



**Worcestershire County
Council
Education Accessibility Strategy
2026 – 2029**

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Introduction

Worcestershire is ambitious for all children and young people. Our vision sets the direction for what we want to achieve for children and young people.

“Our vision is that every child and young person in Worcestershire is respected, included, and heard, and has the support, choices, and opportunities they need to reach their goals and live a fulfilled life.”

Our co-production commitment describes how we will work together with children, families, and partners to make the vision real.

1. We will communicate effectively
2. We will work together
3. We will be person-centered
4. We will respect, recognise and listen
5. We will embed co-production in our culture

The outcome statements show the tangible difference this approach makes to their lives. We will measure our progress against these statements. These statements have been created by asking children and young people what they need to have a happy, fulfilling life, which they defined as:

1. I feel welcome, included and part of a community where I belong
2. I feel safe and supported
3. I am listened to, understood and involved in decisions about my life
4. I am helped to be healthy in my mind and body
5. I enjoy life, have fun and I am supported to reach my full potential

For more information and resources on co-production, please visit:

www.worcestershire.gov.uk/SENDcoproduction

All local authorities must have an accessibility strategy for the schools it is responsible for, such as local authority-maintained schools. This is a requirement of law outlined in the Equality Act 2010.

Accessibility strategies do not apply to academies or free schools. However, all schools, including academies and free schools, must have an accessibility plan which is based upon the same principles as an accessibility strategy. Therefore, this strategy is relevant to academies, free schools and other education settings not maintained by the local authority, as they also have a statutory duty to develop and publish accessibility plans.

The overall aim of the Accessibility Strategy is to ensure that Worcestershire County Council supports schools in meeting the needs of children and young people with special educational needs and/or disabilities and raising their attainment. The purpose of the strategy is to ensure that

accessibility of the curriculum, the physical environment and information for children and young people with special educational needs and/or disabilities, is central to the delivery of services. The strategy aims to provide information and a framework to help schools create individual accessibility plans. Schools should take account of Worcestershire County Council accessibility strategy when drawing up their own school accessibility plans.

Definition of Disability: Under the Equality Act 2010, a person is disabled if they have ‘a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal day to day activities’. [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

It is important to note that definitions and wording about special educational needs and disability can change over time. For example, not all neurodivergent people identify as disabled, even though they may meet the legal definition of disability and you have a duty to make reasonable adjustments for them. Equally those with physical disabilities often prefer person-first language, which is in contrast to those with other disabilities who may prefer identity-first language. For this reason, we have used a range of different phrases when referencing additional needs and disabilities. This is a deliberate act to appreciate that it is vital to respect an individual’s preferences about language and remember that language is always situated in the context in which it is being used. We would expect all readers of this document to have conversations with people for whom this strategy is applied, to enable honest and open conversations and to reduce assumptions.

A glossary of key terms has been provided separately.

Legislation

The requirement to write an accessibility strategy is set out in Schedule 10 of the Equality Act 2010.

Schedule 10 provides that an accessibility strategy is a strategy that over a prescribed period will:

- Increase the extent to which disabled Children and Young People (CYP) can participate in the schools curriculum
- Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The delivery of information to children and young people with special educational needs and/or disabilities must be:

- Within a reasonable time
- In ways which are determined after taking account of the CYP's special educational needs and/or disabilities and any preferences expressed by them or their parents

Unlike the rest of the Equality Act, which has a focus on equal treatment, the sections relating to disability are different and recognise that a person with a disability may have to be treated more favourably than someone who does not, in order to avoid substantial disadvantage.

Section 15ZA of the Education Act 1996 places a duty on Local Authorities to secure educational provision to meet the reasonable needs of pupils over compulsory school age but under 19, and those aged 19-24 with an EHCP.

Section 315 of this Act requires LAs to keep their arrangements for Special Educational Needs and Disabilities (SEND) provision under review. In addition, the Children and Families Act 2014 establishes a right for children and young people with SEND to be educated in a mainstream setting if they or their parents choose this.

Equality Act 2010

The Worcestershire County Council Accessibility Strategy and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. The Act states the legal obligations that schools, early years providers, post-16 institutions, Local Authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise children and young people with special educational needs and/or disabilities, or do anything that discriminates against a CYP with SEND because of something arising as a consequence of their disability
- They must protect children and young people with special educational needs and/or disabilities from discrimination and harassment and foster good relations between disabled and non-disabled peers
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children and young people with special educational needs and/or disabilities are not put at a substantial disadvantage.

