

# Accessibility Strategy 2015-2018

Improving access for disabled pupils and  
promoting equality of opportunity



---

# Contents

Introduction .....	3
Definition of Disability .....	4
The Local Context.....	6
Vision and Values.....	8
Local Authority Support for Settings .....	11
Children and Young People/Family Involvement.....	14
Accessible Settings.....	14
Information and Planning .....	15
Raising Awareness.....	15
Funding Arrangements .....	16
Monitoring and Evaluation.....	17
Management and Implementation of the Accessibility Strategy .....	17
Feedback from the last action plan (2013 and 2015).....	18
Priority Areas for Development (2015 to 2018).....	21

---

# Introduction

Education and training settings in this document includes early year's settings, maintained, free schools, academies and further education providers.

This strategy sets out the proposals of the Local Authority to increase physical access and curriculum access in all education and training settings for disabled children and young people.

The Local Authority's Accessibility Strategy 2015 - 2018 is available in different formats and languages on request. A full version is also available on the Yor-Ok website - [www.yor-ok.org.uk/families](http://www.yor-ok.org.uk/families).

## The Accessibility Strategy takes into account

- The Equality Act (2010) that includes protection for disabled children, young people and their families in relation to direct/indirect discrimination, harassment and victimisation.
- The Children and Families Act (2014)
- The revised SEND Code of Practice (January 2015)



---

# Definition of Disability

The definition of disability is set out in the Equality Act (2010). This identifies that a disabled person is someone who has:

**‘a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.**

The effect must be:

- substantial i.e. more than trivial
- adverse i.e. unfavourable or injurious
- long-term i.e. for at least a year or ‘life-long’.

This definition includes children and young people with: physical, sensory, intellectual or mental impairments. The definition is broad and includes amongst others children with a learning difficulty, autism, speech, language and communication needs, severe dyslexia, diabetes, epilepsy, children and young people who are incontinent, or who have HIV-AIDS related impairments, severe disfigurements or progressive conditions such as Muscular Dystrophy.

In addition, children and young people who have mental health issues who, do not hold any formal medical diagnosis but who have had involvement from the Children and Adolescents Mental Health Services (CAMHS) within the last 12 months, are covered. This definition also covers cancer ‘recoverers’ who may be in remission.

All education and training settings have a statutory duty to publicise how they are going to meet the needs of disabled children and young people to access the curriculum and make their learning environment as accessible as possible.

---

This must explain how they intend to:

- gather feedback from the children and Young People using the setting
- put things in place from the feedback they have gathered
- not treat disabled children and Young People less favourably for a reason related to their disability
- make reasonable adjustments for disabled children and Young People, so that they are not at a substantial disadvantage as compared to their non-disabled peers
- put in place an accessibility strategy to increase access to the learning experience

These duties are ‘anticipatory’; settings need to consider the needs of current and future disabled children and young people. The duty not to discriminate covers extra curricular activities and all educational visits on and off site.

The Act talks about ‘reasonable adjustments’. To decide what is reasonable, consideration should be given to the:

- need to promote academic standards
- availability of resources (people involved and time expended)
- costs incurred to implement this particular adjustment/s
- practicality of making a particular adjustment/s
- health and safety implications for disabled children and young people and others
- how this reasonable adjustment/s interacts with/impacts upon existing (SEND) policies



---

# The Local Context

## Incidence of Disability

At a national level and local level, irrespective of the categorisation that some people use, children and young people's needs are considered in the widest sense, with each child and young person viewed as an individual. It is vital we ensure disability does not become a negative label.

We have taken as the approximation the number of children and young people with Statements of SEN/Education, Health and Care Plans and those placed at SEN Support Level to assist in planning the use of finite Local Authority resources.

In adopting this measure we recognise that SEN and disability are not equivalent – more in the nature of 'overlapping circles' – and that some children and young people who may be regarded as having a disability will not be included in this SEN measure.

## Data from School Census January 2015:

The total pupil population in York schools in January 2015 was 24,093. The number of children and young people of these who were identified as having special educational needs is 2,513. This is 10.4% of the school population. 229 children attend maintained special school settings and 21 attend out of city placements.

To understand the needs of children and young people with special educational needs we look at the description of the primary need of the child identified by schools.



