



# SPRATTON HALL

## **Disability Policy and Accessibility Plan**

September 2023

## SPRATTON HALL - DISABILITY POLICY AND ACCESSIBILITY PLAN

Title: Disability Policy and Accessibility Plan	Responsible: SJSC/CJC/FJS/CJB
Date implemented: March 2006	Last Review: September 2023
	Next Review: September 2024

The Disability Policy is a statement of the aims and principles of Spratton Hall to ensure that children with a disability are not treated less favourably and flourish at school.

### DEFINITION OF DISABILITY

The Disability Discrimination Act, passed in July 1995, was amended in September 2002, and again in 2005 to incorporate schools. It has been replaced by the Equality Act 2010.

The Equality Act 2010 defines disability as:

“A physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal every day activities”

An “impairment” has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. “Substantial” is neither minor nor trivial.

It is unlawful for a Responsible Body to discriminate against pupils with a disability.

Discrimination can take place in three ways:

- Treating a pupil “less favourably” than others because of their disability. (Direct Discrimination)
- Applying to a disabled pupil an apparently neutral position, criterion or practice, which would be applied to non-disabled persons but which puts that disabled person at a disadvantage when compared to someone without that disability (Indirect Discrimination)
- When something connected but not directly linked to a disability is used as a reason to treat a person less favourably than someone else. For example, when a child is excluded as a result of their behaviour, but the behaviour is a result of them being on the Autistic Spectrum. (Discrimination arising from the disability)

Whenever something a school does puts a disabled pupil at a disadvantage compared to other pupils, a school must make reasonable adjustments to avoid the disadvantage occurring. A school’s duty to make reasonable adjustments is an anticipatory duty.

### AIMS OF THE SCHOOL

Spratton Hall seeks to encourage a diverse community to which individuals may contribute as fully as possible. It aims to create conditions whereby staff and pupils are treated solely on the basis of their merits, abilities and potential. This should ensure that no member of the

School is unfairly discriminated against as a result of gender, colour, ethnic or national origin, age, social background, disability, religious or political beliefs, family circumstances or sexual orientation.

To this end, Spratton Hall will:

- Fulfil its legal obligations under the Disability Discrimination Act 2005 and the Equalities Act 2010, together with any related or subsequent legislation.
- Seek to identify and remove all unjustified direct and indirect discrimination against people with a disability/learning difficulty.
- Pursue a consistent programme of development and improvement in facilities, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with disability/learning difficulty.
- Liaise with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals.
- Undertake a duty to provide auxiliary aids and services where a disabled person would be put at a substantial disadvantage if not provided with such aids or services.

In Addition:

- Admissions from potential pupils or applications for employment are assessed on the basis of the applicant's aptitudes, abilities and qualifications. We will do all that is reasonable to ensure that, with appropriate adjustments, the needs of disabled potential employees or pupils are catered for and that they are not disadvantaged in the admissions process.
- Disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school.
- The views of the individual pupil or member of staff are taken into account at all times when their requirements are being assessed.
- Members of staff working with disabled people, either as colleagues or pupils, have appropriate information and support.
- The School will take steps to enable staff and pupils who become disabled during their time at the School to continue in their chosen career or school career, wherever possible.
- The School will endeavour to accommodate disabled visitors, wherever possible, to enable them to participate in events held on school premises.
- So far as is reasonably practicable and within the constraints of existing buildings, the School locations are accessible and safe for disabled people.

## **IMPLEMENTATION**

The School expects all staff to be aware of this policy and its related Code of Practice to treat disabled people, whether pupils, staff or visitors, fairly with respect and in accordance with this policy.

## **DISABILITY & EQUAL OPPORTUNITY**

### **1. General Statement**

Admission to Spratton Hall, including into the EYFS, depends upon a prospective pupil passing the appropriate entry test and induction days and meeting the criteria required to maintain the academic standards of the school. Spratton Hall has a duty to educate and develop the pupils to the best of their potential and the standard and resources of the school. We are committed to securing quality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities.

This commitment is shared by pupils, staff, parents and the Board of Governors. We oppose all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for everyone in all aspects of school life. For these purposes, the school will apply the definition of disability as provided for in the Equality Act 2010.