Key Statutory Links

SEND Code of Practice (2015)

- Schools and LAs must support children and young people with SEND.
- Requires Accessibility Plans covering curriculum, environment, and information.

[SEND Code of Practice \(Opens in a new window\)](#)

[URL:<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>]

Public Sector Bodies Accessibility Regulations 2018

- Applies to websites and mobile apps of schools and LAs.
- Must meet WCAG 2.2 Level AA standards.
- Requires accessibility statements and audits.

[Understanding accessibility requirements for public sector bodies \(Opens in a new window\)](#)

[URL:<https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps>]

School Premises Regulations 2012

- Governs physical standards of school buildings.
- Accessibility is key in new builds and refurbishments.

[The school premises \(England\) regulations 2012 \(Opens in a new window\)](#)

[URL:<https://www.legislation.gov.uk/uksi/2012/1943/contents/made>]

Children and Families Act 2014

- Reinforces duty to support children with SEND.
- Accessibility is part of inclusion and support framework.

[Children and Families Act 2014 \(Opens in a new window\)](#)

[URL:<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>]

Safeguarding Guidance

- Keeping Children Safe in Education (KCSIE): [Keeping Children Safe in Education \(Opens in a new window\)](#) [URL:<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>]
- Working Together to Safeguard Children: [Working Together to Safeguard Children \(Opens in a new window\)](#) [URL: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>]

Admissions and Exclusions

- School Admissions Code: [School Admissions Code \(Opens in a new window\)](#) [URL: <https://www.gov.uk/government/publications/school-admissions-code--2>]

- School Exclusions Guidance: [School suspensions and permanent exclusions \(Opens in a new window\)](#) [URL: <https://www.gov.uk/government/publications/school-exclusion>]

Early Years Foundation Stage (EYFS)

- EYFS Framework: [Early years foundation stage \(EYFS\) statutory framework \(Opens in a new window\)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2) [URL: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>]

Alternative Provision

- Alternative Provision Guidance: [Alternative provision \(Opens in a new window\)](https://www.gov.uk/government/publications/alternative-provision) [URL: <https://www.gov.uk/government/publications/alternative-provision>]

Supporting Pupils with Medical Needs

Schools must make arrangements to support pupils with medical conditions, including individual healthcare plans and safe administration of medication.

[Supporting Pupils with Medical Conditions at School \(Opens in a new window\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3) [URL: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>]

Working together to improve school attendance

Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.

[Working together to improve school attendance \(Opens in a new window\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)
[URL: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>]

Co-production

OFSTED

Children, young people and their families participate in decision-making about their individual plans and support. [Area SEND inspections: framework and handbook - GOV.UK \(Opens in a new window\)](https://www.gov.uk/government/publications/area-send-framework-and-handbook)
[URL: <https://www.gov.uk/government/publications/area-send-framework-and-handbook/area-send-inspections-framework-and-handbook>]

Care Act 2014

Local authorities should, where possible, actively promote participation in providing interventions that are co-produced with individuals, families, friends, carers and the community. [Care and support statutory guidance - GOV.UK \(Opens in a new window\)](https://www.gov.uk/government/publications/care-act-statutory-guidance)
[URL: <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>]

Reasonable Adjustments

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that disabled staff, students and parent/carers can enjoy the benefits, facilities and services provided for all students. This is stated in Guidance from Section 1.2 (pg. 9) of: [Accessibility plans and the Equality Act 2010 A handbook for schools.pdf](#)

“The accessibility planning duties apply to all schools whether they are constituted as: academies or maintained schools; nursery, primary, secondary or all-through schools; mainstream, special or non-maintained special schools; publicly funded or independent schools; and they apply to PRUs and alternative provision academies. The duties apply to early years provision and sixth form provision where the provision is made in a school.”

Practices, for example day-to-day operations, including rules and policies, decisions and actions:

- Auxiliary aids and services, for example additional support or assistance from a piece of equipment or a member of staff
- Physical features, for example adaptations to buildings

Below is a list of the sort of ‘reasonable adjustments’ Worcestershire County Council (WCC) have undertaken in mainstream settings over the years:

- Provision of specialist accommodation such as unisex Bathroom Management Areas (BMAs), unisex accessible toilets.
- Installation of specialist fixed equipment such as Passenger Lifts, Platform Lifts, Stair Lifts, Lifting Hoists, and/or Adjustable Height Changing Beds.
- Adapting buildings with ramps & handrails, widen doorways, and/or create Disabled Parking Bays.