## Breakdown of primary need in City of York

(Including all children and young people at SEN Support, with a statement of special educational needs and Education, Health and Care Plans)

- Communication and interaction
  - Autism (including Aspergers) .....207
  - Speech, language and communication.....387
- Cognition and learning
  - Specific learning difficulties .....475
  - Moderate learning difficulties.....580
  - Severe learning difficulties.....61
  - Profound and multiple learning difficulties .....36
- Social, emotional and mental health.....497
- Sensory and physical
  - Physical difficulties.....98
  - Visual impairment.....25
  - Deaf or hearing impairment.....69
  - Multi-sensory impairment.....0
  - Other .....87

There are 111 young people with high needs who access learning aged 16-18 years and 45 who access learning aged 19-24 years. This is almost doubled from 2012. Figures of young people aged 19-24 accessing education in York with high needs has risen by more than four times.

Of the total pupil population in York settings statements for special educational needs or Education Health and Care Plans or SEN 533 (2%, 1 in 50).

- Primary mainstream .....123
- Secondary mainstream.....145
- Special.....194



---

# Vision and Values

## City of York Council and its partners are committed to:

- providing the best possible quality of care and education for all its children and young people within the available resources
- supporting and promoting the wider vision of inclusion
- identifying and removing barriers to learning for all
- valuing diversity
- seeking to ensure that all policy and practice promotes equality of opportunity.

## Children and Young People are entitled to:

- high quality care and learning experiences which encourage the development of maximum potential and independence
- care and learning which is personalised to their needs
- be fully engaged in discussions and decisions about their health care and social care as well as their education
- be involved in the shaping of services and provision
- access local provision, wherever possible
- be supported and encouraged to develop positive attitudes to diversity

## We expect Parents and Carers to:

- be fully involved in their child's health care, social care and education on the basis of an active partnership
- be involved in a shared responsibility and shared accountability
- have their views respected and valued
- be actively involved and participate in shaping services and provision
- receive feedback about how their views have contributed to plans for their child's education, health and social care and to service planning and delivery.



---

## All education and training providers (0-25) including governors and proprietors, will:

- ensure that the Local Authority's Accessibility Strategy is actively implemented
- involve disabled children, young people and their families in planning their support
- have an accessibility plan for their setting that is monitored and reviewed at least every three years that ensures that:
  - i) arrangements are in place for establishing and developing appropriate access for children and young people,
  - ii) appropriate physical access for all users of the learning site is available, within reasonable costs,
  - iii) that delegated and devolved resources are used appropriately to focus on meeting the needs of disabled children and young people in order to maximise their progress.
- ensure disabled children and young people and families contribute to the development of the Local Authority's policies and practice in meeting the needs of disabled children and young people.



---

## City of York Council and partners will:

- support settings within York to meet the full range of children and young people's needs through the promotion of an inclusive philosophy and the effective deployment of all available resources
- ensure that statutory responsibilities are carried out efficiently and effectively in accordance with relevant legislation
- share information to promote children and young people's well-being
- work collaboratively in the development of access to the physical environment, to the curriculum, and to make information accessible
- recognise the variety of disabled children and young people's needs, and maintain and develop high quality provision in all education and training settings across York (age 0-25)
- seek to meet individual needs in local provision
- maintain high quality support services to promote inclusion and offer support for the children and young people, their parents, education and training settings
- support professional development for all staff to ensure that high standards of service delivery and provision are achieved
- support staff in understanding how to adapt the delivery of the curriculum to make it accessible and so that the most effective and efficient use is made of available resources
- seek to ensure that the overall balance of provision and funding moves towards earlier intervention
- use available resources fairly and equitably based on written and agreed criteria
- provide support to enable families to understand the range of services available, the means of accessing them, and the respective roles and responsibilities of all partners and providers
- provide support to make this information accessible, which may include providing a range of alternative communication formats and community languages, as required
- encourage all stakeholders to be active partners in developing positive attitudes towards diversity, equality and disabled people.

---

# Local Authority Support for Settings

The City of York Council has a well-established reputation as a consultative Local Authority and seeks to include its partners effectively in all major developments.

The Local Authority provides advice and guidance to settings, 0 – 25 years, on issues relating to disabled children and young people through a range of support services including the Educational Psychology Service, and the Specialist Teaching Team.

Services work with settings to ensure

- appropriate targeted provision
- high quality teaching and learning
- support to staff and senior leadership teams

The Local Authority quality assures provision and offers guidance and challenge to settings.

Settings are expected to review their educational and training provision in terms of accessibility for all, by undertaking a self-review process via an accessibility planning cycle. Support for this is given through ongoing disability equality training for all settings in York.

