

SEND Strategy 2022-2025

**Supporting children and young people who
have special education needs and/or
disabilities (SEND)**

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Executive summary

Our 2030 vision commits to believing in the possibilities of Barnsley and to the future, with excitement and optimism. Our borough is a place that fosters and grows ambition, enabling everyone to be the best they can be.

Barnsley 2030 is relevant to everyone in the borough, including children and young people with special education needs and those who are vulnerable. We all have an important role in working with our partners and stakeholders across the organisational, private, public, voluntary and community sectors to achieve the vision of Barnsley's future and our long-term ambitions. By 2030, we want everyone to benefit from, and contribute to, making our borough a thriving place of possibilities.

Barnsley Council, Barnsley Integrated Care System (BICS) and the Barnsley Schools Alliance are committed to ensuring that support and provision for SEND are continually improved and that we build the trust and confidence of children, young people and parents/carers in Barnsley's provision and services across education, health and care.

As a local area, we are ambitious for all our children and young people, inclusive of those who have SEND and/or who are vulnerable, which is why we have high expectations of our early years' settings, schools, colleges and support services. We want all children and young people in Barnsley to have the best start in life in preparation for their continued progress to becoming young adults.

Just as importantly, we want all young people to have access to opportunities for training, education, employment and apprenticeships to help them gain the skills they need to become independent participants in the local community and to thrive.

As a local area, we have a strong focus on disadvantage and want to help everyone to access their right to an education, be included and achieve their full potential. We take a values-based approach to ensure that children, young people and parents/carers experiences are fully embedded in how we evolve.

Our SEND Improvement Programme underpins our SEND Strategy, 2022-2025, provides an overview of current activities to be undertaken to achieve improvements in SEND provision and services across the local area. The actions have been specifically identified to improve outcomes for children and young people with SEND so that they have the best possible experiences and opportunities to equip them for their future.

We sincerely thank all our partners and stakeholders including our children, young people and parents and carers who have invested time and effort to create our SEND Strategy 2022-2025. To keep everyone up to date with how things are progressing, we will continue to work in partnership with everyone to deliver on our commitments to children and young people with SEND.

EHCP context



29.1%

of the population in Barnsley are aged 0-25.



2133

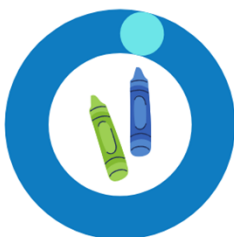
plans maintained



4.5%

of pupils in Barnsley schools have an EHCP

% by school phase



2.7%
Primary



3%
Secondary

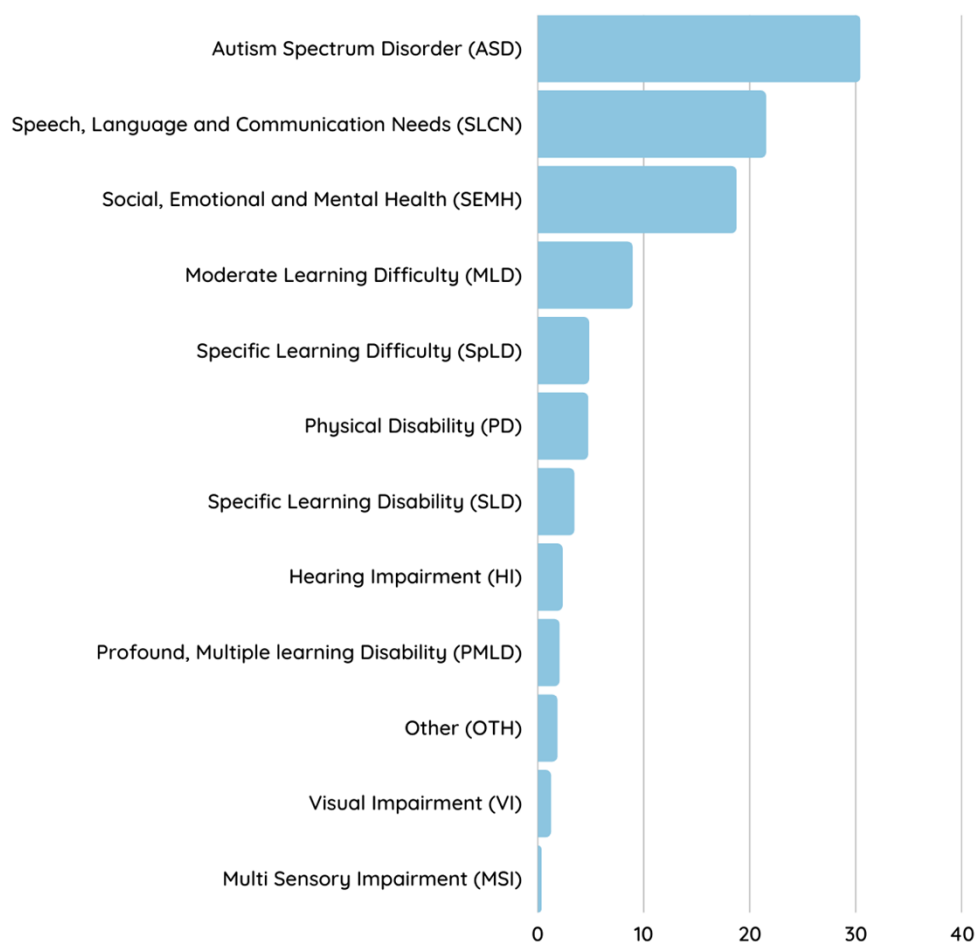


100%
Special

Age breakdown %

Age	0-4	5-10	11-15	16-19	20-25
Barnsley	3.2	33.8	39.5	20.4	3.1

Primary need - all state funded schools



SEN support context

% by school phase



10.9%
All schools

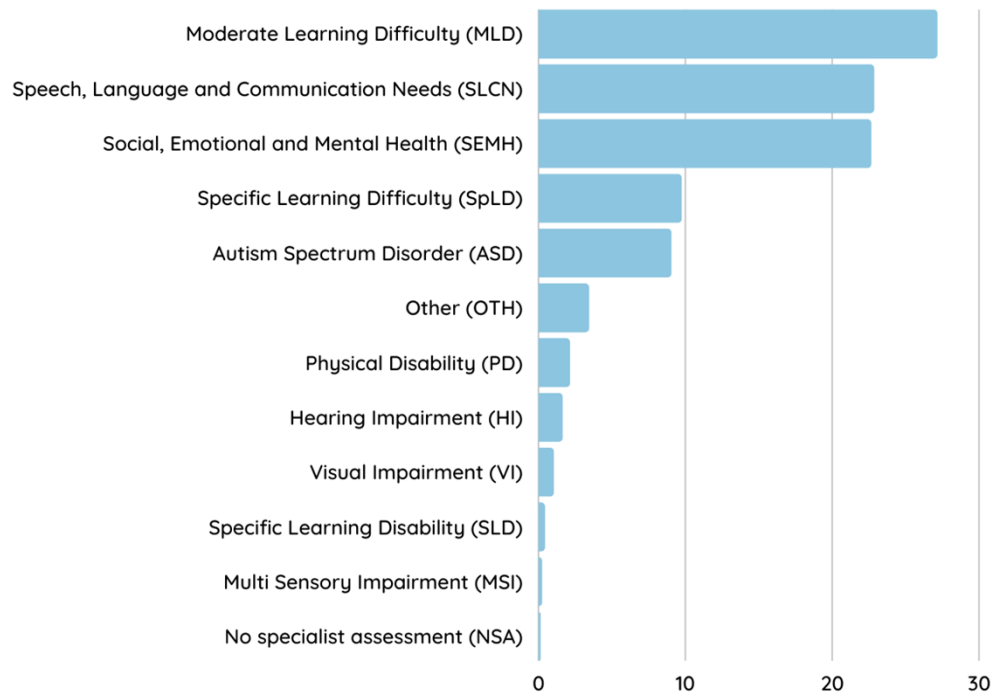


11.1%
Primary



11.1%
Secondary

Primary need - all schools



Our guiding principles and values

As a local area, we are a force for continual improvement through shared responsibility, intelligence and commitment to achieve the best outcomes for all our children and young people.

We use the phrase ‘a force for continual improvement’ to acknowledge that our work is targeted towards improved early identification, support, services and provision across education, health and care.

By using intelligence and being committed, we make sure our work responds to the needs of the local area, is evidence based and we take responsibility for the commitments we make to our children and young people.

Being responsible indicates that we direct our resources to the areas that have the most impact and where children and young people are most at risk of poor outcomes. This means being efficient and prioritising what we know we need to focus on to provide the greatest possible level of support and provision across education, health and care.