It is important to note that these works are not deemed stand-alone provision and, in many cases, ‘reasonable adjustments’ carried out at mainstream settings comprise of several elements listed above undertaken as a single project.

Schools have a duty to plan better access for disabled CYP generally through their accessibility plan.

The law on reasonable adjustments is anticipatory in terms of the potential adjustments that may be needed generally for children and young people with special educational needs and/or disabilities; therefore, the setting needs to make plans about what children and young people with special educational needs and/or disabilities might require and what adjustments might need to be made. They should not wait until the CYP are on roll.

Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

Schools must publish their Accessibility Plans. The Accessibility Plan should be appended to or be part of the SEN Information Report. Ofsted may request a school's accessibility plan as part of inspection evidence.

Recommendations from Worcestershire Parent Carer Forum

Feedback from parents with lived experience of disability and neurodivergence highlights the following things educational providers can do to be more accessible:

1. Listen and Value Lived Experience

- Parents often feel dismissed when sharing insights based on their own disability or neurodivergence.
- **Action:** Treat parents as experts on their child and respect their lived experience alongside professional advice.

2. Improve Accessibility of Communication

- Many school apps and platforms are not fully accessible for blind and partially sighted parents using screen readers.
- **Action:** Ensure digital tools are tested for accessibility and provide alternative formats when needed.

3. Create Sensory-Friendly Environments

- Large, noisy halls for parents' evenings can be overwhelming for autistic and Deaf parents.
- **Action:** Offer quieter spaces or alternative meeting formats.

4. Use Clear, Easy-to-Read Written Communication

- Long, dense letters are hard for dyslexic parents to process.
- **Action:** Use:
 - White space
 - Bullet points
 - Clear headings
 - Publish a simple list of teacher names and roles.
 - Plain English

5. Ensure Physical Accessibility

- Wheelchair users need schools to be fully accessible.
- **Action:** Check and maintain wheelchair access throughout the site.

6. Give Advance Notice and Preparation Time

- Autistic parents need time to process and prepare for meetings.
- **Action:** Share:
 - Agenda and paperwork at least a week before.
 - Names of attendees.
 - Allow parents to bring written points to meetings.

7. Reduce Communication Overload

- Multiple messages across different channels can be overwhelming.
- **Action:** Consolidate information into one clear communication (e.g., one letter with links).

Overall message: Be proactive, flexible, and communicate clearly. Small adjustments make a big difference in making parents feel respected and included.

Implementing the strategy

As stated in schedule 10 of the Equality Act 2010, the Accessibility Strategy is developed to increase access to the curriculum, increase access to the physical environment and increase access to information for children and young people with special educational needs and/or disabilities.

Increasing access to the curriculum

Schools are responsible for providing a broad and balanced curriculum for all children and young people, to include the wider curriculum (including after school clubs) for children and young people with SEN and Disabilities. To help increase access to the curriculum schools will:

- Keep a person-centred approach which considers the child/young person's views, interests and rights when supporting children and families, so they have a voice
- Read and Implement the Understanding the Graduated Response document produced by Worcester County Council and follow the Assess/Plan/Do/Review cycle [The SEND Graduated Response | Worcestershire County Council \(Opens in a new window\)](#) [URL: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/send-graduated-response>]
- Have regard to national guidance on meeting the duties set out in the Equality Act 2010, the [Children and Families Act 2014 \(Opens in a new window\)](#) [URL: <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/data.pdf>] and [the SEND 0-25 Code of Practice 2015 \(Opens in a new window\)](#) [URL: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf]
- Have regard for Reasonable Adjustments for Disabled Pupils - *Guidance for Schools in England* [Reasonable adjustments for disabled pupils \(Opens in a new window\)](#) [URL: https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf]
- Have regard for local guidance on meeting SEND – statutory responsibilities through the SEND Strategy, All Age Autism Strategy, All Age Disability Strategy and Specialist Equipment Policy
- Include improvements that increase access to the curriculum in their accessibility plan and publish this on their school website
- Recognise the potential of pupils with SEND, reduce barriers to their achievement and inclusion, and develop a strong culture for success and inclusion
- Plan, teach and monitor children and young people with SEND through a range of quality first teaching strategies, quality first adaptive teaching and targeted interventions where appropriate
- Effectively engage regularly with parent carer of children and young people with SEND
- Apply funding appropriately to make sure all groups are not disadvantaged.
- Use and plan auxiliary aids, ICT and specialist equipment effectively