Local Authority Special Educational Needs services support settings to use the special educational needs banded threshold documents. These documents describe the different levels of support a child or young person can expect. Best practice is supported through direct work in settings and an emphasis is placed on developing staff confidence using a range of resources.

- **Band 1** - support from school using Quality First Teaching approaches.
- **Band 2** - support from school and other agencies; children and young people should be considered for a 'My Support Plan' to co-ordinate shared understanding of need and plan support.
- **Band 3** - and above support from school and other agencies; a request for an Education, Health and Care Needs Assessment should be requested.

Networks between settings are actively promoted. There are termly meetings of the Primary and Secondary SEND Coordinator (SENDCo) Forums, which strengthen strategic development through joint work with senior leaders in settings. Provision for children and young people with Special Educational Needs and Disability is promoted as a whole setting responsibility.



---

The local authority provides guidance and policies on medicines and personal care which enables children and young people with health needs to participate in the full range of activities. Settings are responsible for putting these into practice.

Children and young people who have longer term significant health care needs whilst at a setting have an individual Health Care Plan written by the setting in consultation with parents/carers, the setting nurse and the Specialist Teacher for Physical Difficulties and Health Needs. Children and young people who may have an emergency due to health needs are provided with an Emergency Treatment Plan written by the consultant, GP or specialist nurse.

The local authority also has updated policies on:

- Access to Education for Children and Young People with Health Needs who are Unable to Attend a Setting
- Managing Medicines
- The Management of Continence Development

The local authority provides 'Moving and handling children and young people with physical difficulties' training for settings delivered by staff from the Specialist Teaching Team, Applefields School and Hob Moor Oaks School.

The Specialist Teaching Team and Educational Psychologists provide training to support staff to meet the needs of children and young people with SEND.

The Specialist Teachers for Physical Difficulties and Medical Needs advise and support settings on the development of Personal Emergency Evacuation Plans for individual children and young people.

The co-located multi-agency Transitions Team, made up of the York Independent Living and Travel Skills Service, the York Connexions Service and the Children and Adults Social Care Service, provides support for young people aged 14-25 years. This team provides coordinated support to help young people prepare to leave settings and move into adult life.



---

The York Independent Living and Travel Skills Service assists disabled young people (aged 11 to 25) and those with a range of special educational needs to develop their independent travel skills through a very carefully planned and individually-tailored support programme. Support is provided to an individual to move from 1:1 home-to-setting transport arrangements to being independent travellers with the use of a free bus pass for up to 12 months (funded through the City of York Council).

Home to setting transport is provided for children and young people with SEND, within the context of clear criteria in the council's Home to School/College Transport Policy.

The Specialist Teaching Team advises settings on specialist equipment which is lent to improve accessibility. The team works closely with the City of York Council's Sports Development Team to support settings to enable all disabled children and young people to access the physical education curriculum.



---

# Children, Young People and Family Involvement

Settings are expected to encourage all children and young people with Special Educational Needs and Disability to get involved to ensure that their 'voice' is heard and that they are directly involved in shaping their setting's Accessibility Plan.

A multi-agency YorOK Voice and Involvement Group provides guidance and examples of good practice to enable all children and young people to be engaged in decision making to ensure their views are heard. The "Listen To Me" series of booklets has been sent to all settings.

CANDI, the forum for parent/carers of disabled children and those with additional needs, works collaboratively with the Local Authority to plan, develop and review services. Parents are active members of strategic groups that oversee services for all disabled children. This partnership allows the Local Authority to understand the holistic needs of families and plan to meet these more effectively.

## Accessible Settings

Under the Equality Act 2010, the SEND Code of Practise (2015) and school DfE guidelines, state that each education and training setting must publicise how it will meet the requirements of children and young people with special educational needs and disabilities in terms of the physical environment and curriculum.

To help meet these legal requirements, members of the City of York Council Special Educational Needs Department will provide:

### Physical Environment

- guidance to education & training settings in delivering statutory requirements under the Equality Act 2010 and the SEND Code of Practice 2015
- disability & equality training workshops, available for all setting staff within York
- advice and guidance on adapting the physical environment within settings
- advice and provision of specialist equipment where appropriate

### Access to information

- advice and guidance on how to differentiate the curriculum
- advice and guidance on how to make information accessible and where necessary to provide information in alternative communication formats or ensure the information is accessible



---

# Information and Planning

Information about disabled children and young people is collected from various sources across Children's Services, Education & Skills so that the local authority can plan ahead. Close liaison between the Local Authority and health professionals helps ensure that work is in place when and where needed for disabled children and young people. Settings, parents/carers and health professionals are encouraged to contact the local authority's support services at an early stage for advice. Regular meetings are held between agencies, to inform planning and to ensure that there is effective coordination of support.

