered.

4. Legislation

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation and introduced a single general Public Sector Equality Duty (PSED) 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.

In relation to disability, this general 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.

Additional requirement under the Equality Act 2010 for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty was introduced in September 2012.

This duty requires schools and Local Authorities 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. Auxiliary Aids includes aids (equipment which helps the disabled person, such as a special chair, adapted text, or special computer equipment or software) and services (something people provide, such as personal assistance). When deciding if a reasonable adjustment is necessary, 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.

The Equality Act 2010 requires Local Authority and schools to develop and publish an Accessibility Strategy and Accessibility Plans that outline how they will improve the accessibility of buildings, access to education and information for disabled pupils over time.

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

Schedule 10 says:

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.*

The delivery of information in (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.*

Schools' Accessibility Plans should also consider access to after school activities and

extended school activities if they are based on their school site. There is a requirement for maintained schools, pupil referral units (PRUs), academies and free schools to produce an Accessibility Plan.

5. Special Educational Needs and Local Context

There is a significant overlap between Special Educational Needs and Disabilities, therefore support for many children with disabilities is provided by schools and the Local Authority through the Special Educational Needs and Disabilities (SEND) framework, guidance for which is set out in the 2015 SEND Code of Practice: 0 to 25 years. The Code emphasises the importance of:

- the views, wishes and feelings of the child and their parents, or young person being sought and taken into account;
- the vital role parents play in supporting their child's education;
- children and young people with SEND having their needs met;
- needs normally being met in mainstream schools or settings; and
- children and young people with SEND being offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Torbay has a wide range of provision available to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND). The Local Authority works closely with early years providers and the childcare sector to ensure identification and individualised response takes place at the earliest opportunity. The Local Authority works in partnership with schools to ensure that provision is relevant and responsive to needs. The partnership with schools is well-established and long-term with specialist teams providing advice and support at whole-school, group and individual levels. Special schools have strong links with mainstreams schools to promote inclusion. Local Authority specialist services and outreach providers from special schools are flexible in their approach to meeting need and work with schools and each other to ensure that all pupils enjoy full participation.

Taking into account significant changes in national policy, there is now a focus on collaborative working between schools, partner agencies and the Local Authority through such developments as the Children and Families Act 2014.

The Local Authority also works alongside the local SENDCo Network to provide an on-going training and development enhancing provision and support for SEND pupils and responding to local need.

6. Increasing Provision and Access to curriculum

The Local Authority provides advice and guidance to all supports schools (regardless of whether they are maintained schools, academy schools or free schools) to respond to individual needs of pupils and training needs of staff with a range of specialist services, commissioned services and part traded services. The Local Authority website and Local Offer both provide information about the provision available to support access to the curriculum for pupils with learning difficulties and disabilities. The SEND Code of Practice includes advice on approaches to identification of need and the graduated approach to meeting identified needs.

The joint commissioning of education, health and care provision for children and young people required by the Children and Families Act 2014 is leading to the development of more

integrated packages of support which will support children and young people with disabilities in accessing the curriculum.

The Local Authorities SEND Information, Advice and Support Service (SENDIASS) and the Torbay Parents Participation Forum (PPF) works collaboratively in supporting the Local Authority to engage with parents and carers of pupils with disabilities to inform and develop good practice within settings.

The variety of services which the Local Authority already offers to promote the inclusion of disabled pupils and their families in education includes:

Admission to schools	<ul style="list-style-type: none"> ensures all admission arrangements comply with the DfE School Admissions Code. Co-ordinates applications for places at primary and secondary schools as part of the normal admissions rounds. provides clear information to both schools and parents/carers in relation to admissions and pupils with SEND.
Advisory Teacher for Early Years Inclusion	<ul style="list-style-type: none"> liaises with schools and organise transition meetings to share information about individual children who have special educational needs and disabilities, prior to them starting school. These meetings are attended by parents and other agencies working with the child. is able to maintain support for the child up to the end of the Foundation Stage. provides advice and support to parents/carers, carry out initial assessment of children and provide training and advice for educators.
Portage Service	<ul style="list-style-type: none"> nurtures and promotes all aspects of a child's development. delivers a weekly home teaching service, work alongside parents/carers to set realistic goals for their children and devise and demonstrate a range of appropriate activities for the parents/carer to undertake with their child.
Educational Psychology Service (part-traded service)	<ul style="list-style-type: none"> acts as a consultation, assessment and advisory service to the LA and schools. These are achieved through day to day liaison with schools; the attendance of planning meetings and case conferences; the assessing and advising of individual child's needs; the provision of in-service training and convening of school SEN Coordinator support groups; and by engaging in 'service maintenance' activities such as obtaining client feedback and carrying out performance reviews.
Torbay Hearing Support Service	<ul style="list-style-type: none"> supports children, families and schools by helping to identify, assess and meet the needs of children with hearing impairments. This involves a significant amount of individual case work. offers guidance and training on a range of issues relating to children with hearing disabilities. This includes audiological issues, hearing aids, ideas for play, language development, hearing tactics and liaising with other professionals on behalf of the child and his or her family. works on a one to one basis with each child.
School Transport	<ul style="list-style-type: none"> assesses the individual needs of each pupil, in line with Torbay's