- Proactively engage with services to ensure that effective professional development for senior leadership, staff and governors
- Make use of the Local Inclusion Support Offer, when this becomes available

In addition, Worcestershire County Council will:

- Keep local guidance updated in relation to national guidance to keep educational providers informed
- Support education leaders, SENCOs and governors through Headteacher briefings, Education bulletins, SENCO networks and SEND Newsletters, and the equivalent for the Early Years Sector.
- Offer CPD opportunities for education staff training around SEND and Inclusion to help build capacity in schools
- Make sure Education, Health and Care Plans are written within the statutory time frame and contain good quality outcomes with clear provision to make the curriculum more accessible
- Develop building capacity in schools through advice and support available through specialist teachers, Educational Psychologists and social care services
- Regularly monitor and review the education and provision we commission directly, from the Early Years through to Post 16
- Publish our Specialist Equipment Policy following feedback from specialist schools and health professionals

Improving the Physical Environment

Schools must consider the needs of individual pupils or groups when planning improvements to the environment. In addition, they have a duty to consider reasonable adjustments for individual disabled pupils and disabled pupils generally. Worcestershire County Council Sufficiency and Planning Team support maintained mainstream schools to accommodate students with a range of special educational needs which include physical disabilities. To help improve the physical environment schools will:

- Have regard for the WCC Policy Document - Reasonable Adjustments for building adaptations in respect of mainstream school admissions of pupils with physical disability (Appendix A)
- Ensure schools and settings are accessible, including buildings and the use of physical space, to reduce noise and distractions as well as consider other environmental adaptations as recommended by professionals
- Ensure access to quiet spaces for time out or a sensory space for sensory needs
- Ensure children and young people have access to auxiliary aids, braille, visual timetables in order to navigate the environment
- Coproduce an annual accessibility plan with CYP/Families and external agencies as

appropriate. Using [PD Net Accessibility Planning: A toolkit for schools \(Opens in a new window\)](https://pdnet.org.uk/media/pdnet-Accessibility-Toolkit-sample.pdf) [URL: <https://pdnet.org.uk/media/pdnet-Accessibility-Toolkit-sample.pdf>]

- Make sure accessibility arrangements such as accessible parking, accessible toilets, changing rooms and disabled exits are included in the accessibility plan and regularly reviewed
- Keep the physical accessibility of the school building and site under review and make timely arrangements to accommodate access
- Complete accessibility audits so that information is current and up to date; educational providers can seek support from Inclusion Support Services as required.
- Continue to plan for improvements to the physical environment and publish on their website
- Comply with the anticipatory duties as set by the Equality Act 2010
- Fund projects that increase access to the physical environment from their own resources and, where appropriate, liaise with the Sufficiency and Place Planning team to agree how improvements will be made, and funded (see Appendix A)
- Apply advice provided through environmental audits conducted by Occupational and Physiotherapists, Teachers of the Deaf/Vision Impairment/MSI, PD Outreach and other relevant services or professionals
- Carry out the necessary risk assessments of the school and for off-site trips to make sure they're accessible for pupils with mobility, sensory or medical difficulties in partnership with parents and carers.
- Continued engagement with parent carers in decision making with regular feedback on progress

In addition, Worcestershire County Council will:

- Adhere to the WCC Policy Document- Reasonable Adjustments for building adaptations in respect of mainstream school admissions of pupils with physical disability
- Ensure all new build/extension projects completed on schools are designed and built in accordance with DfE guidance/standards regarding accessibility
- Work closely with Worcestershire County Council Sufficiency and Planning to make sure new buildings and significant extensions or adaptations are compliant with accessibility requirement.
- Liaise with schools around planning accessibility when necessary
- Make sure Education, Health and Care (EHC) plans are specific about the adaptations required to make the school environment more accessible for individual pupils with a disability
- SEND Services, SEND Support and Specialist Sensory Support Teams will work closely with schools to provide good quality advice for accessibility
- SEND Services will work closely with schools around accessibility for individual children and young people
- Review SEND Provision in response to the Ofsted and Care Quality Commission inspection to ensure Worcestershire has an effective continuum of provision for children and young

people with SEND.