Our approach is grounded in what works best to improve outcomes for children and young people so that they can have the best future possible and thrive as part of our local community. We work with and listen to our children and young people, parents and carers and other stakeholders to ensure our values are shared values.

Over the last few years, we have been a force for continued improvement through our SEND Improvement Programme. We have reflected the progress of this and the difference it has made so far in our revised programme, which has been updated to underpin the commitments we are making for the next phase, from 2022-2025.

Children and young people, parents and carers have driven our shared, key values. These are the cornerstones for the SEND Improvement Programme and inform everything we do:

Our values



Children and young people always come first: we are here for them



We will improve outcomes for children and young people



Equality, diversity and inclusion are at the core of what we do



We are open, transparent, accountable and work in coproduction with partners and stakeholders

Inclusion Statement

Our inclusion statement demonstrates the local area's commitment to putting children, young people and their families at the heart of everything that we do. Our drive for improvement, opportunities and equity, along with the work we do together, will improve outcomes for all.

Barnsley, the place of possibilities.

Our vision is for every child and young person in Barnsley to be fully included, to be happy and thrive in their education and community so that they can develop independence, lead fulfilling lives and achieve outcomes that are important to them.



Partners and stakeholders

Communication is a big part of what is happening in Barnsley and we want this to be successful at all levels across the network of partners and stakeholders that make up the local area including:



Parents/carers tell us they want to see the following, which we will prioritise. We will ensure that there are strategic actions in the underpinning SEND Improvement Programme, which can deliver these priorities:

- Parents and carers are stakeholders and should be treated and respected as such. They should be part of working groups to help to identify issues and implement changes. They can also share experiences to help professionals understand some of the impact of SEND on their lives.
- Create a physical space within the town centre where everyone can find out more about support, opportunities and provision that is available to them. This could be a drop-in shop for all SEND related information, advice and support.
- A range of smaller parent support groups as some parents/carers feel more secure and welcome in a smaller group that is about their child or young person's needs. A coming together of more confident parents/carers from all groups, to represent views at the strategic level would be best.
- Sessions that are held in different areas of the borough on different days, and at different times so that they fit around busy lives.
- More detail about who is involved with their child or young person's support and provision and that they have access to information about what they do and how to contact them.

- Clarity about pathways to support for different aspects of education, health and care. This includes levels of SEND, early help, diagnostic pathways and who does what.
- The process for accessing SEND support being easy to follow and understand what options are available in schools and education settings.
- That staff in schools and education settings are trained to support the processes related to SEND and how to work effectively with parents/carers.
- A lending library of resources for SEND being available so that they can borrow resources, rather than spending money to find out that resources are not right for them and their child or young person.
- Peer mentoring from other parents/carers is seen as positive and can help many other parents/carers. This can be supported by peer mentors being well supported themselves by services, for example, accessing training and advice.

As a result, parents/carers of children and young people with SEND will:

- Feel like valued partners within the system.
- Be part of working groups and influence decision making across the local area.
- Have readily available access to SEND information and services
- Have a network of opportunities to gain support and be able to share their ideas and experiences in a way that works for them.
- Understand what each service is, what they do and how a service can be accessed.
- Have a strong understanding of the graduated approach and how to access appropriate support at the right time.
- Have confidence that schools and settings understand the needs of their child.
- Have access to loaned resources (e.g. sensory tools)
- Be able to access a trained peer support network.

Our SEND Improvement Programme

To fulfil our commitments, we have ten strategic priorities and enablers. These have been agreed over the course of the last phase of SEND strategy and all together, make up the SEND Improvement Programme. This has been refreshed to incorporate the actions we are taking forward in this strategy, over the next three years, from 2022 – 2025.

Priority/enabler		Focus
Priority 1	Engagement, participation and coproduction: children and young people (SEND0B)	Parent/carer engagement, participation and coproduction.
Priority 2	Engagement, participation and coproduction: parent/carer: forms part of the WSoA (SEND0B)	Identifying and meeting needs across all areas of SEND.
Priority 3	Early identification and SEN support: forms part of the WSoA (BSA)	Children and young people's engagement, participation and coproduction.
Priority 4	Meeting needs through specialist support and provision (SEND Sufficiency)	Universal and specialist support and provision, including sufficiency of places.
Priority 5	Communication and interaction: autism (APB)/speech, language and communication needs (SLCN Steering)	Autism and speech, language and communication needs (SLCN).
Priority 6	Preparation for adulthood (PfA Steering)	PfA from the earliest years and transitions.
Enabler 1	Quality of data	Local area knowledge and intelligence.
Enabler 2	Local offer	What's available and how its communicated.
Enabler 3	Financial balance	Ensuring value and best use of resources.
Enabler 4	Workforce development	Building capacity across the system.

By delivering these priorities and the enablers that will drive success, we will see positive outcomes for all children and young people across the borough. The outcomes embedded in this strategy have been crafted and captured over time by our children and young people. These outcomes underpin all areas within the SEND Improvement Plan.

Outcome area one: Independent living

What independent living means to us

As young people grow older, they may want to live alone, or with others, in their own home. In Barnsley, young people have told us that independent living is more than just about where you live. They also feel that being as independent as possible, is just as important as who

you live with. To make sure that young people can live as independently as possible, there needs to be lots of support available depending on their needs.

We will:

1. Create more accessible information, advice and support for young people about the things that are important to them, including sex and relationship education.
2. Develop a joined-up transitions team that includes children's and adults social care and provides a consistent offer relating to assessment, support and services.
3. Review and develop our commissioning agreements between the local authority and the Integrated Care Board (ICB) so that key health services have a better transition plan between children's and adults' services.
4. Work with schools and education settings to promote more lessons on vital life skills, including cooking, travelling, money management, and learning about mortgages to prepare for adulthood.
5. Develop accessible information about the EHC process and what this means for sixth form, university, and going into work much earlier than it is currently provided.
6. Provide more information, advice and support about what is available to support a young person to be able to live away from home.
7. Enable parents and carers to access information that helps them to support their children and young people to make decisions about their future.
8. Ensure that all children and young people begin preparation for adulthood at the earliest stage. This will prepare them for change throughout their individual journey, so that work is completed to enable them to begin to make decisions at the earliest opportunity about their future.

As a result, children and young people with SEND will:

1. Develop the right skills to be as independent as possible.
2. Benefit from having the right support from the people in their life.
3. Feel that they can make decisions with the support of people around them when it comes to their own life and care needs.
4. Feel confident in expressing themselves, including speaking out and feeling that they are listened to.
5. Benefit from the support and encouragement from their family, carers, friends and professionals to be independent but provide support when it is needed.
6. Benefit from access to the same chances and opportunities as everyone else.
7. Be treated equally and included in their local community.
8. Be comfortable being alone and in their ability to actually be alone.
9. Have the skills to help them live the best life they can.
10. Be supported to be ambitious.
11. Be able to budget and manage their finances, with the right support when this is needed.

Outcome area two: community inclusion

What community inclusion means to us

As young people prepare for adulthood, they may want to get involved in their local community in all sorts of ways. Whether this means joining a local group, taking part in council or service run activities or building friendships and maintaining relationships all depends on the individual.

Becoming an adult means all the opportunities that are available to support this are available to everyone, regardless of individual needs. Friendships, relationships and understanding yourself and who you want to be is a big part of becoming an adult. As well as understanding what a good and a bad relationship or friendship is, finding out more about sexual health, body image and emotions is also important to get around and be included in the local and wider community.

We will:

1. Ensure a stronger support network and opportunities for young people who are in the 18 to 25 age phase so that social opportunities don't just stop.
2. Create a physical space within the town centre where everyone can find out more about support, opportunities and provision that is available to them. This could be a drop-in shop for all SEND related information, advice and support.
3. Work with the voluntary sector to explore what else can be provided in the local community and support this.
4. Use Family Hubs to support families so that they can enjoy happy, healthy, and longer lives in safer and stronger communities.
5. Support clubs and activities that are available for everyone, really are available for everyone, regardless of their support needs. This might mean training, support and advice for lots of organisations who provide social and community activities.
6. Work in collaboration with partners and stakeholders to provide more information about pathways into sports and afterschool clubs for children and young people who have SEND.
7. Promote volunteering opportunities for young people with SEND, which can provide unique experiences. More activities for this need to be made available which offer a variety of experiences, including within the council.
8. Support wellbeing groups for parents/carers so that they feel empowered and more able to access things in the community for themselves and for their children and young people.

As a result, children and young people with SEND will:

1. Have a full and stimulating life that includes friends and family as well as in the community.
2. Have a productive, supportive family life, where families are content and can take the opportunities that fit with their own lives.
3. Be able to socialise with friends and explore relationships safely.