	<p>Transport Policy, and where appropriate tailors the transport provided to meet the needs of the specific child.</p>
<p>Special Educational Needs (SEN) Team</p>	<ul style="list-style-type: none"> ensures that the key duty of the LA to identify, assess and arrange suitable provision for children with SEN is carried out. This is achieved through individual allocated caseworkers, liaison with parents/carers, caseworker involvement in attending formal meetings and multi-agency co-operation. manages the transfer of Statements and EHC plans in line with regulations. manages the statutory assessment procedure, issuing EHC plans where required. allocates additional resources to mainstream schools to meet the needs of children and young people with Statements and EHC plans. arranges admission to appropriate provision, including specialist provision where required. monitors and reviews the progress of children and young people with Statements and EHC plans. commissions specialist and outreach services to support pupils with special needs and the schools they are attending.
<p>Commissioned specialist services</p>	<ul style="list-style-type: none"> visual impairment support service from the West of England School. The school provides a 3 day a week service to the LA providing guidance on curriculum matters, mobility issues and Braille training. ICT advisory service for pupils with special needs from the Royal School for Deaf.
<p>Commissioned outreach services</p>	<ul style="list-style-type: none"> Chestnut Mayfield Preston
<p>Commissioned service from Careers Southwest</p>	<ul style="list-style-type: none"> supports transition planning and liaising with those involved with the child. helps young people and their carers identify the most appropriate post-school education, training or work.
<p>Commissioned independent information, advice and support service for parents/carers and young people (SENDIASS Torbay)</p>	<ul style="list-style-type: none"> offers independent information, advice and support service for parents/carers and young people in relation to special educational needs and/or disabilities. This includes: providing clear information; listening to parent/carers concerns; providing phone or personal support with issues, letters and/or meetings; and empowering parents/carers to be fully involved with and make informed choices about their child's education. encourages effective communication between parents/carers, schools and other appropriate professionals. offers relevant training opportunities. signposts to other appropriate services and/or avenues of support.

7. Improving the Physical Environment of Schools

Improving the physical environment of schools includes access to and within the school grounds and buildings, in addition to the provision of physical aids which improve access to a disabled child.

All new school buildings have to comply with current building regulations and should be physically accessible to disabled pupils, although, much of the work in this area will involve improving access to existing buildings. Any work undertaken by the Council in creating additional school places will also comply with current building regulations.

When making improvements schools need to consider potential adjustments which may be needed for disabled pupils generally, but, schools are not obliged to anticipate and make adjustments for every imaginable disability. Improvements could also be achieved by reasonable adjustments such as the allocation of rooms for particular specialisms, the removal of obstructions from circulation areas, improving the acoustic or visual environment and changing classroom layouts including the creation of safe spaces, calming areas and individual workstations. Physical aids to education could include the provision of specialist seating or desks and ICT equipment.

Advice and guidance should be sought from Physiotherapists / Occupational Therapists who are working with the children who have specific requirements where adaptations may be required.

Schools have had a statutory duty to develop and publish an Accessibility Plan since September 2002 and continue to have this duty under the [Equality Act 2010: Schedule 10, Paragraph 3](#) and [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#).

School Accessibility Plans must:

- be in writing.
- outline how the school will improve access to education for disabled pupils over time, covering the following three strands:
 - Increasing access to the curriculum for disabled pupils;
 - Improving the physical environment to increase access to education and associated services at the school; and
 - Improving the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.
- be published in the context of the Equality Act 2010, i.e. on the school website with hard copies provided upon request, and also be able to be provided in alternative accessible formats to meet the needs of those requesting it.
- be revised at least every 3 years.