#### **Procedure**

On applying for a place the parents of all prospective pupils will be asked to give details of any known difficulty or disability. Where difficulties are communicated, we will meet with parents to gain a greater understanding of how the child's needs are best met and to ascertain whether we have the appropriate resources to do this. Any reasonable adjustments will be made if possible. Systems will be put in place to ensure that all applicants have equal opportunities in the entrance tests and during their taster day. As part of these systems, measures will be put in place to ensure that any disabilities are taken into consideration in the selection processes. We will be sensitive for any request for confidentiality concerning a disability.

### **2. Prohibition on Disability Discrimination**

The school will not tolerate any form of discrimination against anyone on the grounds of any physical or mental disability.

Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include the following conduct:

- Physical harassment including gestures;
- Verbal or written (including electronic communication) abuse, intimidation, derogatory comments, insults, threats and jokes;
- Visual displays of offensive material including posters and graffiti;
- Refusing to cooperate with others on the grounds of their disability;
- Isolation or exclusion from social activities;
- Making offensive remarks about another individual's disability.

### **3. Informal Procedure**

An individual or group who has been subjected to any form of discrimination on account of a disability may wish to try and resolve the problem informally before or instead of invoking the formal procedure.

Anyone subject to discrimination on the grounds of disability is encouraged to try to settle the matter by a direct approach to the individual, group or member of staff involved.

If such an approach is impractical or unsuccessful, the incident should be reported to a member of the senior management who will consider with the individual or group how the problem may best be resolved on an informal basis.

### **4. Formal Procedure for Dealing with any Incident of Discrimination or Harassment**

At any time during such a process and/or if any informal approach proves unsuccessful in resolving a complaint, the individual or group may invoke a formal procedure. Under the formal procedure:

- Any such incident must be reported to the Head Master;
- Details of any such incident will be recorded in a special file;
- A senior member of staff (the investigating officer) will interview, within 72 hours of the complaint, the individual or group against whom it was committed. Written signed statements will be taken at the interview;
- The investigating officer will interview the individual(s) who is (are) alleged to have committed the alleged offence (including members of staff if appropriate). Written signed statements will be taken at the interview;
- Parents/Guardians of all pupils involved in the incident will be informed and can attend the interview involving their child;
- The investigating officer will prepare a report for consideration by the appropriate head who will decide upon the suitable sanction, if any, to be imposed;
- Victims or witnesses of harassment/discrimination will receive appropriate support, counselling and protection from any retaliation.

### **5. Sanctions**

If a pupil or group of pupils is considered to have committed a breach of this Policy, then the Head Master will apply an appropriate sanction which will be recorded in the special file and in the pupil's personal file. Members of staff with pastoral responsibility for the pupil(s) will be informed.

### **6. Training**

The Head Master will ensure that appropriate training will be made available to all members of staff to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities and discrimination on the grounds of disability.

Similarly, the Head Master will ensure that pupils are aware of the school's attitude to disability discrimination and the conduct expected of pupils.

## **7. Monitoring/Evaluation**

The SMT and Head of Learning Support will keep this Policy under review and will evaluate it on an annual basis.

## **8. Provision of Information**

The school welcomes and encourages the open and frank exchange of information between the school, staff, parents and pupils about the disability of any pupil or any concerns about harassment or discrimination of any pupil in an attempt to create an environment to enable pupils to maximise their abilities. New parents in particular are encouraged to provide as much information as possible about a disabled pupil.

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY ACT 2001 (SENDA): ACCESSIBILITY PLAN FEBRUARY 2021 – FEBRUARY 2024.**

This accessibility plan has been drawn up in accordance with the requirements of the Special Educational Needs and Disability Act 2001 (SENDA), the SEND code of practice: 0 to 25 years (2014), and should be viewed alongside the school's Policy on Disability. It covers the period from 28<sup>th</sup> February 2021 to 27<sup>th</sup> February 2024.

The Accessibility Plan has been drawn up and is reviewed by the Head Master and the school's Health & Safety Committee. Such reviews take place at least once a year.