4. Have healthy, sustained friendship groups and friends who support and understand them.
5. Feel safe when they are out by themselves and with friends, accessing the local community.
6. Have good knowledge of the clubs and social opportunities they can attend and take advantage of these.
7. Be able to have a good time and feel happy.

Outcome area three: health and wellbeing

What health and wellbeing means to us

Physical, social, emotional and mental health is really important to children and young people in Barnsley. They tell us they want access to correct services with clear routes and pathways from the earliest opportunities. Friendships and relationships are a vital part of growing up. Children and young people with SEND want to learn alongside their friends to develop and sustain appropriate friendships. They tell us that without the correct support around them their health and wellbeing needs often become negatively impacted and can lead to further difficulties.

Effective communication is vital for families to have confidence in accessing services. This includes transitions and situations where more than one agency is involved.

We will:

1. Provide training for partners to support appropriate and timely referrals to other services.
2. Create clear referral processes
3. Provide correct and clear information about the role and function of each service.
4. Ensure services are appropriate to match need
5. Improve support for families who are experiencing difficulties regardless of diagnostic outcome.
6. Support families through Family Hubs so that children and young people are safe and healthy and gain the best start in life.
7. Communicate education, health and care needs across all services.
8. Support the rollout and use of health passports for children and young people with SEND.
9. Facilitate better working relationships between services especially at key transition phases
10. Improve information for children and young people around sexual health and positive relationships.
11. Promote opportunities and pathways into sport for children and young people.
12. Improve health professional's knowledge and understanding of Para Sports and documentation that accompanies this.

As a result, children and young people with SEND will:

1. Know where to get the correct information and advice to support their health needs at the earliest point of time.
2. Benefit from the people who care for them feeling supported to be as healthy as they can be.
3. Have the information they need to know where to get the right support from for their mental health needs.
4. Have a better understanding of what GPs can offer and take advantage of what's available.
5. Be able to make informed choices about sexual health and positive relationships.
6. Have the correct information and documents to be able to communicate their needs as independently as possible.
7. Have opportunities to access and engage with sports.

Outcome area four: education and employment

What education and employment means to us

Children and young people tell us that they want to be included in their local education school or setting as much as possible. Being part of their community is part of their education. Children and young people need to feel like they belong and want to learn in education settings that have staff who understand their needs and can help them to make progress, including academic, social and emotional progress. They want to be happy and learn alongside their peers. Young people want a variety of post 16 options that are explained at the earliest opportunity by education providers.

As children grow, becoming an adult, for many, means moving towards employment. Young people require support to understand all the pathways and routes to further education and employment. There needs to be sustained and meaningful opportunities for young people who are about to embark on the next stage in their lives.

We will:

1. Focus on identification of need and early intervention in schools and education settings including Early Year's providers.
2. Ensure there are sufficient places in schools to meet the needs of children and young people in the right way in their local school or education setting.
3. Work with mainstream schools and education settings to support how they can meet the needs of children and young people at the SEN support and the EHCP level through awareness raising and training at all levels.
4. Work with schools and education settings to ensure the best use of the high needs capital funding to improve facilities and the environment to support children and young people with SEND.
5. Ensure that there are enough specialist placements to meet the needs of the local population within Barnsley and map this out for the period of this strategy and into the future, in consideration of forecast needs.
6. Explore what can be done to offer parent/carers support in schools and education settings in partnership with SENCos and services.

7. Ensure that there are sufficient options available for young people when they leave school, including apprenticeships, sixth form, work-based opportunities and further education.
8. Promote and expand the inclusive offer in Barnsley, so that more young people have access to employment pathways that meet their needs including, through; work placements; work experience; apprenticeships; supported Internships; traineeships and T-level placements.

As a result, children and young people with SEND will:

1. Be able to make a positive contribution and play an active role in their community.
2. Benefit from the right support so they can continue to learn new skills and knowledge.
3. Be able to use their skills in their own community and the wider world.
4. Have, and make use of, the same opportunities as everyone else because they get the right support and encouragement to do so.
5. Enjoy a sense of achievement through voluntary roles in their community to continue to build skills and gain future employment.

Outcome area five: choice and control

What choice and control means to us

When we talk about children and young people with SEND, we include those who are vulnerable for many different reasons and who are likely to need support from multiple services during their life. Many children and young people who have SEND will have lives that have been made more complex by all the different, agencies, policy and legislation that shape the support they might need. Services may include those from education, health and care, including specialist teachers, child and adolescent mental health services (CAMHS), Children with Disabilities and other social care teams, health services and specialist education support, to name but a few.

Other people around the child or young person, including their families, may also have their own support needs and this is when Early Help services may be required. Throughout all of this, it is vitally important that the voice of the child, young person and their family are kept at the heart of decision making with choice and control being paramount.

We will:

1. Work collaboratively with strategic partners to explore and develop the use of personal budgets across education, health and care for young people who have SEND so that they have more choice and control about the services they receive.
2. Explore the creation of a town centre public information drop-in shop where parents/carers can call in and collect information on what they need in a format that suits them, including accessing advice from professionals, at their own pace.

3. Keep all support and provision under review through an agreed schedule to identify what needs reviewing and carrying out focused work to understand how service are working and what needs to change. This will include partners and stakeholders.
4. Ensure that children, young people and parents/carers can access information in an understandable format so that they can make informed choices. This includes making sure that information is readily available in all formats, including paper based if this is requested.
5. Ensure that children and young people are treated as individuals when professionals are involved, rather than being combined into a general category of need. This also means looking at criteria for access to services and removing diagnosis-based access unless there is a specific and/or justifiable reason for this.

As a result, children and young people with SEND will:

1. Be able to put their views across and feel listened to.
2. Be supported to express their thoughts and feelings about what is right for them, leading to more power over their own lives.
3. Understand how to make their own decisions in the way that works for them.
4. Express themselves, speak out and feel that they are listened too.
5. Benefit from services that are shaped by their own opinions, thoughts and needs.
6. Be given information about their rights and choices without having to ask for it or seek it out themselves because they won't know what they don't know.
7. Feel supported, when they want to do new things, to understand what might go wrong, but also to try, even if it might not always work out how it was intended.

Our governance structures

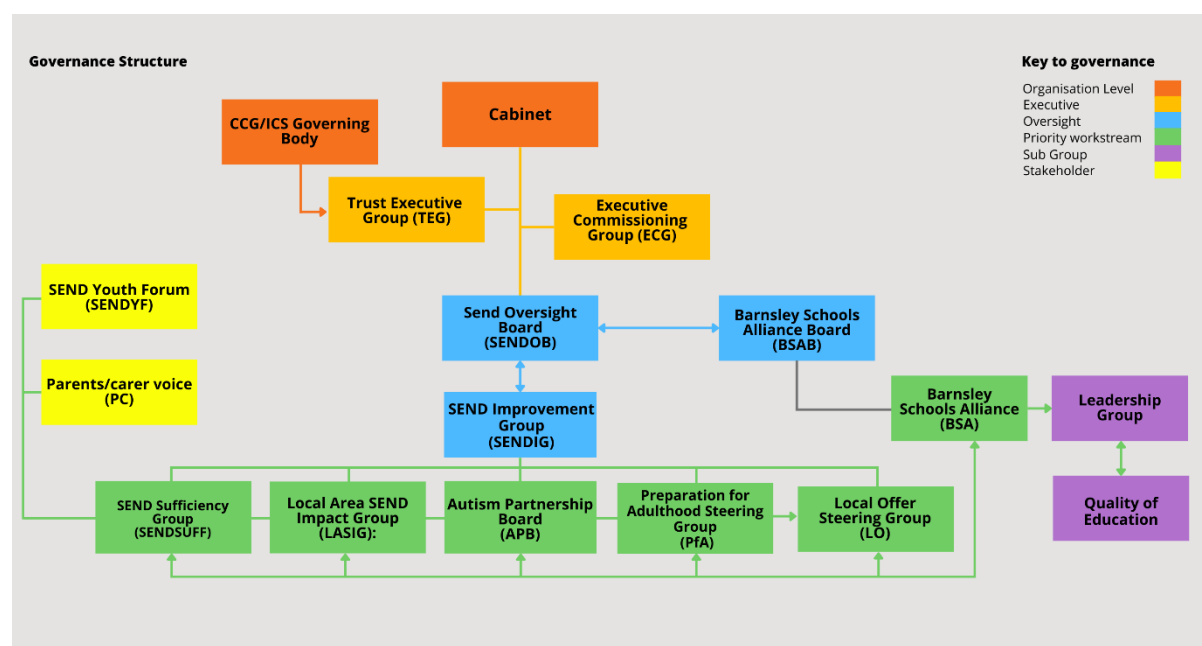
The improvements we have identified in the SEND Strategy are underpinned by the wider SEND Improvement Programme. Implementation of the programme will be governed by the system-wide SEND Oversight Board and progress will be monitored and reported to the council's Cabinet, Barnsley Council's Senior Management Team, Clinical Commissioning Group Governing Body and Barnsley Schools Alliance Board on a quarterly basis as part of the ongoing cycle of reporting.