Improving Access to Information

Schools have a duty to ensure that all written information normally provided to its pupils/CYP and parent carers is available to disabled pupils, within a reasonable timeframe. School websites must publish SEND and accessibility information and they should be reviewed annually. To improve access to information schools will:

- Make sure their website is accessible and comply with the government's accessibility guidance
- Make sure that parent carers and children and young people with SEND, can have documents amended for accessibility such as easy read versions and enlarged print
- Include improvements that increase access to information for children and young people with a disability, is in their accessibility plan
- Use alternative forms of communication with individual - CYP and parent/carers where required and ensure that technology and structure to written texts is considered when communicating
- Where required provide interpreters, including British Sign Language for Deaf children/parent/carers that require this approach
- Follow specialist advice for adapting information for individual children and young people with SEND
- Make sure the link to Worcestershire's Local Offer is on their Website
- Ensure the SEND information report is included on the school's website and reviewed annually
- Ensure that CYP/Families are central to decision making processes around accessibility of information, as per coproduction principles

In addition, Worcestershire County Council will:

- Comply with government guidance and our duties under The Public Sector Bodies (Websites and Mobile Applications) (No 2) Accessibility Regulations 2018, for website accessibility to make sure documents follow best practices for accessibility and Read Aloud functions
- Ensure that information about services available for children and young people with SEN/disabilities aged 0-25 and their parents/carers, is up to date and easily accessible on our [SEND local offer \(Opens in a new window\)](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer) [URL: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>]
- Work closely with Health and Social Care so that up-to-date information is available on the Local Offer and is easy to navigate and understand
- Continue to inform schools of any national and/or local government developments

- Consult with children, young people and parent carers in the development and review of local strategies
- Provide accessible information for pupils with disabilities and their parent carers; where necessary providing interpreters, including British Sign Language interpreters.

Worcestershire County Council Services

This document sets out the responsibilities on schools for implementing the Accessibility Strategy, in line with the requirements of the Equality Act 2010. The local authority will provide information, advice and support to schools.

The different Inclusion Support Services provide advice and support for schools around improving the outcomes and meeting the need of children and young people with Special Educational Needs and Disabilities and aim to build the capacity of schools in this regard.

The Educational Psychology Service (EPS): Delivers statutory and traded psychological services for children and young people aged 0 to 25, within a range of educational settings, including pre-schools, schools and colleges. The team also respond to critical incidents in schools and settings to provide psychological advice. [Educational Psychology \(Opens in a new window\)](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/educational-psychology) [URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/educational-psychology>]

The Autism and Complex Communication Needs Team: Qualified specialist teachers and specialist practitioners with experience of supporting the needs of children and young people on the autism spectrum, or who have complex communication needs from early years to higher education. The team also support the Umbrella Pathway as part of the autism diagnostic process. [Autism and Complex Communication Needs \(CCN\) \(Opens in a new window\)](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/autism-and-complex-communication-needs-ccn) [URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/autism-and-complex-communication-needs-ccn>]

The Learning Support Team: Provides support to meet the needs and assess pupils with Specific Learning Difficulties (SPLD) and those struggling to engage with learning. The team is available to help schools and settings enhance their capacity to meet the needs of children and young people with a range of learning needs through specialist advice, interventions, assessment and training. [Learning Support Team \(Opens in a new window\)](https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/learning-support-team) [URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/learning-support-team>]

The Sensory Support Team: Provides support for Deaf babies, children and young people and those with Multi-Sensory Impairment and Vision Impairment, as well as their families and carers. The team provides support that is offered from the point of diagnosis throughout the early years,

through to further and higher education and where post school provision is made by Worcestershire SEND Service. The team also carries out assessments for access arrangements and provides support for learners with English as an Additional Language.

[Deaf Support Team \(Opens in a new window\)](#)

[URL: <https://www.worcestershire.gov.uk/council-services/adult-social-care/support-stay-independent-and-living-home/sensory-impairment/hearing-impairment>]

[Vision Support Team \(Opens in a new window\)](#)

[URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/vision-impairment>]

[Multi-Sensory Support Team \(Opens in a new window\)](#)

[URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/inclusion-educational-settings/multi-sensory-impairment>]

Children With Disabilities Team (CwD): The Children with Disabilities (CwD) Social Work Team provide services designed to meet the needs of children and young people who have complex disabilities. The CwD Social Work Team is one of a range of services that can provide support to children and young people with disabilities and their families. The CwD team complete assessments of need for those children and young people who may require additional resources in respect of their disability, where the disability has a profound impact on the child or young person's life. [Social care support for children with disabilities \(Opens in a new window\)](#) [URL: <https://www.worcestershire.gov.uk/council-services/childrens-social-care/social-care-support-children-disabilities>].