The plan is in three parts:

- 1. Increasing the extent to which SEN and disabled pupils can participate in the curriculum**
- 2. Improving the provision to disabled pupils of information**
- 3. Improving the physical environment of the school**

### **1. Increasing the extent to which SEN and disabled pupils can participate in the curriculum**

The pupil population already includes a proportion of children who have mild / moderate learning or physical disabilities. The special needs of these children are considered in consultation with the Head of Learning Support, and Special Educational Needs Coordinator, Mrs Charlie Benn.

The main forms of disability relate to specific literacy difficulties such as Dyslexia, working memory and processing difficulties, and speech and language difficulties. Children with hearing and visual impairments are also successfully integrated and accommodated. There are a small number of children on the Autistic Spectrum.

Within the Pre-Prep there are often a higher number of children with developmental co-ordination difficulties that are often later diagnosed as Dyspraxia. Occupational Support is put in place for these children, including writing desk slopes, sit-fit cushions and intervention time to complete exercises.

The Accessibility Plan has been drawn up with a view to enabling children with a wide-range of disabilities to take a full and active part in the school curriculum. In full consultation with other teachers, parents and other interested parties e.g. educational psychologists, the Special Educational Needs Coordinator will identify the specific needs of the child and will make provision for the necessary support. This process will also identify reasonable adjustments that can be made to the School's facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to Spratton. This will provide adequate time for needs to be assessed and reasonable adjustments to be made in order for the pupil to access full mainstream curriculum.

At all times the need to discuss formally the arrangements with parents and/or guardians will be of paramount importance.

Staff INSET is a key part of the Spratton Hall's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the special needs of all children at the school.

Special arrangements for entrance examinations will also be discussed at these meetings. These might include audio, large-print formats of entrance papers, (where the papers have been written by us as a school), scripts being read or additional time as stipulated in an educational psychologist's report. The school accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. Spratton Hall takes special care not to inadvertently isolate in any way children with disabilities.

The aim of this plan is to improve progressively physical access to all parts of the school buildings enabling children with specific physical disabilities to experience the full range of curricular and extracurricular opportunities available.

During the current three years the following objectives have been identified within the Accessibility Plan.

- To review entrance test / taster day procedures enabling all children, including those with specific educational needs to show their full academic potential. [NB: All parents of children sitting our entrance tests or coming for a taster day are requested to inform us of any special needs. We will then work with parents to ensure necessary arrangements are in place.]
- To implement the recommendations of the Health and Safety Committee with regard to physical improvements to the school grounds and buildings.
- To continue with our laptop technology for all pupils. From September 2015 all pupils in Years 6, 7 and 8 were given a school-provided tablet (since September 2018 this is a Chromebook), which is used for work both at home and in school providing additional accessibility. [NB: In September 2022, this was extended to include all Year 5 pupils.]
- To provide a bank of Chromebooks stored in a trolley for use by pupils in Years 3 & 4, with particular use and relevance for children with specific learning needs. [NB: These banks of Chromebooks were implemented over 2021 - 2022.]

## **2. Improving the delivery of information to disabled pupils**

As part of its commitment to improving the delivery of the full academic curriculum to children with SEN and disabilities, the school has undertaken to provide information in a form accessible to children with a wide range of disabilities including sight and hearing impairment.



Where necessary, departments will purchase Braille and audio versions of relevant texts and make most effective use of visual and audio formats e.g. data projectors.

Staff INSET will also be provided to enable full and effective use to be made of the resources available.

The annual departmental review of health and safety will in future include specific reference to the needs of children with disabilities e.g. the re-positioning of whiteboards, improved lighting.

Recommendations will be considered by the Health and Safety Committee and incorporated into the annual maintenance development plan.

In discussion with parents and/or guardians all information sent out by the school will be made available in a format appropriate to the needs of the child and/or parents. Such information will include: the termly magazine, weekly newsletters, school calendar, reports and all direct information from departments. The school is very happy to discuss with all parents the details contained within the 'Induction Pack' which includes important information about Spratton Hall policies, procedures etc.

In the current three year period we intend to:

- Provide Inset training for staff on children with learning difficulties, with particular emphasis on autism. [NB: This took place in September 2023.]
- Employ a member of the SEN Department, with autism as their specialist area [NB: This appointment was made in September 2022.]
- Create the role of Mental Health Lead in the school. [NB: This was made in September 2022.]