Work is done through the priority workstreams and subgroups, all of which include representation from education, health and care, 0-25, and are responsible for parts of the overall SEND Improvement Programme. Priority workstreams and subgroups meet every half term and report up to the SEND Oversight Board. There is regular reporting at the Trust level and quarterly reports to cabinet have been in place for some years and continue into the period of this strategy. These include narrative about progress, performance data and financial information related to SEND.

We recognise it is important to be clear about who has responsibility and accountability for delivery of the SEND Strategy at the strategic organisation level. Roles of key accountable officers and partners are included in our SEND Improvement Programme so that it is plain which individuals are accountable for ensuring the delivery of aspects of the strategy.

Where appropriate, we have shown that there is a shared responsibility and accountability. For example, having education, health and care roles against actions in the SEND Improvement Programme, shows how education, health and social care colleagues share equal responsibility for improvements and play an active part in delivering those.

The benefit of all our work will be felt in the way our children and young people have their needs identified and met across education, health and care, covering the 0-25 age range and in how they are enabled to achieve the best outcomes possible.



All our governance groups work in partnership across education, health and social care as part of Barnsley local area. Groups meet at least on a half termly basis.

Cabinet: Barnsley Council leadership for the borough.

Trust Executive Group: LA and BICS executive partners with decision making responsibilities.

SEND Oversight Board: Strategic accountability for SEND and vulnerable learners.

Barnsley Schools Alliance Board: Strategic oversight of school's partnership in collaboration with the LA and the BICS.

Leadership Group: Subgroup of BSA focusing on leadership across the system.

SEND Sufficiency Group: Development, implementation and oversight of place planning and specialist provision.

BICS Governing Body: Strategic oversight of health provision in the local area.

Executive Commissioning Group: LA and BICS joint commissioning and high-level monitoring. .

SEND Improvement Group: Check and challenge for delivery of the SEND Improvement Programme.

Barnsley Schools Alliance (BSA): Schools partnership for the local area.

Quality of Education: Subgroup of BSA focusing on improving education across the system.

SEND Youth Forum: Children and young people's voice, to influence decision making in the local area.

Local Area SEND Impact Group (LASIG):
Partnership working to identify gaps, initiate project and monitor performance and impact.

Autism Partnership Board (APB):
Partnership working to develop, deliver and oversee all age autism strategy.

Parents/carers voice: All parent/carers groups and individual voices are able to influence decision making in the local area.

Preparation for Adulthood Steering Group (PfA): Development and implementation of improvements for key transitions and long-term outcomes.

Local Offer Steering Group: Partnership working across education, health and care to oversee and improve the local offer.

What success looks like and how it is measured?

We have included success criteria and a performance data in our SEND Improvement Programme, which will show where we were at the beginning of the strategy and how this changes over time, to where we want to be.

The data we use includes **performance data**; things we can measure in numbers or percentages, and **perceptive data**; things we can measure by assessing where we are and how things have improved, according to our partners and stakeholders. We will be reporting our progress every term so that we are transparent about what we achieve.

To maintain progress checks, progress, highlights and challenges will be reported at SEND Oversight Board and in quarterly reports to Cabinet throughout the life of the strategy. This will be discussed and monitored at all strategic meetings, workstreams and subgroups and progress against each action will be assessed.

Annex A: SEND Sufficiency Strategy

School place planning: sufficiency of specialist places to meet the needs of children and young people with special educational needs and/or disability (SEND)

July 2022

1. Ambitions and aims

- 1.1. Barnsley Council has agreed and adopted the revised Borough School Placement and Sufficiency Strategy for children with SEND, including those with complex needs. This includes those with comorbidity, i.e. combination of multiple needs such as social, emotional and mental health and autism that combine to create complexities).
- 1.2. The Strategy details how the Local Authority and its statutory partners will address the fundamental challenges being faced in meeting increasing demand for school places for children and young people with SEND within the available resource envelope.

2. Rationale and Evidence of Demand

- 2.1. In recent years, there has been a significant increase in the number of children and young people diagnosed and/or presenting with autism, both nationally and in Barnsley.
- 2.2. Latest data published in May 2022 by the DfE identified the most prevalent type of primary need identified among all pupils with SEN in state funded schools in England was 'Speech, language and communication needs', with 23.1% of pupils having this recorded as their primary need.
- 2.3. However, for pupils with EHC plans, autism was the most common primary type of need, with 31.3% of children and young people with an EHCP having this primary type of need.
- 2.4. The latest forecast data for Barnsley children with an EHCP and primary needs is set out in the tables in appendix II. Population adjustments have not been included at this stage as new data is due to be published shortly.
- 2.5. The data sets used incorporate SEN2 Data and population data which projects from January census of each new academic year. Age ranges are based on age as at 31st August each year.
- 2.6. The most common primary need for pupils with an EHCP in Barnsley state funded schools as at January 2022 was Autism with 30.04% of pupils. The second highest need of Barnsley pupils with an EHCP was SLCN 21.5% followed by SEMH 18.7% and then MLD 8.9% .
- 2.7. With continuing growth forecast in these areas, this impacts on the availability of appropriate education settings in borough. There is a clear indication of additional spaces required across settings including special school settings in borough and an indication of the increased use of Out of Borough (OOB) school settings if options are not considered in terms of capacity development and additional support identified and implemented locally.

- 2.8. Forecast of EHCP's and the use of OOB settings from 2022 up to 2025 expect to see increase in need and potential places required across all settings as follows:
- 2.8.1. Autism: 174 more EHCP's including a potential additional requirement of 41 OOB places
- 2.8.2. SEMH: 30 more EHCP's including a potential additional requirement of 16 OOB places
- 2.9. Whilst much of the capacity development is providing short and medium cost avoidance, the growing need for capacity of in-borough provision set against the rise in EHCP's is a multi-faceted approach. Utilising early identification and support, graduated response as well as the development of in borough provision.

3. The pressure on high needs funding

- 3.1. An overview of the use of Out of Borough placements for Barnsley children and young people still indicates an element of growing dependence on the use of high cost OOB schools includes:

Financial year	New placements	Cost	Placements	Total costs
2018/2019	46	1,417,285	164	6,743,706
2019/2020	59	2,004,692	207	9,134,443
2020/2021	34	1,69,773	220	11,233,061
2021/2022	46	2,773,420	241	14,771,102
1. Costs are based on full academic year OOB costs 2. Latest OOB information as of January 1 st , 2022				

- 3.2. Cost per primary need:

Primary need	OOB number	Cost
Autism	98	6,526,902
SEMH	92	5,719,854

- 3.3. The OOB data full year forecast figures for 2021/22 indicate 98 children and young people were/are placed in OOB settings with a primary need of autism at a cost of £6.3 million.
- 3.4. The OOB data full year forecast figures for 2021/22 indicate 92 children and young people were/are placed in OOB settings with a primary need of SEMH at a cost of £6.15 million.
- 3.5. Previous reports have demonstrated that the continual long-term dependence on out of borough and independent non-maintained special schools (OOB) is not favourable

as a long-term sustainable option when viewed against steadily rising increase in needs for these cohorts of children and young people.