Worcestershire School Improvement Services: The School Improvement team have a dedicated SEND school improvement officer to support strategic leadership of SEND and Inclusion in schools across Worcestershire. [School Improvement Information \(Opens in a new window\)](#) [URL: <https://www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/improving-schools-and-settings>]

SENDIASS Worcestershire and Herefordshire: Independent and impartial advice and support for families and parent carers with children and young people who have SEND. A team of advisors offering legally based and accessible information and advice about SEND and processes. [SENDIASS Worcestershire and Herefordshire \(Opens in a new window\)](#) [URL: <https://www.worcestershire.gov.uk/sendiaass>]

SEND Services: Dedicated team that work specifically around statutory assessment and review process. The team work with schools and parents to guide through policy and legal processes. EHC Plan Coordinators are responsible for Education, Health and Care Plan assessment requests

and SEND placements. [SEND School Provision and Education Health Care Plans \(EHCP\) \(Opens in a new window\)](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/ehcp-education-health-and-care-plans) [URL: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/ehcp-education-health-and-care-plans>]

Sufficiency and Place Planning Team: Ensures that there is a sufficiency of education places for children and young people aged 0-25 across Worcestershire, this includes the assessment of current provision and forecast of future needs based on demographic trends and new housing developments. The Council has a duty (under section 14 of the Education Act 1996) to ensure there are sufficient school places to accommodate children and young people who reside in the county and to ensure these places are of good quality with sufficient capacity to promote parental choice and diversity. [SEND Sufficiency \(Opens in a new window\)](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/education-sufficiency-school-organisation-and-provision-planning) [URL: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/education-sufficiency-school-organisation-and-provision-planning>]

Corporate Landlord Services: Enable reasonable access to the curriculum and support accommodation for children and young people with SEND wishing to attend a mainstream school, by identifying and procuring the necessary resources needed to enable agreed adaptations to be made to school buildings and their environments, in accordance with statutory and local policy and guidance. Manage and update the council's "Accessible Mainstream Schools" database, with the information made available on the School Admissions website. This helps parents and carers make informed choices when selecting mainstream schools that can accommodate their child or young person's accessibility requirements. [Worcestershire Mainstream School Area Pyramids including School Accessibility and Resourced SEND Provision \(Opens in a new window\)](https://www.worcestershire.gov.uk/sites/default/files/2025-09/Mainstream%20School%20Feeder%20Pyramids%20and%20resourced%20SEN%20provision_0.pdf) [URL: https://www.worcestershire.gov.uk/sites/default/files/2025-09/Mainstream%20School%20Feeder%20Pyramids%20and%20resourced%20SEN%20provision_0.pdf]

Physical Disability Outreach Teams (Regency and Chadsgrove): To develop and build the capacity of Worcestershire Schools and Early Years settings to fully include CYP with physical disabilities and deliver their entitlement in terms of curriculum access, physical access and personal care.

[Regency School \(Opens in a new window\)](https://regency.worcs.sch.uk/meet-the-pd-team/) [URL: <https://regency.worcs.sch.uk/meet-the-pd-team/>]

[Chadsgrove School \(Opens in a new window\)](https://www.chadsgroveschool.org.uk/web/physical_disability_team/551667) [URL: https://www.chadsgroveschool.org.uk/web/physical_disability_team/551667]

Monitoring and Review

This Accessibility Strategy covers the period 2026 to 2029 and will be reviewed annually by Worcestershire County Council annually by the stakeholder group. The stakeholder group will comprise of, as a minimum, representatives from WCC Sufficiency and Place Planning, WCC Inclusion Support Services, PD Outreach, Worcestershire Parent/Carer Forum and WCC Co-production Officer.

All maintained schools, non-maintained schools, academies and free schools must have an accessibility plan that is reviewed regularly and published on their website.

Worcestershire County Council will support schools in implementing the strategy and will continue to work with parent carer, Children and young people and our stakeholders in the context of our overall SEND Strategy [SEND Strategies and plans \(Opens in a new window\)](https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/send-news-feedback-and-co-production/send-strategies-and-plans) [URL: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/send-news-feedback-and-co-production/send-strategies-and-plans>]

We would be pleased to receive your comments about this strategy. If you have any feedback, please email: sendimprovement@worcestershire.gov.uk

We would welcome suggestions about ways of improving this document and examples of good practice.

