

ACCESSIBILITY GRANT FUNDING

Guidance to grant
application and award
process

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Background Information

Our vision for our children and young people with SEN and disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident, and successful, contributing to a thriving, inclusive community that is welcoming to all.

Children and young people with special educational needs or disability can have significantly greater difficulties or barriers to learning than the majority of others of the same age. If we are to achieve our vision, we need to work together to personalise our approaches to improve their experiences and outcomes.

We aim to:

- **Lift aspirations and build on existing strengths**
- **Increase Personalisation – such that provision and support is designed and delivered in collaboration with children, young people and their families so that it is person centred, responsive and better matched to need**
- **Focus on and improve outcomes that are important to, and for, our children, young people, families and communities**
- **Enhance Partnerships – so that we can jointly commission to collectively achieve and sustain our vision**

The Children and Families Act (2014) came into force in September 2014. The Act placed new duties on RMBC, the CCG and providers of education, health, or care services to work together to ensure coordinated support for children and young people with SEND and their families. Rotherham education, health and care services aim to create an integrated system from birth to 25 where children and young people with special needs and their parents or carers are fully involved in decisions about their support and aspirations.

We aim to ensure that all children and young people with SEND have a full range of support and opportunities available to them and are provided with opportunities to maximise their life chances, goals and aspirations.

Our strategy along with the Accessibility Grant funding intends to achieve this vision by improving access to education and educational achievement for these children and young people, and empowering them in their families, schools and communities. This is articulated in our aspirations for Children and Young People's Services. These are:

- Children get the best start in life
- Children and young people safe from harm
- Young people feel empowered to succeed and achieve their aspirations

- Children and young people have fun things to do and safe places to go

This will mean our children, young people and families are proud to live and work in Rotherham. We believe that parents, carers, schools, the local authority, and partners should work together to ensure opportunities for every child and young person to strive for the highest aspirations. We believe that we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Our three key aims will turn our vision and aspirations into reality, these aims are:

- **To increase the extent to which SEND and/or disabled pupils can participate in the curriculum**
- **To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education**
- **To improve the delivery of information to disabled pupils and their parents/carers through the Rotherham Local Offer**

We will realise our vision, aspirations and aims by engaging in efficient, appropriate, and timely ways with a wide range of groups, agencies and individuals to bring together the best outcomes for children and young people in Rotherham.

This engagement will allow us to best match the needs and requirements with available provision and services. Our engagement will be with parents, carers, schools and children and young people across Rotherham.

Criteria

In order to be eligible for consideration for funding, applicants must be able to demonstrate the following:

- Improved outcomes for an existing or future cohort of pupils/learners with Education Health and Care Plans/SEND that will remain in the school/setting during the academic year 2023/24;
- A proven track record of delivering high quality SEND provision;
- How Capital Funding will support the enhancement of provision for children/young people with EHCP's and SEND, complying with the Equality Act 2010 regulations and/or improve accessibility to the setting;
- How the Capital Funding will support the school to meet a wider level of SEND need.

The Accessibility Grant Funding will be allocated to providers using the eligibility criteria outlined above and using the Scoring Assessment please see Annex 2.

Applications for funding must be submitted electronically.

Accessibility Grant Funding

Grants will only be awarded from July 2023 for **capital** expenditure projects. It cannot be used for the procurement of equipment unless of a capital nature.

Projects **must** either:

- Increase the number of places available to children/young people with SEND, or;
- Enhance existing provision for children/young people with SEND.

Examples of projects might include, but are not limited to:

- Refurbishing an existing space to create a sensory room;
- Developing an accessible toilet into a personal care suite;
- Creating an all-weather outside classroom;
- Adapting classrooms for vocational training;
- Creating a training kitchen;
- Improving accessibility through providing low stimulus signage and lighting;
- Developing an external, safe sensory exploration space;
- Creating a classroom specifically for the use of pupils with ASD;
- Converting of existing areas to create breakout room
- Converting an empty room in to a therapy suite

Conditions of Grant

Match funding from applicants will be taken into consideration as part of the evaluation of the bid and value for money.

All bids **must** clearly demonstrate value for money.

All successful providers must adhere to financial conditions in line with the Financial terms and conditions included within the Grant Agreement.

Applications for equipment **will not** be considered unless of a capital nature

Applications for vehicles **will not** be considered.

Funding **cannot** be given to pay for work that has already been carried out.

Evaluation Criteria

The following criteria will be scored and ranked by the Evaluation Panel as part of the decision making and allocation process:

- Number of children/young people who will benefit from provision enhancement;
- Creativity of the project;
- Co-production with parent/carers and children and young people;
- Clarity of impact on identified cohort of children/young people with SEND including details of how impact will be measured and reported;
- Value for money;
- Value added and/or match funding.

The decision of the Multi-Agency Evaluation Panel is final.