### **3. Improving the physical environment**

In completing this section of the Accessibility Plan, consideration has been given to an audit of the school's physical environment carried out in the Autumn Term 2021, which was internally reviewed in the Summer Term 2023. The school has taken considerable steps in recent years to facilitate access to its buildings and sites to enable disabled access and include:

- Ramp access to the lower playgrounds, Pre-Prep and Year 3 classroom block.
- The relocation of the Medical room
- Ramp access to the Medical Room
- A portable ramp available to provide access into the rear entrance of the old 'Hall' building
- New roadways created onto the school fields to provide better access to all areas.
- Wheelchair access to the Rose Garden
- Pedestrian access to the school

- Access to the first floor of the Pre-Prep and Year 2 classrooms with the installation of a chair lift
- A total modernisation and creation of a Performing Arts Building (Hunter Hall) providing disabled access and toilet
- Building of a Sports Dome on the lower courts creating ramped access to the area
- Building of new Changing Rooms (the Underwood Building) with wheelchair access and disabled toilets
- Development of The Stables to allow access to and from the Underwood and playing fields without having to walk through the car park or main building
- An additional disabled parking space

Action that has been / will be undertaken to make Spratton Hall more accessible during the current three-year period will include:

- Specially adapted minibus [NB: This was purchased in August 2023]
- Improved ramp access to Room 20 [NB: this building is due to be demolished as part of the new Dining Room / Medical facilities project and replaced by a building that will be wheelchair friendly.]

## **Toilets**

Disabled toilets are located as follows:

- Bickley Building
- Ground floor of the Pre-Prep
- Hunter Hall
- Underwood

## **Minibus Travel**

The school has three minibuses in operation, one of which is a recently purchased specially adapted minibus for wheelchair users.

## **DISABILITY CODE OF PRACTICE**

### **CODE OF PRACTICE RELATING TO PUPILS**

#### **ADMISSIONS**

- All parents of pupils who are being called for interview will be asked if they require any assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment, for instance the provision of information or tests in an alternative format.
- Applications from all pupils will be assessed on the basis of academic suitability and the degree to which the school can adequately cater for their needs. Discussions about the support requirements of pupils will be separate from that consideration.

- The School will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of School.
- The School will identify a designated member of staff with whom the parents of disabled pupils may discuss the curriculum, the teaching and the learning activities entailed, to ensure that any learning support and other needs are clearly identified.
- Designated members of staff will receive appropriate training.
- No pupil will be refused a place at the School on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Head Master, the Head of Learning Support and others whose expertise may be required for the specific situation.
- If a pupil is rejected on grounds other than academic considerations, a record of the decision and the reasons for it will be kept for one year. When requested, the School will give feedback to the pupil's parents.

## CURRICULUM AND ASSESSMENT

- The School will take appropriate steps to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by disabled pupils.
- The School will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.
- Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the Head of Learning Support and others, as necessary, to enable pupils to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.
- Any request for special arrangements, in relation to examination and assessment procedures, must be supported by medical or other evidence and it is the pupils and their parents' responsibility to make that available to the School.
- The School will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the School has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.
- The School will aim to ensure that disabled pupils have equal access to all pupil facilities. While it is recognised that some of these facilities are located in buildings, which have access problems, the School will ensure that the facility can be provided in such a way that the needs of the disabled pupil are met.
- Examples of this would be assistance in the library to obtain books, provision of information in Braille or large print, special keyboards and software programmes.

## HEALTH AND SAFETY

- The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the School that affect it.
- The school will ensure that adaptations are made when pupils are unable to follow the emergency evacuation procedures due to a special educational need or disability. This may include ensuring a pupil or member of staff with a hearing impairment has a designated member of staff to ensure that they are aware that an alarm is ringing, or providing resources or equipment to enable a person to evacuate a building without distress when an alarm or emergency situation is potentially distressing to an individual.

## CODE OF PRACTICE ON EMPLOYMENT

The Disability Discrimination Act makes it unlawful for the School, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the person's disability, if that treatment cannot be justified. This applies not only to requirements, but to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies. This Code of Practice aims to ensure that the School act within the law.

Wherever practicable, the School will:

- Seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications.
- Seek to ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.
- Ensure that disabled people are not disadvantaged when the renewal of fixed term contracts is being considered.