- 3.6. Continual monitoring of the use of OOB placements and the tracking of year groups as part of the ongoing DSG Management action plan actions, provides information that supports the development of in borough provision allowing us to review the use of OOB whilst also monitoring the local increases identified in the data around needs and EHCP's.
- 3.7. This OOB monitoring provides up to child level data to understand the SEND needs required to both develop provision that children in OOB settings could transition back and therefore provide appropriate local provision, as well as understand the needs of the population forecast to allow a focussed approach in capacity development for specific identified needs, namely autism and SEMH needs

4. Post 16

- 4.1. Over several years Barnsley Local Authority have increased their reliance on Out of Borough (OOB) settings for their Children/Young People with High Needs. As with pre-16, there have been a number of actions taken to redress this. For example, the commissioning of a new specialist Post-16 Provider in Borough catering for predominantly SEMH and ASC and working with mainstream to develop and adapt to meet even more varying needs of Young People (YP) with High Needs. These actions had a positive impact for Academic Year 2020/21, with a 26% reduction in the number of YP with High Needs accessing their Post-16 Education & Training (E&T) in out of Borough settings in the Charitable/Commercial/Independent sector.
- 4.2. The Challenge going forward is to continue this trajectory, but with the inclusion of Independent/Non-Maintained Special Schools (any school, special school with sixth form provision) and against a backdrop of significant numbers of those accessing out of Borough provision in years 9, 10 and 11.
- 4.3. Mitigating the reliance on out of Borough provision will result in more young people accessing provision locally, reducing travel times and disruption. This can have a positive impact on progress and outcomes. It will also enable the Local Authority to manage the resources allocated to it for High Needs Children/YP by the Education & Skills Funding Agency (ESFA), via the Designated Schools Grant (DSG), more efficiently/effectively.
- 4.4. There is clear evidence that we have many young people accessing Specialist provision who could have their needs met in Local Mainstream provision Post-16, alongside peers with and without SEND. It is important in ensuring the best Preparation for Adulthood for young people with High Needs, that they access mainstream E&T provision Post-16 wherever this is possible. Whilst this is judged to be the most appropriate Preparation for Adulthood for the vast majority of young people, it is also the most efficient use of resources
- 4.5. Historically there have been many Post-16 High Needs YP receiving a 4 or 5-day Education offer. Full-time Education Post-16 (540-600 Guided Learning Hours (GLH) per Aca. Year / equivalent of 3 days per week) is less than pre-16 to allow all YP with and without SEND more opportunities to develop their independence and transitions towards being an adult. For example, being able to undertake part-time jobs, socialising and accessing the community. It is appreciated that due to the

complexity of needs for a small number of YP with High Needs, they may require support with such non-education activity and where this is the case, they may be eligible for services via Social and/or Health Care. Post-16, YP with High Needs should receive a full-time E&T offer of 16 hours per week/3 days/600 GLH, with Social and/or Health Care services complementing this where required for those with most complexity of need.

- 4.6. In line with the SEND Code of Practice, the Local Authority should be ensuring Post-16 YP with High Needs are on Pathways towards Employment and/or HE. For a small number of YP with High Needs where Employment and/or HE is not a realistic outcome, it is appropriate to be on alternative pathways that best support Preparation for Adulthood (PfA) outcomes. However, once past Raising Participation age (16-18), consideration and scrutiny as to whether it is appropriate to continue in Education must take place. Other services and non-education provision may be better placed to support preparation for adulthood, where employment or Higher Education is unrealistic.
- 4.7. There are several cases of YP with High Needs not on clear Pathways towards Employment and/or HE from Y12, unnecessarily elongating the amount of time they spend in Post-16 E&T. This needs to be redressed going forward to ensure we achieve the best outcomes for our YP with HN (clear Pathways to Employment and/or HE or alternatively transitioning out of Education from Y14 to focus on other relevant PfA outcomes).
- 4.8. **Post 16 key objectives**
- 4.9. Transition ALL our YP with High Needs placed in out of Borough Specialist settings to in Borough settings from Year 12, over a 3-to-4-year period
- 4.10. Where appropriate, review arrangements to transition as many of our in Borough young people with High Needs in Specialist settings (Greenacre, Springwell) to suitable in borough mainstream provision from Year 12, over a 2-to-3-year period, reviewing capacity and capability to meet the post 16 needs.
- 4.11. Review the offer for young people and identify appropriate pathways to employment and/or higher education from year 14 onwards. For those Y12-Y13 who are not, due to employment and/or HE not being an appropriate pathway and goal, ensure they are on Pathways that best support PfA outcomes and are engaged with services to support appropriate transitions out of Education from Year 14. This to be achieved over a 2-year period
- 4.12. Review the offer for all young people, to align where appropriate, to the guidance for post-16 full-time employment and training offer of 16 Hours per week/540-600 annual guided learning hours, equivalent of 3 days per week over 38 weeks

5. SEND sufficiency projects 2022-24/25

- 5.1. The ability to positively impact the reduction in use of existing and forecast high cost OOB places through these developments requires extensive partnership work with education providers, schools, parents, carers and stakeholders across the sector.
- 5.2. Demand for specialist places continues to rise and the council's ability to create more places locally within acceptable timescales is dependent on a number of external factors particularly around schools funded as part of the BSF/PFI, in addition, the complexity of some children and young people's needs, combined with the lack of specialist places, has meant that the council has been required to continue to use OOB in order to deliver provision but it is envisaged at a reducing rate from September 2022
- 5.3. As noted previously in this report, the ability and pace at which the LA can meet the increasing needs is a challenge and has been influenced by the limited use of capital funding. The previously allocated special provision funding was utilised to support earlier projects that provided the basis on which to build the ideas for future sufficiency.
- 5.4. Development discussions have continued as part of the SEND Sufficiency Strategy work, assessing the available data to target provision against the needs of children and young people.
- 5.5. This highlights further the need for increased provision for autism and needs related to communication and interaction (autism and speech, language and communication needs) as well as SEMH needs.
- 5.6. Further sites have been identified and feasibility work is ongoing regarding the viability of developments with some options at a more advanced stage.
- 5.7. Discussions continue with education providers to support the LA in its aims of the send sufficiency plan and its drive to significantly reduce the impact on the high needs budget by ensuring children and young people remain in local provision with a reduction in the use of OOB.
- 5.8. Those SEND projects requiring capital investment are being supported through the Special Provision Capital and the High Needs Provision Capital Allocation Grants.
- 5.9. The current sufficiency plan and model is based on developments in the short and medium term with the satellite and resource provision developments, but with the recent allocation of additional funding through the High Needs Capital Allocation Grant this could allow for additional capacity to meet the needs sooner.
- 5.10. Barnsley have been awarded a further £7.1m, for 2022-23 and 2023-24, from the DfE's high needs provision capital allocation grant (this is in addition to £1.4m allocated in 2021-22):

High needs block capital funding grant	
2021-22	£1,460,729.06
2022-23	£3,825,538.12
2023-24	£3,278,146.69

- 5.11. This funding is to support the development of additional capacity and enhancing school/setting environments to support children/young people with SEND. This is great news for Barnsley as it will enable more sufficiency projects to proceed, thereby

enhancing the specialist places available within the borough. This will be managed through the council wide School Place Planning Capital Programme Board which reports into the Capital Oversight Board. This ability to adopt a measured but ambitious pro-active approach in terms of developing provision that meets the education needs of children and young people in Barnsley; and the partnership approach with schools and providers should see an accelerated program of development that provides value for money whilst ensuring access to additional education capacity.

- 5.12. These proposed developments from 2021 through to 2025 would see an increase in provision of at least 268 specialist places across a range of key stages with up to 150 additional places for children with Autism C&I needs and up to 66 places for children with SEMH needs which have been identified.
- 5.13. The potential capacity expansion programme based on the forecast data for Children and Young People with EHCP's, as well as recognition of those currently in OOB and their respective year groups would look to provide the following additional capacity over the 4-year period from 2021 to 2024/25 (appendix I).
- 5.14. Ongoing early discussions have also identified several additional opportunities not set out in appendix I, but nevertheless will be further explored as these could lead to the use of sites within primary and secondary mainstream provision. This would likely include the use of modern modular classrooms to provide increased capacity for children and young people with autism and/or speech, language and communication needs (SLCN).
- 5.15. Further areas of consideration with local schools and education providers have identified the potential to develop a 'turnaround' provision that will support the early identification and intervention required to support children at the EYFS and Key Stage 1 locally.
- 5.16. This will provide targeted support to primary schools where the needs of children and young people can be appropriately managed and supported in their mainstream setting with additional outreach support, as required. This will contribute to developing a more inclusive approach and reduce the need for inappropriate specialist settings when needs could be met in mainstream schools with the right level of support to maintain them.
- 5.17. Additionally, consideration will be given to the addition of resource provisions with any new mainstream provision developments as part of the local plan.

6. Free SEND Special School

- 6.1. LAs are responsible for ensuring that there are sufficient school places for children in the local area, they do not necessarily have the corresponding authority to take some key decisions that directly affect sufficiency. The expansion of academies and free schools has expanded the scale of decisions about place-planning and admissions over which LAs do not have decision-making authority.
- 6.2. The task of high needs place-planning is particularly complex, having a range of variables that need to be considered further than a mainstream provision. Specifically, those additional variables included changes in needs, variable joint working between education and health services, and the impact of decisions by parents/carers, schools and trusts, and first-tier Tribunal (SEND).