Families who move into the area are encouraged to liaise with the local authority at the earliest opportunity about the needs of their child and which setting they would like to attend. Training needs are identified and advice is offered by the Local Authority to support the inclusion of the child in the setting. In this way, work needed for individual disabled children and young people, can be carried out well in advance of transition.

## Raising Awareness

Access to the physical environment and curriculum is about attitudes and awareness as well as provision. For example:

- a setting which appears to have good accessible parking provision, may not be accessible for an individual who arrives to find that the parking bay has been used by someone who does not need it
- a trip may be arranged by a school. But if it is not properly risk assessed and managed beforehand, it could put the child or young person, staff and others at significant risk, as well as discriminating against them.

Positive attitudes towards disability are a crucial part of improving accessibility. Training is available for governors, head teachers and setting staff on legal responsibilities under the Equality Act (2010), the Public Sector Equality Duty and the Accessibility Planning cycle. In addition, training is provided covering awareness-raising on all areas of special educational needs and disability.



# Funding Arrangements

When a child requires specialist equipment, such as an adapted chair or voice recognition software. Schools may apply to the local authority for funding. This will be allocated according to need following the equipment policy. Schools are expected to contribute toward the cost: primary schools £250, secondary schools £500 and special schools £1,000.

Capital funding for building work is used strategically across the local authority targeting improvements for individual children and young people as well as providing access for all users of buildings. Access improvements to buildings for individuals are considered on a case-by-case basis which may incorporate the following improvements:

- access across nursery, primary and secondary phases in the local area
- physical access to the setting. This may include setting down and picking up points, ramps, handrails and lifts, and improvements to escape provisions
- physical movement around the building, including adaptations for sensory disability such as improved colour schemes, and access to social areas, dining rooms, etc
- access to the national curriculum, including specialist furniture such as desks, rise and fall tables, sinks and ovens; and information and IT equipment – both hardware and software
- accommodation within the building including accessible toilets for disabled children and young people, medical rooms, and sound proofing for children and young people with hearing impairment
- projects should continue to promote and enhance the local authority's overall strategy for increasing access and inclusion for children and young people with special educational needs
- any new build should be planned to provide maximum accessibility.

It is the local authority's intention that all works will meet or exceed the minimum current Regulation Part M requirements in line with the anticipatory element of the building bulletin guidelines.

It is expected that school settings will use Devolved Formula Capital (DFC) to pay for minor capital work listed in their accessibility plans. However, where work is more expensive and complex, the local authority will consider the issues on a case-by-case basis.

Settings are encouraged to use the local authority's expertise when planning building work. Building projects should be proactive and developed only in response to pupil need. Much work has already been undertaken across the local authority to improve general access to settings in anticipation of pupil, staff and visitor needs. All settings are encouraged to address accessibility in whatever projects they decide to undertake.





---

# Monitoring and Evaluation

The Local Authority closely monitors progress and outcomes for all its children and young people. The SEN Management Team (SENMAN) monitors and evaluates the processes and procedures that are in place for all children and young people with Special Educational Needs and disabilities. This work is supported through the input and advice from teams drawn from within SEN Services.

## Management and Implementation of the Accessibility Strategy

The Local Authority encourages all education and training settings to examine their progress towards being more inclusive when considering their statutory requirements in relation to section 6:79 of the revised Code of Practice and in line with the Ofsted Inspection Guidance (September 2015).

Responsibility for the oversight and evaluation of the Accessibility Strategy 2015 - 2018 and the implementation of the action plan rests with Special Educational Needs and Disability Management Team.