## RECRUITMENT

- Application and selection procedures used in the recruitment and selection of staff should encourage disabled people. All applicants should be asked when being called for interview if they require any assistance to enable them to participate fully in the interview, for example an accessible interview venue, a signer or the provision of information in an alternative format.
- All candidates will be assessed on their abilities, qualifications and experience according to the objective criteria developed for the post. It may be that a "reasonable adjustment" would be required to allow a disabled candidate to meet the criteria but it should be assumed, in deciding whether the individual meets the criteria, that the appropriate adjustment had been made. For example, no candidate will be rejected simply on the basis that they cannot gain access to the building and detailed discussions should take place with the Head Master before any decision is made. Most arrangements to accommodate disabled employees can be made within existing

resource constraints or at minimal cost. It should, therefore, not be assumed that employing disabled people will cause problems or generate significant additional cost.

## SUPPORT IN EMPLOYMENT

Some disabled people may require additional support when settling into their working environment. Heads of Department and colleagues should ensure that particular needs are discussed with the individual concerned. In particular, consideration should be given to any adaptation e.g. provision of equipment, modification to the working environment or to the organisation of the post, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities and health and safety issues such as fire alarms and procedures.

Support for staff with long term mental health difficulties include providing a quiet place to rest, tailoring their role, accommodating appointments, well-being supervisory meetings.

The Equality Act 2010 makes it unlawful for the School, and therefore any of its employees, to discriminate in the field of employment. It is no longer acceptable to ask job candidates about their health before offering them work. Some questions will still be allowed: for example, those necessary to establish whether a candidate can undergo an assessment for the job such as a test or an interview; carry out a basic function of the job itself; or to monitor diversity. Untargeted health questionnaires, forming part of the application process, are not allowed.

It is also not acceptable for the School, and therefore any of its employees, to show direct discrimination, ie discrimination by association. This is where an employee or candidate is treated less favourably than someone else because of their association with someone who has a disability, ie they care for an elderly or disabled person. For example, as an employer, the School is not allowed to:

- refuse to offer you a job because of your caring responsibilities
- treat you less favourably because of your caring responsibilities.

## CONFIDENTIALITY

Where the disability is not obvious, the individual should be asked if they wish their colleagues to be informed of their disability and Heads of Department should respect their wishes in this regard. In certain cases, it may be appropriate for some colleagues to be aware of the condition in order to be able to respond appropriately in cases of emergency.

## TRAINING

Training should be made available to disabled people on the same basis as their colleagues. Where special arrangements are required, for example, accessible training accommodation or braille handouts, this should be put in place.

## MEMBERS OF STAFF WHO BECOME DISABLED

Losing the services of a member of staff who becomes disabled can deprive the School of a considerable asset in terms of the skills and experience of the individual as well as an investment in that individual's training and development. Where practicable the School will attempt to retain staff who become disabled and to ensure suitable employment for them. Senior members of staff should deal as sensitively as possible with these situations and seek help where required. Help should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status, financial loss and reduced self-esteem.

The School is required by law to make reasonable adjustments to enable the individual to continue in post.

There are a number of possible options to consider:

- Continuing in the same post – Where the disability has occurred as the result of an accident, for example, the individual has been absent from work for some time, the School should be flexible and sensitive in assisting staff to return to work. In circumstances where it is envisaged that some difficulties may be encountered the School should consider a gradual return to work or a permanent reduction in hours until confidence and ability are fully restored, or a trial period of up to twelve weeks can be used to try to assess whether the member of staff can cope with the old job or a new one.
- Re-deployment – Where it is not practicable for the individual to continue in their former post, the School should attempt to redeploy the individual into a suitable alternative post. The individual's qualifications and skills as well as their own preferences in terms of type of work should be taken into account when trying to identify a suitable vacancy.

In both of the options outlined above, individuals have recourse to the Grievance Procedure if they are not satisfied that they have been treated fairly.

- Premature retirement on grounds of incapacity – Where it has been decided that redeployment is impracticable, the member of staff may be considered for retirement on the grounds of medical incapacity under the normal terms of the appropriate procedure.
- Termination of employment - If all other options have been explored and found to be impracticable, dismissal on grounds of incapacity should be considered. If it proves to be necessary, termination will be in accordance with the appropriate procedures, which include a right of appeal.