General Considerations

As part of your application, you will need to consider and be responsible for the following:

- School/settings need to clearly set out their proposals providing assurance that there will be no negative impact on their net capacity.
- Planning permission may be required where you are making significant alterations to buildings or land. Settings will be responsible for submitting any necessary planning permission ahead of any works starting.
- Schools/settings are responsible for ensuring all building regulations are adhered to.
- Section 77 approval - Sport England must be consulted on any development which is likely to change or prejudice the use, or lead to the loss of use, of land being used [or has been used in the past 10 years] as a playing field. This only applies to Schools/Academies.

- If you are unable to recover VAT, please make sure that you account for VAT and make this clear in your costs.
- Please make sure you include all relevant costs in your application along with a timeline for work to be completed.
- If you occupy Council premises, you will need to use Council approved suppliers.
- Have regard to the Department for Education – School Buildings Construction Framework Agreement.

Application Process

Applications should be made using the form in Annex 1. Please ensure that all parts are completed before submission.

Questions regarding your application should be directed to sendtransformation@rotherham.gov.uk in which a response will be provided within 2 weeks.

Key Dates

Key Dates	
Date completed applications must be returned.	
Date applications will be considered by Panel.	
Date applicants will be notified of outcome.	
Expected date grants will be awarded	

Completed applications must be returned week commencing xxxxx to:
sendtransformation@rotherham.gov.uk

Annex 1 – Application Form

Annex 1

Accessibility Grant Funding Application Form

Please read the guidance notes carefully before completing your application.

1. School/Setting Details	
School/Setting name:	
Address:	
Telephone:	
E-mail address:	
Website:	
Designation: e.g. mainstream secondary	
Key stages covered:	

2. Person completing this application	
Contact name:	
Position:	
Direct telephone:	
E-mail address:	
Date:	
Date discussed and agreed by governing body/trustees:	

3. School/Setting Cohort			
Number on Roll:		PAN:	
Number on SEND register:		Number of EHCPs:	
Number of children/young people directly benefitting from project:			

4. Proposed project	
Purpose of funding: <i>Please outline works to be completed</i>	
Total funding requested: (up to a maximum of £50,000)	

5. Breakdown of costs		
	Element	Cost

<p>Please provide a breakdown of all costs associated with the project.</p> <p><i>For example; architect fees, materials, labour, demolition, decoration</i></p>		
<p>Explain how this project will impact on your ability to meet the needs of children/ young people with SEND.</p> <p><i>Will the project result in an increase in the number of places for CYP with SEND?</i></p> <p><i>How will the funding enhance the current provision offered to CYP with SEND?</i></p>		
<p>Will any additional costs be met from other sources?</p> <p><i>How will the school/setting equip any additional space?</i></p> <p><i>Does the school/setting have a contingency for any works that go beyond the sum requested?</i></p>		
<p>How will the school/setting track expenditure and report actual spend?</p>		

6. Co-production	
<p>How will children/ young people with SEND be involved in decision making about the project?</p>	
<p>How will the views of children/young people be captured and shared?</p> <p><i>Please consider pre- and post-project voice of the child.</i></p>	
<p>How will parents/ carers be consulted with?</p>	

7. Other considerations	
<p>Will the project be completed by 31st July 2024</p>	<p>yes/no*</p>
<p>Will you be able provide before and after photographs?</p>	<p>yes/no*</p>

Will you be willing to provide updates on work carried out in	yes/no*
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*Delete as appropriate

Signed: <i>(electronic is acceptable)</i>	
Designation:	
For and on behalf of:	
Date:	

Completed application forms must be submitted via email to the SEND Commissioning Team: sendtransformation@gov.uk

Annex 2 – Scoring Assessment

Annex 2

Applications for the Accessibility Grant Funding will go through an initial screening check to ensure that the following criteria have been met:

Initial Screening		
Question:	Response:	Notes:
Was the application received on or before the deadline?	Y/N	Requires yes response
Does the proposed project either: <ul style="list-style-type: none"> • Increase the number of places for SEND; or • Enhance the provision for SEND? 	Y/N	Requires positive response to either or both statements
Does the proposed project have a negative impact on PAN?	Y/N	Requires negative response
Will the proposed project be delivered in 2023?	Y/N	Requires positive response

Applications will then go on to be considered by a Multi-Agency Panel. This will comprise of:

- Council Officers
- Parent Carer Forum representative

- Early Years representative
- Health Partners
- CYPS Asset Management

The proposed projects will also be shared with children and young people with SEND to ascertain their opinions.

Criteria against which proposed projects will be measured		
Criteria:	Scoring: (Points up to a maximum of this figure will be awarded)	Considerations:
Number of CYP that will benefit from the proposed project	20	If a single child is to benefit from the project, consider impact on other mainstream pupils.
Creativity of the proposed project	10	Novelty. Use of space. Resources. Multi-purpose.
Evidence of CYP and parent/carer involvement/consultation in the proposed project	10	CYP and/or parent/carer(s) have been involved in the planning of the project
Proposed outcomes/impact	30	Proposed outcomes meet the criteria for the HNCPA and the SEND Strategy
Value for money	20	Represents a good use of the additional funding
Value added/school contribution	10	Additional funding sources used