# Feedback from the last action plan (2013 to 2015)

You said it is important	What we have done	Evidence	Impact
1. We hold information that is relevant and easily interrogated	Changed the way we keep data in line with the Children and Families Act 2014	New systems in place – tracking systems for EHCP processes, database held with Children's Front Door regarding My Support Plans	Effective working practices around data sharing
2. We have staff who have up to date information and training to inform practice	Embedded the Inclusion Development Programme materials for Speech and Language and Communication Needs (SLCN), Dyslexia, Autistic Spectrum Conditions (ASC) and Social, Emotional & Mental Health (SEMH) in whole setting approaches to teaching and learning. Training is available for all settings about conditions and the needs of individual children and young people	Feedback from SENCOs that educational settings have used the programmes and SENCOs reported that they have found them valuable to support improved outcomes for children and young people	Children and young people with SEND are supported by staff in educational settings who have a better understanding of their SEND
3. We have reviewed and updated our guidelines and policies in line with the code of practice (2015).	Reviewed and updated Special Educational Needs guidelines for settings in line with SEND reforms	Guidelines written for educational settings e.g. guidance on how to write Educational Health Care Plans, My Support Plans and working within timelines	Timely responses to statutory processes. Improved consistency and quality of Educational Health Care Plans
4. We listen to children, young people, parents/carers and stakeholders	Supported settings in developing ways to gather feedback from stakeholders with person-centred reviews and discussions Resources to support training have been shared with all schools Continued to improve the way we listen to disabled children, young people and their parents through My Support Plans/Education Health Care Plans meetings	Educational settings have been supported to structure meetings to focus on the children and young people and their family. Creative ways of gathering children and young people's views are in constant use. The local authority quality assures each Educational Health Care Plan	Educational Health Care Plan and My Support Plan reviews are family-centered. CYP and families have given feedback that they feel more involved in the meetings and processes. Plans are more focused around children and young people's needs and aspirations. They are holistic plans covering needs at school, in the community and concerning health. This supports better outcomes for children and young people and their families



# Feedback from the last action plan (2013 to 2015)

You said it is important	What we have done	Evidence	Impact
	<p>Ensured that CYP's voice is heard in every review &amp; quality assured each plan to ensure these views are listened to and where children and young people identify a need, an action is included to meet that need</p> <p>Actively involved all stakeholders, particularly children and young people with SEND and their families during the planning and implementation of the SEND reforms</p> <p>Engaged with children and young people with SEND and their parents/carers through MSP/EHCP processes, to ensure that they are involved in improving access to the whole setting environment and all activities in maintained educational settings</p> <p>Listened to children and young people and parent/carer concerns and ensured actions addressed those</p> <p>Used feedback to inform training around SEND reforms, including children and young people and included parents in this training where possible</p>	<p>Parent groups, CYP feedback groups. On-line surveys for settings and professionals</p> <p>Children and young people and parents/carers are involved in consultations for school accessibility strategy and the school report</p> <p>Questions asked in meetings and the paperwork looks at the holistic needs of the CYP. Evidence in the MSP and EHCPs</p> <p>Further training on child-centered reviews via SENDCO cluster meetings. Change of educational health care plan paperwork, parents and professionals have spoken at training events</p>	<p>Children and young people and families tell us they feel more involved than ever and they feel more in control of their support</p> <p>Access to settings has been improved</p> <p>Planned outcomes are holistic supporting well being as well as academic attainment</p> <p>Feedback from parents that they feel part of the journey rather than being 'done to'</p>
5. We narrow the gap in attainment	Worked hard to narrow the gap between children and young people with SEND and their peers to ensure high expectations and attainments for all children and young people but particularly, those children and young people who fall into one or more of the 'vulnerable' groups	Support for schools from the SEND consultant, Educational Psychologist and Special Teaching Team, York data and national data.	Most children and young people with SEND are achieving and progressing within expected levels. There has been an increase in pupils achieving age appropriate levels in Key Stage 1. Lower attaining pupils have made better progress in reading and writing in York than average progress nationally in 2015



# Feedback from the last action plan (2013 to 2015)

You said it is important	What we have done	Evidence	Impact
6. We get transition adjustments right	Supported children and young people with visits to new settings to assess accessibility and consider if any reasonable adjustments are needed	SEND Services and Connexions support CYP and their parents to discuss accessibility needs at key transition times	Children and young people feeling confident at transition times
7. We take a multi-agency approach to supporting disability with SEN	Extended multi-agency forums; examples include Moving Into Adult Life, Early Years and Portage, Integrated Services Conferences – these groups have worked with settings to ensure they meet the requirement of the Equality Act (2010) and are appropriately challenged when provision needs to improve	Staff from different agencies are working closely together to improve equality within their services taking into account the requirements of the Equality Act (2010).	Children and young people with SEND have equal access to their peers
8. Information is accessible	Guidance produced on a standardised symbol progression for children and young people who require symbol supported learning and communication materials, these are used in settings and public buildings	City of York Council staff have access to 'Communication in print', every school had a license and parents, through access in libraries and at autism parents group, can produce information using communication in print symbols	Children and young people can read more information and are able to use symbols to express their views
9. We ensure that children and young people with communication needs have access to information and a means of recording their thoughts	Promoted the use of word prediction software for children and young people who are unable to word process by other means	Specialist Teachers have promoted the use of Clicker 6 and other word prediction software. Handwriting pathway includes the use of laptops, etc. to record thoughts	More children and young people can directly record their thoughts independently