- In some cases, the disability will be a progressive condition, which develops over time and a number of the options will be appropriate at different stages. For example, the individual will probably be able to continue for some time in their existing post, with or without appropriate adjustments, before any of the other options require to be considered.

## VISITORS

The School is used for School events and external events, by visitors and members of the public. The School will aim to ensure that all buildings intended for use by these groups are accessible. Provision of information will also be required for emergency and evacuation procedures.

## RESPONSIBILITIES

All School staff are expected to be aware of this policy and treat disabled people, whether pupils, staff, visitors, members of the public in accordance with these provisions. In particular, Heads of Department will be responsible for ensuring that the policy is communicated effectively and is being implemented in their areas of control.

## Appendix 1

### A SUMMARY OF THE EQUALITY ACT 2010

**The Equality Act 2010 came into force on 1 October 2010.**

The Equality Act covers [nine protected characteristics](#) and:

- Prohibits [direct discrimination](#) including discrimination by [perception](#) and discrimination by [association](#)
- Prohibits and extends [indirect discrimination](#)
- Prohibits discrimination arising from a [disability](#)
- [Places a duty upon employers to make reasonable adjustments](#) for disabled people, including through the provision of equipment (also called "[auxiliary aids](#)")
- Prohibits [harassment](#) and extends protection from [harassment by a third party](#)
- Prohibits [victimisation](#)
- Prohibits health checks and questioning before a job offer is made to an applicant, more information about the Equality Act and recruitment can be found on the [Equality and Human Rights Commission \(EHRC\) website](#).
- Prohibits pay secrecy clauses. Read more about [the Equality Act and pay discussions on the EHRC website](#).

Discriminatory acts committed before 1 October 2010 will be covered by the old legislation. Acts continuing after 1 October 2010 will be covered by the new legislation.

### A SUMMARY OF THE SEND CODE OF PRACTICE 0-25 (2014)

The Code of Practice is statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act and associated regulations and applies to England.

- All bodies listed within paragraph iv. must have regard to it and must be able to demonstrate that they are fulfilling their statutory duty to have regard to this code.
- The Code of Practice refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations are:
  - ❖ The Special Educational Needs and Disability Regulations 2014
  - ❖ The Special Educational Needs (Personal Budgets and Direct payments) Regulations, Section 49
  - ❖ The order setting out transitional arrangements, section 137.
- Changes from the SEN Code of Practice 2001
  - ❖ The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.



- ❖ There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
  - ❖ There is a stronger focus on high aspirations and on improving outcomes for children and young people.
  - ❖ It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.
  - ❖ It includes guidance on publishing a Local Offer of support for children and young people with SEN and disabilities.
  - ❖ There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
  - ❖ For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
  - ❖ There is greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
  - ❖ Information is provided on relevant duties under the Equality Act 2010.
  - ❖ Information is provided on relevant provisions of the Mental Capacity Act 2005.
- From 1 September 2014 the majority of the Children and Families Act 2014, its associated regulations and this Code of Practice will be in force subject to any transitional arrangements.
  - The definitions of special educational needs remain the same.
  - Disabled children and young people – these children may not have SEN, but are covered by these regulations as well as the Equality Act 2010.

## Appendix 2

### USEFUL CONTACTS

The following list gives examples of organisations that are able to provide assistance and offer disability training. In addition, Local Authorities run short tailor-made training courses on disability issues. This list is not intended to be comprehensive. There are other organisations that offer help.

1. AbilityNet West, c/o Hewlett Packard, Filton Road, Stoke Gifford, Bristol  
BS34 8QZ Telephone: 0117 31 27362 Facsimile: 0117 31 27364 Website:  
[www.abilitynet.org.uk](http://www.abilitynet.org.uk)

AbilityNet offers a comprehensive range of services to pupils, professionals, schools and statutory bodies and provides free information and advice on any aspect of the use of a computer by someone with a disability.

2. British Dyslexia Association, 98 London Road, Reading RG1 5AU.  
Telephone: 0118 966 8271. E-mail: [info@dyslexiahelp-bdadyslexia.demon.co.uk](mailto:info@dyslexiahelp-bdadyslexia.demon.co.uk)  
Website: [www.bda-dyslexia.demon.co.uk](http://www.bda-dyslexia.demon.co.uk)

The British Dyslexia Association offers advice, information and help to families, professionals and dyslexic individuals. The BDA is working to raise awareness and understanding of dyslexia and to effect change.