- 6.3. Demand for high needs places was outstripping available resources, with LAs having limited ability to manage demand or increase available resources, both revenue and capital. In terms of SEND, the number of EHCPs (previously statements of special educational needs, or SEN) 'rose by 82% between January 2014 and January 2021.' 'The number of new EHCPs made each year increased by 121% in the same time period.' While many children with new EHCPs are placed in mainstream schools, between '40% and 50% of school-age pupils with EHCPs are placed in special schools'. Any increase in the number of school-age children with EHCPs is going to create an increase in demand for special school places. **(Information from .gov statistics. 'Education, health and care plans: England, 2021',)**
- 6.4. In the recent report into research on ensuring sufficient places and supporting vulnerable children published by the Department For Education March 2022, it highlighted
- 6.5. ***'There was currently a lack of certainty about when future central route special/AP free school application waves would be held, and that the presumption free school route was not fast or responsive enough to offer LAs a reliable way to meet demand for high needs places. LA leaders also identified the lack of access to additional capital and revenue funding for new special/AP free schools as a barrier to relying on this as a means of creating new high needs places'***
- 6.6. The recent announcement in June 2022, of the governments ambition to build up to 60 new special and AP free schools as part of a £2.6 billion capital investment in high needs provision provides the opportunity for local authorities as part of their sufficiency strategy, to consider the submission of an expression of interest for a special free school.
- 6.7. This possible option and investment in new special free schools aims to provide children and young people with good quality provision in their local area, which in turn will reduce the time and money spent on transport. Investing in new special free schools will reduce the use of more expensive provision, with a view to delivering a local system which both meets local authority needs and is financially sustainable.
- 6.8. To ensure new special free schools are opened as soon as possible, this wave will be running to a strict timeline based on opening the new provision within a period of 3- to 4 years. If an application for a special free school in Barnsley was to be successful, this would ensure a further sufficiency of places beyond 2025 would be available. This would meet the continuing need and forecast increasing demand across the borough for children and young people with EHCPs with communication and Interaction needs.
- 6.9. This opportunity for the development of a free special school could provide Barnsley with a longer-term sustainable option that is further supported by the developments of hubs and resource provisions with existing schools in borough. As a result, pre-registration of interest has taken place with the development of an options appraisal and consultation with neighbouring LA's continues.
7. **Key challenges for the coming period**

- 7.1. Demand for specialist places continues to rise and the council's ability to create more places locally within acceptable timescales is compromised, in addition, the complexity of some children and young people's needs, combined with the lack of specialist places, has meant that the council has been required to make greater use of OOB to deliver provision.
- 7.2. There is potential to impact on the use of OOB places currently however this would require several dependencies not least parental consent, appropriate key phase transitions of children in a particular year group.
- 7.3. There is a real concern on the long-term ability to impact on the use of OOB places without having the ability to develop provision within the local area at the pace and scale needed to affect this.
- 7.4. High-cost placements have long been part of the landscape in Barnsley and, along with high needs budget deficits being commonplace, the financial sustainability of local authorities is paramount.
- 7.5. Further challenges include:
 - 7.5.1. Unknown cohort 'in-year' identification of SEND needs add to a number of additional EHCP's that prove difficult to forecast e.g families moving into the area, other local authorities placing in Barnsley schools.
 - 7.5.2. Securing appropriate joint funding from Health and Social Care colleagues
 - 7.5.3. Appropriate support from DfE.
 - 7.5.4. Developing the market to encourage more school settings/academies to develop/expand provision in LA in short and medium term
 - 7.5.5. Development of forecast data for Post 16 and review of statutory post 16 ESFA requirements
 - 7.5.6. Success of all identified projects with various approvals required from, capital, planning, providers, possible BSF/PFI.
- 7.6. The continuing development discussions with schools regarding additional capacity at mainstream school sites has the potential to align itself to a positive inclusive model. This supports the aims of providing local education places for children and young people with SEND in Barnsley and may be more practical in effectively supporting the educational needs and demands of all children in Barnsley long term, and successfully impacting, to the extent needed, to reduce the High Needs block in the long term that will be sustainable.

8. Meeting need into the future

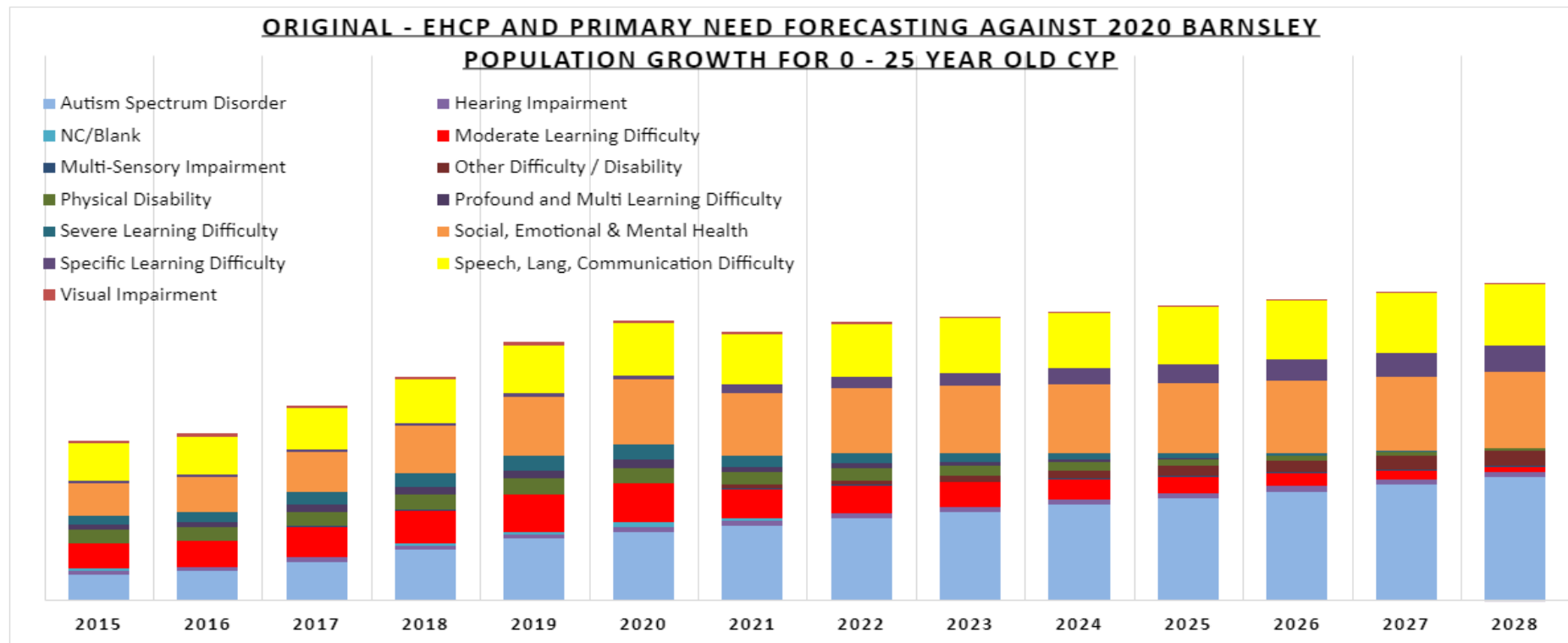
- 8.1. This document sets out the analysis of current and projected need up to 2024/25.
- 8.2. The population of Barnsley is expected to grow as new major developments and housing schemes emerge. We will continue to review the effectiveness of the sufficiency strategy against the continuing growth and ensure that the long term considerations provide a sustainable model of ensuring education places are available in Barnsley that can support children with additional needs.

Appendix I: Planned increase specialist places 2022-2025

Resource provision	SEND need/provision	Planned	Year				Total by 2025
			2021/22	2022/23	2023/24	2024/25	
Kendray provision	SEMH	16	0	0	16	0	16
Penistone Grammar School	Infill SEMH KS2 & 3	30	10	10	10	0	30
New free schools (Sheffield)	Dependent on formal process and future commissioning	15	0	0	15	0	15
Leaseback	Autism C&I	25	0	0	25	0	25
Dearne Academy: Synergy	KS3 autism	10	10	0	TBC	TBC	10
Dearne Academy: Athena	KS3 SEMH	20	10	10	0	0	20
Churchfield	EYFS KS1 C&I	10	10	0	0	0	10
Meadstead	EYFS KS1 C&I	8	8	0	0	0	8
Nexus: Pennine View	KS2/KS3 C&I	10	6	4	0	0	10
Nexus: Abbey Horizon	KS3 C&I	12	12	0	0	0	12
Laithes Hub	KS1 C&I	12				12	12
Greenacre	KS1-KS4	30				30	30
Nexus: Elmhurst (formerly youth centre)	KS3/KS4 autism C&I (further potential to increase to 40)	40	0	24	16	0	40
Waterton: Kat Whiskers (formerly Athersley youth centre)	KS2 autism C&I	30	0	15	15	0	30
		268	66	63 (129)	97 (226)	42(268)	268

Appendix II: EHCP and primary need forecasting

Forecast data: the table below reflects current EHCP trends, and the 2022 forecast is within ranges of actual numbers.