References

Children and Families Act 2014 [A briefing for health services on the Children and Families Act 2014](#)

Equalities Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

SEND Code Of Practice 2015 [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Reasonable Adjustments for Disabled Pupils - Guidance for Schools in England [reasonable_adjustments_for_disabled_pupils_1.pdf \(equalityhumanrights.com\)](#)

Worcestershire Graduated Response [Graduated Response \(SEND support in education provision\) | Worcestershire County Council](#)

Worcestershire Local Offer [SEND Local Offer | Worcestershire County Council](#)

Appendix A: Worcestershire County Council Policy Document for Reasonable Adjustments to buildings adaptations in respect of mainstream school admissions of children and young people with Special Educational Needs and/or Disabilities

Date Effective From

1st April 2014, revised from 1st January 2026

Purpose

The purpose of this document is to widen understanding of the arrangements in place for children and young people with Special Educational Needs and/or Disabilities (SEND) attending mainstream schools, to ensure compliance with relevant duties under law, and help clarify the delegated responsibilities of mainstream schools in instances where necessary building adaptations are required as a consequence of admitting children and young people with SEND.

Introduction & Legislation

Worcestershire County Council (WCC) supports the admission of children and young people with SEND into mainstream schools. WCC will undertake necessary works to adapt buildings in order to enable children and young people to have reasonable access to the curriculum and support accommodation available at a mainstream school.

The Equality Act 2010 (EA) calls this a duty to make ‘reasonable adjustments.’

Schools are expected to assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act (EA) and, if so, what reasonable adjustments may need to be made to better accommodate them.

Mainstream schools have a duty to make reasonable adjustments to take positive steps to ensure that children and young people with SEND can enjoy the benefits, services and facilities provided for all children and young people. The responsible body for each school must prepare an Accessibility Plan and publish it on their school website and co-operate with the local authority in drawing up and reviewing the Local Offer.

In WCC maintained schools, under the EA, reasonable adjustments have been undertaken that have included the provision of SEND group rooms, additional Learning Resource accommodation, sensory improvements, sensory rooms, disabled parking spaces, ramps, handrails, widened entrances/exits, pathways, disabled WCs, lifts, and Bathroom Management Areas (BMAs).

This duty is anticipatory – it requires thought to be given in advance to what children and young people with SEND might require and what adjustments might need to be made to prevent that disadvantage. School Special Educational Needs & Disabilities Coordinators (SENDCOs) must work with the headteacher and the school Governing Body / Academy Trust / Diocesan Body to ensure that the school meets its responsibilities under the EA with regard to reasonable adjustments, equality and access arrangements. Working with parents/carers and the child/young person with SEND will also be vital in this forward planning process.

If WCC or any educational establishment does not co-operate with their duty to make reasonable adjustments and maintain them, the Act identifies this as being unlawful discrimination and therefore could lead to a discrimination claim.

A key consideration in the approach to addressing matters is the need to manage reasonable adjustments along with expectations, as well as the school site, and funding limitations. WCC focuses on adaptations that ensure children and young people with SEND have reasonable access to the curriculum and necessary support accommodation.

Often it is not possible to provide unimpeded access for a child or young person with SEND to all parts of the school site and consequently, adjustments need to be underpinned by effective school time tabling arrangements that ensure children and young people with SEND along with their peers are educated in rooms and areas that have been reasonably adapted, or have natural ease of accessibility, .e.g. priority use of ground floor specialist teaching rooms.

The EA prohibits schools from discriminating against children and young people with SEND in respect of admissions for a reason related to their SEND.

Accessible Mainstream Schools Working Group (AMSWG)

The Accessible Mainstream Schools Working Group is a termly multi-agency group who meet to discuss EA at a child level in relation to mainstream state funded education settings.

The purpose of the AMSWG is to assess potential barriers for children and young people with SEND in accessing mainstream state funded education settings. The group supports decisions to be made in relation to adaptations required in mainstream state funded education settings to enable children and young people attend.

For children and young people with Physical Disabilities: WCC commission two Physical Disability Outreach Teams (PDOT) one in the north of the county at Chadsgrove School (Bromsgrove) and the other in the south at Regency School (Worcester) to assess the possible solutions to mitigate potential physical barriers for children and young people with SEND.

For children and young people with other areas of need: Representatives from relevant services (as detailed in the Accessibility Strategy) are invited to attend to raise matters relating to children and young people with SEND other than physical disabilities, to again assess the possible solutions required to mitigate admission into mainstream state funded education settings.

AMSWG representatives meet termly

Where adaptations are necessary to support the admission of a child or young person with SEND to a state funded mainstream education setting, responsibilities are considered in relation to the type of work required and the Worcestershire County Council's Scheme for Financing Maintained Schools¹.