3. Centre for Studies on Inclusive Education (CSIE), Room 2s203 S Block,  
Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU. Telephone: 0117 344 4007.  
Website: [inclusion.uwe.ac.uk](http://inclusion.uwe.ac.uk)

CSIE gives information and advice about inclusive education and related issues and publishes the “Index for Inclusion”.

4. Department for Education and Skills, Sanctuary Buildings, Great Smith Street, London SW1P  
3BT. Telephone: 08700 012345. E-mail:  
[info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk) Website: [www.dfes.gov.uk](http://www.dfes.gov.uk)

The DfES website offers guidance, information and links to all areas of education and training for adults and young people.

5. The Disability Rights Commission, DRC Helpline, Freepost MID 02164, Stratford-upon-Avon  
CV37 9HY. Telephone: 08457 622 633. E-Mail:  
[ddaahelp@stra.sitel.co.uk](mailto:ddaahelp@stra.sitel.co.uk) Website: [www.drc-gb.org.uk](http://www.drc-gb.org.uk)

Provides guidance, advice and legal representation regarding disability led issues, offers downloadable versions of Acts, Codes of Practice and advice to service users and providers. Further information regarding organisations that are available to offer support and guidance can be found on the DRC website at [www.drc.org.uk/whatwedo/linls.asp](http://www.drc.org.uk/whatwedo/linls.asp)

6. Keytools Ltd., PO Box 700, Southampton SO17 1LQ.  
Telephone: 02380 584314. Facsimile: 02380 556902.  
E-Mail: [info@keytools.com](mailto:info@keytools.com). Website: [www.keytools.com](http://www.keytools.com)

Suppliers of specialist IT equipment and resources for users with a disability.

7. MENCAP, 123 Golden Lane, London EC1Y 0RT.

Telephone: 0207 454 0454.

E-mail: [information@mencap.org.uk](mailto:information@mencap.org.uk) Website: [www.mencap.org.uk](http://www.mencap.org.uk)

Mencap works with children and adults with learning disabilities and their families and carers to improve their lives and opportunities.

8. NASEN, Nasen House, 4/5 Amber Business Village, Amber Close, Amington,

Tamworth, Staffs B77 4RP. Telephone 01827 311500.

E-Mail: [welcome@nasen.org.uk](mailto:welcome@nasen.org.uk) Website: [www.nasen.org.uk](http://www.nasen.org.uk)

Nasen offers a range of courses, publications, resources and advice for schools, parents, governors, and LEA's on supporting learners with special educational needs.

9. The National Autistic Society, 393 City Road, London EC1V 1NG.

Telephone: 020 7833 2299. E-mail: [nas@org.uk](mailto:nas@org.uk)

Website: [www.nas.org.uk](http://www.nas.org.uk)

The National Autistic Society provides information, advice, training and support to families, professionals and organisations supporting people with Autism and Asperger syndrome.

10. Royal National Institute for the Blind (RNIB), PO Box 173,

Peterborough, PE2 6WS. Telephone: 0845 702 3153.

E-mail: [Cservices@rnib.org.uk](mailto:Cservices@rnib.org.uk) Website: [www.rnib.org.uk](http://www.rnib.org.uk)

RNIB offers practical support and advice to anyone with a sight problem.

11. Royal National Institute for the Deaf (RNID), 19-23 Featherstone Street,

London EC1Y 8SL. Telephone: 0808 808 0123 (Freephone).

E-mail: [informationline@rnid.org.uk](mailto:informationline@rnid.org.uk) Website: [rnid.org.uk](http://rnid.org.uk)

Gives information and raised awareness of deafness, hearing loss and tinnitus. Provides training courses and consultancy.

12. RNIB Transcription Centre Southwest, 2 Whiteoaks Court, David's Lane,

Ivybridge, Devon PL21 0DW. Telephone: 01752 690092. Facsimile: 01752 698329

Services for publications, equipment, games, information about transcription and library services, magazines, Braille, Moon, large print, tape and publishing services for businesses and organisations.