Annex B: Accessibility Strategy

Local Authority Accessibility Strategy 2022 to 2025

Oct 2022

1. Introduction

- 1.1. All local authorities must have an accessibility strategy for the schools that it retains responsibility for, i.e., maintained schools. This is a statutory requirement included in the Equality Act 2010 and explicitly relates to children and young people who have a disability.
- 1.2. An accessibility strategy explains how over time, the local authority will support maintained schools to:
 - 1.2.1. Increase access to the curriculum for disabled children and young people.
 - 1.2.2. Improve the physical environment of schools to increase access for disabled children and young people.
 - 1.2.3. Make written information more accessible to disabled children and young people by providing it in a range of different ways.
- 1.3. The need for an accessibility strategy does not apply to academies or free schools. However, whilst the accessibility strategy requirement only relates to maintained schools, through local authority responsibilities, many of the supporting arrangements made by the local authority will also benefit disabled children and young people attending academies and free schools within the local area.
- 1.4. In addition, all schools, including academies and free schools, must have an accessibility plan in place and this should be based on the same principles as a local authority accessibility strategy.
- 1.5. As a rule, it is the responsible body for the school that has responsibility for the duties in Equality Act.

2. Context

- 2.1. The barriers that people with a disability can experience in everyday life can create significant difficulties for them. We want to remove such barriers by improving outcomes for disabled children and young people. The council's vision is set out in the Special Educational Needs & Disability (SEND) Strategy 2022 – 2025 and this strategy should be read in conjunction with that.
- 2.2. To achieve this, we will:
- 2.3. work with the schools for which we are responsible to ensure they do not disadvantage or discriminate against a disabled pupil; we will also offer advice to other schools, such as academies and free schools, on meeting this legal duty.
- 2.4. Work closely with schools and school governors to agree reasonable adjustments which will allow disabled children and young people full access to school facilities and activities.

- 2.5. Work together with all settings and other services, e.g. social care and health, to identify and plan for the needs of disabled children and young people more generally.
- 2.6. All local authority-maintained schools have been supported through previous building projects to prepare for basic accessibility needs. School governing bodies, in liaison with the relevant local authority officers, have been delegated the responsibility of ensuring school sites are accessible as specified in Schedule 10 of the Equality Act 2010.
- 2.7. Where possible, children and young people with physical and sensory difficulties are educated at their local school, with local authority-maintained schools adapted as necessary.
- 2.8. The local authority commissions several specialist provisions for children and young people with SEND, catering for a variety of needs. Local specialist provision continues to develop through the SEND Sufficiency Strategy, which specifically addresses the needs of children and young people within the local area.
- 2.9. Personal travel budgets (PTBs) have been explored to address mobility for children and young people with SEND. These consist of an agreed sum of money, paid to parents/carers of children or young people with SEND who qualify for free school transport. PTBs let families decide how their child or young person will travel to and from school and they are free to decide which suit their needs. For those cases where a PTB is not suitable, the SEND Transport Policy and our commissioning arrangements set an expectation that local transport providers source a range of accessible vehicles and that, subject to risk assessment, passenger assistants may be made available.

3. Legislation

- 3.1. Under the Equality Act, a person has a disability 'if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.' In its widest sense, disability includes:
 - 3.1.1. Physical impairments
 - 3.1.2. Learning difficulties
 - 3.1.3. Sensory impairments
 - 3.1.4. Mental impairments
- 3.2. The requirement to write an accessibility strategy is set out in Schedule ten of the Equality Act 2010 and, unlike the rest of the Equality Act, which has a focus on equal treatment, the sections relating to disability are different and acknowledge that a person with a disability may have to be treated more favourably than someone who does not, to avoid considerable disadvantage.

4. Reasonable adjustments

- 4.1. Where a school does something that might put a disabled child or young person at a substantial disadvantage, compared with those who are not disabled, they must take reasonable steps to avoid that disadvantage. The reasonable

adjustments duty requires schools to think ahead and adjust so that individual children and young people who have disabilities can participate in the whole life of the school.

- 4.2. Substantial is used to describe anything more than 'minor' or 'trivial'. Taking reasonable steps to avoid substantial disadvantage is often known as the 'reasonable adjustments' duty. Both local authorities and schools must adhere to this duty. It means taking positive steps to ensure that children and young people who have disabilities can fully participate in the education provided by a school and that they can enjoy the other benefits, facilities and services that the school provides for all its children and/or young people.
- 4.3. The reasonable adjustments duty contains three elements that apply to most:
 - 4.3.1. To adjust any provision, criterion or practice, e.g. day to day operations, including rules and policies, decisions and actions.
 - 4.3.2. To make alterations to physical features, e.g. adaptations to buildings.
 - 4.3.3. To provide auxiliary aids and services, e.g. additional support or assistance from a piece of equipment or a member of staff.
- 4.4. Schools don't have to consider physical features as part of their reasonable adjustments' duty. However, they have a duty to plan better access for disabled children and young people who have disabilities more generally through their accessibility plan.
- 4.5. The law on reasonable adjustments is anticipatory; it requires local authorities and schools to consider the needs of potential children and young people who have disabilities, in addition to those already attending the school.
- 4.6. Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

5. Public Sector Equality Duty

- 5.1. In addition to meeting the specific requirement set out in Schedule ten of the Equality Act, this accessibility strategy also supports the Council to meet the Public Sector Equality Duty (PSED) regarding disabled children and young people.
- 5.2. The PSED applies to all protected characteristics:
 - 5.2.1. Race
 - 5.2.2. Disability
 - 5.2.3. Sex
 - 5.2.4. Age
 - 5.2.5. Religion or belief
 - 5.2.6. Sexual orientation
 - 5.2.7. Pregnancy and maternity
 - 5.2.8. Marriage and civil partnership
 - 5.2.9. Gender reassignment
- 5.3. The PSED requires public bodies to understand the need to:
 - 5.3.1. Eliminate discrimination and other conduct that is prohibited by the Act.
 - 5.3.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- 5.3.3. Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

6. Implementing the strategy

6.1. Through application of this strategy, the local authority will work with its maintained schools to:

- 6.2. Increase access to the curriculum for children and young people who have disabilities.
- 6.3. Improve the physical environment of schools to increase access for children and young people who have disabilities.
- 6.4. Make written information more accessible to children and young people who have disabilities by providing information in a range of different ways.
- 6.5. This will be done through:
 - 6.5.1. Increasing access to the curriculum.
 - 6.5.2. Supporting school leaders, including SENCOs, in relation to policies, strategies and systems available through the LA.
 - 6.5.3. Providing a local offer of services, support and provision that is available to children and young people with SEND.
 - 6.5.4. Offering CPD opportunities for school staff to support and enhance the understanding of accessibility in the curriculum.
 - 6.5.5. Providing opportunities for governor training in relation to increasing access to the curriculum.
 - 6.5.6. Jointly with health partners, develop a policy and associated guidance for all schools about supporting children and young people with medical conditions.
 - 6.5.7. Providing opportunities for SENCOs to regularly meet, share good practice, access up to date information through the SEND Space and keep up to date with new developments.
 - 6.5.8. Allocating funding for ICT and specialist equipment for individual children in line with current policy.
 - 6.5.9. Making sure that education, health and care plans (EHCP) are specific about the provision required to make the school curriculum more accessible for individual children and young people with a disability.
 - 6.5.10. Encouraging liaison between early years settings and schools to ensure good transition into school.
 - 6.5.11. Providing opportunities for capacity building in schools through advice and support available via specialist teaching and advisory services.
 - 6.5.12. Encouraging high aspirations for the most vulnerable learners.

