

Update on Implementation of Recommendations Arising from the previously completed scrutiny review of 'Inclusion in York Schools'

Staff Training

The following figures show the number of staff working for CYC schools (including centres on the Danesgate site, Enhanced Resource Centres attached to CYC schools and St Paul's Nursery) who have attended CYC training courses with an 'SEN' code since 1 January 2006 (full list attached).

NB: this information is with regard to staff and governors in schools only

<u>Overall attendance (all staff, including governors):</u>	<u>Governor attendance:</u>
2680 attendances	88 attendances
910 unique staff members	71 unique governors

Additionally, the SEN Consultant offers bespoke whole-school training sessions, which have been given to 15 schools during this time period.

SEN Courses - January 2006 to October 2008

Accelerad/Acclewrite - an ICT intervention to improve reading and spelling skills
 Annual Coach to Bolton - Special Needs North
 Annual Sharing Good Practice Showcase
 Autistic Spectrum Condition Support Group
 Autistic Spectrum Conditions
 Bite Size ICT for pupils with additional needs - Clicker 5
 CAMHs Stakeholder Day
 Developing and Organising 'LINK' Daily Practice Routine
 Developing Wave 1 support strategies
 Dyslexia Friendly Schools Day Conference
 Effective Involvement - Children and young people at the heart of decision-making!
 ICT to include all learners in daily lessons
 Implementing Disability Discrimination Act 05 & Disability Equality Duty: Governors' Responsibilities
 Including a pupil with complex needs into a mainstream class - The issues for the teacher and TAs
 Inclusion Certificate and Award Support Network
 Inclusion Strategy Group
 Integrated Working
 Integrated Working to improve outcomes for disabled children
 Intensive Interaction - Meeting the Communication Needs of People who have Severe Learning Diff.
 Jump Ahead
 Launch of the York Key Stage 1 Circle Time Curriculum
 Leading Teachers for Intervention
 Lime Trees
 LINK - Developing Personalised Reading Books and Supporting Letter Formation
 LINK Bitesize
 LTI Conference

Makaton
Making the Most of YATs and YOMs
Meeting the needs of Pupils with Profound and Multiple Learning Difficulties
Moving and Handling
No Wrong Door' Conference
Personal Education Plans for Looked after Children
PIVATS
Planning for Transition
Primary SENCO Forum
Providing for Children with Special Needs
Read Write Inc. Fresh Start
Secondary SENCO Forum
SEN Conference
SEN Coordination Services: What's it all about?
SEN Services - An Introduction
SEW: RU OK?
Social and Emotional Aspects of Learning (SEAL)
Spaced out Maths
Spotlight on Maths - Bite size CPD
Support Group for Staff working with Pupils with Mod & Severe Learning Difficulties inc
Downs
Support Group for Staff Working with Pupils with Physical Disabilities
Supporting Children and Young People with Epilepsy within educational settings
The Importance of Early Relationship (Attachment)
TIPs to Promote Independence (in pupils with LDD) - Resource Review
Training for staff working with children with hearing aids
Troubleshooting hearing aids and radio aids
Using Data to Maximise progress - The Twelve Step Model
What schools need to know about generating & implementing their Disability Equality
Scheme

**Briefing: Schools' response to the Special Educational Needs and
Disability Act (SENDA)
January 2008**

Sue Perutz
Schools Access Development Worker

Monitoring of schools' duties under SENDA is central to the LA's inclusion agenda (ie to ensure appropriate provision is made, not to treat disabled people less favourably, and to make reasonable adjustments). It is carried out routinely through visits by LA staff and analysis of the annual self review framework and the Self Review Framework for Inclusion. Every effort is made by the LA to support schools and challenge them when necessary in making provision for disabled people in their local community.

The responsibility to draw up and implement a School Accessibility Plan is monitored by the LA Schools Access Development Worker, appointed as a part of the Accessibility Strategy in 2003. Access audits of all mainstream schools were conducted 2003-2005 and work continues to support schools in carrying out their responsibilities under the DDA in relation to the physical environment. The CYC guidance document 'Inclusive school design' supports this (attached).

Schools are advised and supported in drawing up their Access Plan and are requested to forward a copy to the LA. In 2006 all mainstream schools had Access Plans in place, although analysis showed that a number of schools needed further support to improve the quality of their planning (see attached data). Work is in hand to ensure that all schools have plans in place, both through requests to headteachers and through regular visits to schools carried out by the Schools Access Development Worker.

The LA approach to access planning and the development of inclusive practice relies on good relationships with schools, helping them to take ownership of their access duties. Initially it was felt that schools were not in a position to conduct their own access audit of the physical environment. Since then a checklist has been developed (attached) which is included in the Self Review Framework for Inclusion. The Schools Access Development Worker uses it in a four year cycle of visits to schools, during which the headteacher or senior management discuss access issues and agree the level of accessibility achieved. This information is shared with other colleagues in the LA. Information is then collated, giving a clear overview of progress both individually and across the city (see attached). This checklist has been shared with other LAs across the region and is now in widespread use. As it will take a while to complete a full review of progress, an interim summary has been circulated to colleagues. This will be reviewed annually.

Following the publication of 'Implementing the DDA in schools and early years settings', further advice and training has been delivered, and schools have been encouraged to make use of the LA's Access Plan template, developed from government guidance in close liaison with the organisation Disability Equality in Education. A number of schools have used this template, along with a checklist similar in format to the Schools Access Checklist to support schools in assessing the impact of their disability equality measures (attached). Other schools have incorporated their planning within their School Improvement Plan, following government guidance, while others expect to incorporate it within their Disability Equality Scheme. No request has yet been made to schools to forward copies of their Disability Equality Scheme to the LA, although this recommendation will be made to the Inclusion Strategy group later this year when schools have had more time to carry out their duties.

Young disabled people's responses are highly valued, as shown for example by the work of the Children's Society in reporting on the accessibility of three local leisure centres (evidence already submitted), and by the work at Millthorpe School involving young people with visual impairment in planning improvements (attached). A group from the Children's Society recently conducted access audits at three schools, and their input was greatly appreciated, especially at St Lawrence's CE Primary where they ran a very effective workshop to raise disability awareness (autumn 2007).