Where the Local Authority is responsible for adaptations under Basic Need provision, any agreed capital works costing in excess of £15k will be presented to WCC Capital Board for approval in the Education Capital programme. However, all capital works that fall below the £15k are the responsibility of the host school.

¹ [Worcestershire Schools Forum | Worcestershire County Council](#)

Only those projects that have been formally referred by representatives of the AMSWG will be considered for possible inclusion in the education capital programme. State funded mainstream schools and/or individuals directly seeking support to address works of an EA nature must submit their request in writing to the relevant WCC specialist service to be referred to the AMSWG, who will assess matters for decisions.

This group does not consider reasonable adjustments to state funded maintained special schools or independent establishments. Such schools are responsible for making their own arrangements in this respect.

Accessible Mainstream Schools ²

WCC maintain a record of which state funded mainstream schools have had works undertaken to enable children and young people with SEND to access the curriculum and support accommodation, in particular in relation to physical adaptations such as Bathroom Management Areas (BMA), lifts, ramps, SEND Group rooms etc.

Within the Matrix, schools have been graded as either:

1. A (Blue) – These are schools that have reasonable access to the curriculum and support accommodation as well as a fully functioning Bathroom Management Area (BMA).
2. B (Yellow) – These are schools where access to the curriculum and support accommodation is limited, and additional work is needed to be able to better accommodate children and young people with SEND. These schools do not have a Bathroom Management Area (BMA).
3. C (Green) – These are schools at which adaptations / building projects are on site or planned to be carried out to improve the accessibility of the school. Once the works are completed, the school will become a category A or B school.
4. D (No Colour) – These are schools which have challenging accessibility issues or are yet to be assessed for accessibility purposes by the Local Authority. These are schools where, consequently, the Local Authority may not be able to fully adapt these schools to ensure access to the curriculum and/or support accommodation.

The Matrix is published on (<https://www.worcestershire.gov.uk/sites/default/files/2025-10/Mainstream%20School%20Feeder%20Pyramids%20and%20resourced%20SEN%20provision%20September%202025%20v2.pdf>), as an aid to advise parents carers of children and young people with SEND as to which state funded mainstream schools offer reasonable access to the curriculum and support accommodation, to help them make an informed choice of their preferred school(s).

² [Worcestershire Mainstream School Area Pyramids including School Accessibility and Resourced SEN Provision](#)

From April 2014, Worcestershire state funded mainstream schools receive delegated funding / budget for matters such as buildings maintenance and improvements, specialist fixed equipment and reasonable adjustments. The type of work that fall to the responsibility of state funded mainstream schools include:

1. EA works (to include specialist fixed equipment) that fall below a capital limit of £15,000.00 inclusive, and the maintenance thereof;
2. Provision of specialist free standing mobile/portable equipment (unless loaned by or funded by the relevant PDOT by prior agreement), and the maintenance thereof;
3. Installation of automated doors & CCTV, and to include the maintenance thereof;
4. Necessary EA works that are of a maintenance nature and/or as a consequence of maintenance upkeep;
5. Subsequent and/or retrospective EA works to projects (to include specialist fixed equipment) that were initially undertaken by schools under delegated management;
6. Subsequent refurbishment/upgrade and maintenance works to items of an EA nature, to include specialist fixed equipment; or
7. Regular service & maintenance of lifts & hoists, to include temporary mobile BMA units if installed on site, and any specialist free standing mobile/portable equipment.

WCC will continue to assist schools with necessary reasonable adjustments in cases that fall outside of these delegated responsibilities.

Further Information

Further information about this policy and supporting details can be obtained by contacting: Bosko Medakovic, Operational Manager Accommodation

Mobile: 07983965299

Email: Bmedakovic@worcestershire.gov.uk

Appendix B: Accessibility Planning

Schools must coproduce accessibility plans with CYP and parent/carers. Schools must publish their Accessibility Plans informed by WCC's Ordinarily Available Inclusive Provision Guidance. The Accessibility Plan should be appended to or be part of the SEN Information Report. Ofsted may request a school's accessibility plan as part of inspection evidence.

An evidence-based tool, created by PD Net is the preferred approach for educational settings to use across Worcestershire. This enables a consistent approach to planning which is understood by all stakeholders. Information about this approach and all the resources required can be found on PD Net, which is accessible via this link: [PD net accessibility-toolkit](#)