# Priority Areas for Development (2015 to 2018)

You said it is important	What we have done	Evidence	Review Date	Responsibility
1. We will increase access to the curriculum for disabled children and young people across all settings	Carry out an audit of resources/equipment already in schools and establish a database to ensure equipment is used appropriately to meet children and young people's needs	Case studies evidencing the use of resources and equipment to support outcomes for children and young people	December 2016	Specialist Teaching Team
	Review and update information on available resources	Information on website	July 2016	Specialist Teaching Team
	Ensure that examples of good practice are collected and shared with settings.	Evidence of good practice being shared with SENDCOs at forums, via e mail and on website	July 2016	Specialist Teaching Team and Educational Psychologists Pathfinder Alliance School Improvement colleagues
	Offer continuing professional development opportunities to staff in educational settings that covers a wide range of special educational needs and disability issues and we will measure the impact of this training.	Records of training that have been delivered, case studies	July 2016	SEND Services and Pathfinder Alliance for continuing professional development
2. We share information across the authority to improve practice	Offer advice to educational settings about the appointment of staff working with children and young people with SEND	Involvement of local authority officers in recruitment.	July 2016	Settings and LA Officers
	Produce a Red, Amber, Green (RAG)-rated style access audit template.	Template in place and used by schools	July 2016	Specialist Teaching Team and Educational Psychologists Pathfinder Alliance School Improvement colleagues SEND services/Pathfinder Alliance
3. We collect disability data that is used to inform future planning on prevalence, attainment etc	Work with colleagues in health and social care to use systems for holding and collating data.	Use of Mosaic, FTT Aspire, Family Information Service, Management Information Service (MIS)	December 2016	Local authority SEND & Finance Officer
4. We monitor and evaluate the progress and outcomes for disabled children and young people	Devise self-audit tools for settings to use and for the Local Authority to collate whether identified outcomes have been achieved	Self-audit tools in place, systems to evaluate in place	December 2016	SENMAN



# Priority Areas for Development (2015 to 2018)

You said its important	We will	Evidence	Review Date	Responsibility
5. We promote the engagement of children and young people and their parents to work with settings to devise their accessibility plan and any future adaptations	City of York Council training and support for SENDCOs promote the participation of children and young people and families in developing accessibility plans for settings and gathering feedback re the effectiveness of the plans.	Evidence from settings, good practice is shared with SENCOs	December 2016	SEND Services and SENDIASS Pathfinder Alliance
6. We meet the needs of children and young people with SEND effectively	Encourage and advise settings to think creatively to meet the needs of children and young people with SEND including developing personalised programmes where appropriate  Further develop the transition pathway for young people and their families as they move into adulthood and provide clear information to support this process through discussion  Support staff to understand principles and offer key working practices, colleagues taking on the lead practitioner and key worker role where appropriate  Provide guidance on Community Impact Assessments.  Ensure our practice is reflective to review case studies and continually improve services	Case studies of how personalised programmes have supported a CYP  Have clear pathways and information available  Records of training, case studies where this has been successful  Examples of where guidance has been given  Case studies, personal outcomes Evaluation Tool, Journey mapping	July 2016  July 2016  December 2016  July 2016	SEND Services with colleagues from Social Care, Transitions, Connexions and Health Joint Panel for Post Monitored Education  Transition Team  City of York Council Workforce Development Unit SENDCOs, Connexions, Health Visitors  City of York Council Workforce Development Unit  SEND services
7. We support all settings to meet the requirements of the Equality Act (2010).	Offer training and advice to settings in order to produce, implement and review their setting's Accessibility Plan	Record training given and evidence through case studies of where it has made a difference to children and young people	July 2016	SEND services





**This information can be provided in your own language.**

Informacje te mogą być przekazywane w języku ojczystym.

Polish

Bu bilgi kendi dilinizde almanız mümkündür.

Turkish

此信息可以在您自己的语言。

Chinese (Simplified)

此資訊可以提供您自己的語言。

Chinese (Traditional)

 **01904 551550**

If you would like this information in an accessible format (for example in large print, in Braille, on CD or by email) please call (01904) 551550



**YORK!**