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.

A template for the school accessibility plan has been produced for schools to use (Appendix 2)

A School Access Audit Checklist is available and free to download at: <http://www.accessaudits.com/wp-content/uploads/2014/06/FREE-SCHOOL-ACCESS->

It is important that the schools consider the long-term access needs of the school. Schools should use the routine refurbishment and other maintenance and equipment budgets to improve the physical environment of the school and maintain the standard of accessibility upgrade works already carried out. The Equality Act requires schools to resource their Disability Equality Schemes/ Accessibility plans adequately. Schools should recognise the costs of implementing the plan as legitimate expenditure, which should be incorporated into current budget commitments.

8. Improving the Delivery and Access of information

The planning duty requires written information normally provided by a school to be made available to disabled pupils. Such information should take account of pupils' disabilities, as well as the preferred formats for pupils and parents; it should also be made available within a reasonable time frame.

Although the duty relates primarily to written information, schools will be advised to consider how other formats that could be made available. The Local Authority Corporate Communications Team provides detailed guidance on how to produce clear communications by advising on the styles and formats to use. The team also provides guidance on how to produce information in large print, braille, symbols or as an audio-tape.

The requirement in the Children and Families Act 2014 to develop a Local Offer has the express purpose of simplifying and making information about processes, systems and services that support children and young people with special educational needs and disabilities more accessible.

In addition, the Torbay SEND Information, Advice and Support Service (SENDIASS) is able to offer impartial information, advice and support over the phone and in person.

9. Monitoring, evaluation and review

This Strategy is being recommended for approval to the Policy Development and Decision Group. The strategy will run for a period of 4 years.

The action plan and the Local Authorities performance against the identified action points will be reviewed and monitored on a regular basis through annual reports.

This strategy has been produced in association with parents and carers and in consultation with our schools and other partners. The Council will support schools in implementing the strategy which will be kept under regular review.

School improvement visits will include a question regarding the school's accessibility policy and their implementation of the Equality Act 2010.

Ofsted inspectors will discuss with each school how it is meeting statutory requirements and evaluate and report on the impact of the school's actions.

This Strategy will be published on the Torbay Local Offer website www.fis.torbay.gov.uk

DRAFT

Example School Accessibility Plan 2017 -

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

A - Compliance with the Equality Act

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Page 29

Current practice:-

B - Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

-
- *School*
-
-

C - Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

-
- *School*
-
-

D - Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

-
- *School*
-
-

E – Ensuring inclusion in the school community

This will include all other measures taken in ensure inclusion within the whole school community.

-
-
-
-

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan Template – Schools to complete contents adding rows as necessary

A - Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Page 32

B - Increasing Access for disabled pupils to the school curriculum

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

C - Improving access to the physical environment of the school

A useful free access audit tool is available at:
<http://www.accessaudits.com/wp-content/uploads/2014/06/FREE-SCHOOL-ACCESS-AUDIT-CHECKLIST.pdf>

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

D - Improving the delivery of written information to disabled pupils

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

E – Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

Accessibility Strategy Action Plan

This Action Plan will developed further in consultation with schools and parents.

Activity	Lead	Timescale	Success Criteria	Resource
Development of the Strategy				
To consult on the Accessibility Strategy				
To provide information and advice to support schools to develop their own Access Plans				
Through analysis of accessibility plans we will establish common areas of concern and provide advice and support				
To ensure compliance on the publication of the accessibility plans				
To establish common areas of concern from an analysis of the access plans and through discussions with schools				

Contextual Data to Inform the Strategy				
To aid strategic planning around sufficiency of placements				
To continue to proactively promote the Children’s Disability Register (DeCiDe) to increase the relevance of this data collection to inform strategic planning				
Improvement to the Physical Environment of Schools Increasing				
Provide information about a freely available access audit checklist for schools to use				
Improving the Provision to Disabled Pupils of written Information				
To disseminate guidance to all service providers on good practice when producing information				

To raise awareness of outreach services available to support schools				
Increasing Access to the Curriculum for Disabled Pupils				
To support and challenge schools on the performance of pupils with disabilities				
To ensure governing bodies are aware of their statutory duties				
To monitor attendance of pupils with disabilities				