6.6. Schools will:

- 6.6.1. Have regard to national and local guidance on meeting the duties set out in the equality act 2010 and the children and families act 2014 regarding SEND.
- 6.6.2. Include improvements that increase access to the curriculum in their accessibility plan and ensure this is published on their school website.
- 6.6.3. Plan for and teach children and young people with SEND through a range of evidenced based interventions and teaching strategies.
- 6.6.4. Have regard to delivering the curriculum that includes quality first teaching and where appropriate, catch-up programmes and appropriate support for vulnerable children and young people.
- 6.6.5. Establish effective ways of assessing and monitoring the progress of vulnerable groups.
- 6.6.6. Evaluate outcomes of provision and adapt this accordingly.
- 6.6.7. Make sure there's effective support for vulnerable children and young people in transition.
- 6.6.8. Apply funding appropriately to make sure vulnerable groups are not disadvantaged in comparison to non-vulnerable groups.
- 6.6.9. Provide effective professional development for staff and governors.
- 6.6.10. Involve parents and carers in decision making and keep them informed of progress.
- 6.7. By increasing access to the physical environment
- 6.8. The LA will:
 - 6.8.1. Plan new buildings and significant extensions or adaptations that comply with accessibility requirement.
 - 6.8.2. Facilitate the access of individual children and young people with physical or sensory impairments, or complex medical conditions, where required.
 - 6.8.3. Ensure that LA staff work with the School Admissions and/or EHC Team to assist with issues regarding individual placements.
 - 6.8.4. Commission audits to advise on the required adaptations and additional resources needed to accommodate children and young people with physical or sensory impairments or complex medical conditions.
 - 6.8.5. Make sure education, health and care (EHC) plans are specific about the adaptations required to make the school environment more accessible for individual children and young people with a disability.
 - 6.8.6. Continue to review existing provision of buildings other than schools that the local authority is responsible for, for example Children's Centres so that they comply with the latest accessibility legislation and requirements.
 - 6.8.7. Set expected levels of funding that local authority-maintained schools will be expected to contribute towards schemes that improve the physical environment.

- 6.8.8. Monitor transition arrangements for children coming into schools for the first time and those moving across school phases.
- 6.8.9. Liaise with schools that have buildings under local authority control to support and fund adaptations that go beyond the threshold funding arrangements.
- 6.9. Schools will:
 - 6.9.1. Keep the physical accessibility of the school building and site under review and make timely arrangements to accommodate access.
 - 6.9.2. Include improvements that increase access to the physical environment in an accessibility plan that is published on the school website.
 - 6.9.3. Comply with the anticipatory duties as set by the equality act 2010.
 - 6.9.4. Respond to the expectations set out in local and national guidance on meeting the equality act 2010 and children and families act 2014 about SEND.
 - 6.9.5. Fund projects that increase access to the physical environment from their own resources and, where appropriate, to liaise with the local authority.
 - 6.9.6. Adhere to the specific guidance contained within this accessibility strategy.
 - 6.9.7. Undertake any improvement projects in liaison with their property surveyors and adhere to building regulations and health and safety requirements.
 - 6.9.8. Apply advice provided through environmental audits conducted by occupational and physiotherapists, hearing or vision support officers, and other relevant services or professionals.
 - 6.9.9. Make sure curriculum needs are met by providing access to appropriate classroom facilities.
 - 6.9.10. Carry out risk assessments for school trips to make sure they're accessible for children and young people with mobility, sensory or medical difficulties.
 - 6.9.11. Provide effective professional development for staff and governors.
 - 6.9.12. Involve parents and carers in decision making and keep them informed of progress.
- 6.10. Increasing access to information
- 6.11. The LA will:
 - 6.11.1. Offer governor training that covers the requirements of an accessibility plan and the specific need to increase access to information.
 - 6.11.2. Provide information to schools electronically and via a training website (nexus) regarding accessibility for disabled children and young people.
 - 6.11.3. Provide information to children and young people and their families in accessible formats whenever needed.

- 6.11.4. Provide advice to schools and maintained settings from its specialist teaching and advice services about how best to support children and young people with accessing information, for example, the hearing and vision support services offer a range of support from signing to braille.
 - 6.11.5. Make sure education, health and care (ehc) plans are specific about the provision required to make information to all children and young people more accessible for individual children and young people with a disability
 - 6.11.6. Make sure any new buildings or extensions to building are appropriately signed in line with accessibility and health and safety requirements.
- 6.12. Schools will:
- 6.12.1. Include improvements that increase access to information for disabled children and young people in their accessibility plan that's published on the school website.
 - 6.12.2. Make sure they're proactive in researching and using a range of communication techniques and technologies, seeking the advice of relevant professionals where necessary.
 - 6.12.3. Monitor and review the skills and expertise of staff to support children and young people with disabilities.
 - 6.12.4. Involve children and young people and their families in decision processes regarding the accessibility of information.

7. Funding

- 7.1. Funding to support this accessibility strategy is available through a variety of means.
- 7.2. Schools receive funding through a delegated budget for all children and young people in the school according to their characteristics, based on the number at the October School Census. This provides funding for general costs within the school but also provides a notional SEND budget which enables them to provide additional support for the children and young people that need it, of up to £6,000 per pupil, per year. These are known as Element 1 and Element 2 funding.
- 7.3. Schools should use these monies to implement the requirements of this Accessibility Strategy, particularly in terms of increasing access to the curriculum and when making written information more accessible.
- 7.4. There is a third element of funding available to schools for children and young people who have additional needs costing over £6,000 per year; this is often referred to as top-up funding. In most cases, schools receive this funding through the organisation and resources group panel and this element is usually only provided for children and young people who have an EHCP.
- 7.5. Barnsley MBC provides a range of services to work with schools to support children and young people with SEND. These are funded through a centrally retained budget funded via top-up funding and are therefore available to schools free of charge.

- 7.6. In terms of improving the physical environment of schools for which the local authority is responsible, funding is available from the high needs block capital funding allocations, from the DfE. This is for significant adaptations for children and young people with SEND, regardless of whether they have an EHCP or are at the SEN support level. The funding covers buildings and fixed items.
- 7.7. Where a major project is identified, the premises officer will engage the services of an architect or project surveyor to draw up options that will meet the needs of the child or young person. The premises officer and architect then discuss the options with the school and the relevant health or other practitioner to ensure the most suitable solution is provided before a contractor is engaged to carry out the works.
- 7.8. Where the local authority approves a package of works, it will commission and pay for the work directly, unless otherwise agreed with the school.
- 7.9. Barnsley MBC is committed to ensuring equal access to education for all. However, it also has a duty to utilise its resources in the most effective manner. This means that adjustments cannot automatically be authorised, especially if they entail significant expenditure.
- 7.10. We expect that, where a school has been partially adapted to accommodate children and young people with a disability, it is reasonable for the school to carefully timetable the curriculum to ensure adapted rooms are utilised. There should be no expectation that additional rooms will be adapted for this purpose. If works are undertaken by the local authority to meet the needs of a child or young person in a particular year group, this will be reviewed as they move through the school, and further works will be carried out if appropriate and reasonable.

8. Monitoring and review

- 8.1. It is the duty of all those working within local authority-maintained schools on areas associated with accessibility to ensure that this strategy is implemented and adhered to in full.
- 8.2. Early notification of potential access issues by schools is important to ensure that the local authority can provide a timely response that meets the needs of both the school and the child or young person in question.
- 8.3. All schools and academies must publish an accessibility plan on their website which must comply with the statutory duties as detailed in Schedule 10 of the Equality Act 2010 (appendix I).
- 8.4. The Head of SEND & Inclusion will keep this accessibility strategy under review; updating as required.

Appendix I: Equality Act 2010

- 1
 - (1) A local authority in England and Wales must, in relation to schools for which it is the responsible body, prepare:
 - (a) an accessibility strategy
 - (b) further such strategies at such times as may be prescribed
 - (2) An accessibility strategy is a strategy for, over a prescribed period:
 - (a) increasing the extent to which disabled children and young people can participate in the schools' curriculums
 - (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and benefits, facilities or services provided or offered by the schools
 - (c) improving the delivery to disabled children and young people of information which is readily accessible to children and young people who are not disabled
 - (3) The delivery in sub-paragraph (2)(c) must be:
 - (a) within a reasonable time
 - (b) in ways which are determined after taking account of the children and young people' disabilities and any preferences expressed by them or their parents
 - (4) An accessibility strategy must be in writing.
 - (5) A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it.
 - (6) A local authority must implement its accessibility strategy.
- 2
 - (1) In preparing its accessibility strategy, a local authority must have regard to—
 - (a) the need to allocate adequate resources for implementing the strategy;
 - (b) guidance as to the matters mentioned in sub-paragraph (3).
 - (2) The authority must also have regard to guidance as to compliance with paragraph 1(5).
 - (3) The matters are:
 - (a) the content of an accessibility strategy
 - (b) the form in which it is to be produced
 - (c) persons to be consulted in its preparation
 - (4) Guidance may be issued:
 - (a) for England, by a Minister of the Crown
 - (b) for Wales, by the Welsh Ministers
 - (5) A local authority must, if asked, make a copy of its accessibility strategy available for inspection at such reasonable times as it decides.
 - (6) A local authority in England must, if asked by a Minister of the Crown, give the Minister a copy of its accessibility strategy.
 - (7) A local authority in Wales must, if asked by the Welsh Ministers, give them a copy of its accessibility strategy.