

Accessibility Plan

Revision	Authorised by	Date	Adopted by	Date
	SENCO	September 18	R&S Committee	September 18

GLOSSOPDALE SCHOOL

ACCESSIBILITY PLAN

Glossopdale School has welcomed students with a wide range of special educational needs and physical/sensory disabilities for many years. Many of the resources and strategies required by the Disability Discrimination Act 2001, hereafter referred to as DDA, have been in place at Glossopdale for a considerable time. The School now recognises that it has an extended range of duties and needs to extend its provisions to provide for all students, staff, parents and visitors of the school.

As an enhanced resource school, Glossopdale has considerable experience of responding to the needs of students in the 3 ways detailed under Part 4 of the DDA – in the classroom, in and around the school and in the wider life of the school, (out of hours activities, clubs and learning groups).

The School's Duties Under Part 4 of the DDA

- increasing the extent to which disabled students, staff, parents and visitors can participate in the school curriculum.
- improving the physical environment of the school to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.
- improving the delivery to disabled students, staff, parents and visitors of written information which is provided to students, staff, parents and visitors who are not disabled.

The school recognises the need to differentiate the curriculum to meet a variety of individual's needs. It is also recognised that the school needs to go beyond the basic principles of three-level differentiation and respond to the fact that, for students whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

There is regular consultation with Advisory Services e.g.:

Educational Psychology
Speech and Language Therapy Service
for Visually-Impaired Students Service
for Hearing-Impaired Students Service
for Physically-Impaired Students School
Medical Officer
Occupational Therapy
Physiotherapy
Social Services (Disability Team)

County Behaviour Team
Autistic Spectrum Disorder Support Team
Professionals from other LA's whose students are placed in Glossopdale.
Police – Safer School's Partnership
LA catering services – Healthy Eating Agenda

Teaching staff will be asked to keep issues of access and differentiation high on the agenda for activities in and out of the classroom. An ethos of full inclusion will continue to be promoted across the school.

Staff and Visitor Accessibility Plan

The school regularly reviews DDA issues through a variety of means, including site walks conducted by the Headteacher, Business Manager, Premises Manager and staff union representatives. It also meets regularly with staff representative groups where DDA issues can be raised, discussed and consulted upon. Regular reviews of associated documentation, such as accident and "near-miss" incident records, are also reported to the Health and Safety Committee.

The school liaises directly with Health and Safety and Property Services experts on DDA issues. It addresses such issues as:

- DDA access to buildings, including installing automated door opening
- Reviewing lift or ramp access to areas on different height levels
- Hazard warning paint on walkways, stairs, railings, pillars, etc.
- Emergency call systems
- Providing and policing parking bays for people with disabilities

Areas of concern can be expressed directly to:

- Business Manager
- Assistant Headteacher
- (School) Premises Manager

Alternatively, issues can be raised through line management, caretakers or via Reception.

Access Plan for Glossopdale School

1. Access to the Curriculum

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
On-going (No priority order of targets is intended)	1A Continue to improve teaching and learning				
	<ul style="list-style-type: none"> - Ensure information about students' learning needs is made available to all teaching staff. 	Key information presented to all staff at September inset. 'One Page Profiles' for students with SEND are updated and staff who teach the students are sent them via the email system. Staff also access them on the dedicated SEN 'O' Drive.	Staff fully informed.	In place for several years.	Students' needs are recognised and addressed.
	<ul style="list-style-type: none"> - Continue to provide Information on understanding and use of data to inform planning (Progress report, SATs, etc.). 	CPD on SISRA, Recording and Tracking, target setting, SEND information updates. Cluster and Progress meetings	Staff are able to use the information given to them.	On-going	Realistic targets are set for each student.
	<ul style="list-style-type: none"> - Whole school target-setting recording and tracking system encourages high expectations and underpins a culture of achievement for all. 	Circulation of Marksheets and relevant data.	Staff set target grades which reflect their high expectations of every student.	In place	Students are encouraged to make maximum progress towards these targets.
	<ul style="list-style-type: none"> - Continue to develop students' understanding of how they can improve their own learning 	Detailed 'One Page Profiles' provided with individual student input. Mentoring individual students.	Staff are aware of students' barriers to learning and differentiate lessons accordingly.	On-going	Students more aware of their own strengths and weaknesses and of how they can maximise their potential.
	1B Continue to provide an appropriate curriculum for all.				
	<ul style="list-style-type: none"> - Identify those students who have specific individual needs and provide appropriate support. 	EHC plans now on SIMS and staff provided with updated information when and where appropriate. SEN register updated.	Staff encouraged to address the individual needs of students from the planning stage.	In place	Individual learning styles and needs will be acknowledged and provided for.
		Some Alternative Curriculum provided for some KS4 and KS5 students	Improved attendance and Students achieve qualifications in their alternative courses.	In place	Students' needs met and ready for next phase.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	<p>To use physical resources to enhance access to the curriculum.</p> <ul style="list-style-type: none"> - Ensure access to specialist rooms where necessary. - Provide resources necessary for students to record their responses to the curriculum <p>To use human resources to enhance access to the curriculum.</p> <ul style="list-style-type: none"> - In the classroom - Out of the classroom <p>To continue to promote full, functional inclusion.</p>	<p>Ensure suitable arrangements are in place for disabled students to safely access upper floors e.g. enabling use of lifts, provision of emergency evacuation equipment & trained staff etc. Timetable rooms on ground floor where necessary.</p> <p>Provide special equipment as necessary e.g. left-handed scissors, sloping writing tops, pencil grips, non-slip mats, laptops, Alphasmart word processors, cameras, adapted worksheets, etc. Liaison with Advisory Services may be necessary. Some allocation from the SEN budget will be needed to provide some of these resources.</p> <p>To provide peer / staff support that can offer extra explanations of tasks, identify core tasks, ensure safety in labs and workshops, sign / describe (H-I/V-I), suggest alternative strategies, etc.</p> <p>Provide care e.g. counselling, personal care, advocacy, etc.</p> <p>All students will be part of mixed ability tutor groups.</p> <p>Social activities (e.g. outings, clubs, and extracurricular activities) will be available to all students. Any restrictions on places will not relate to SEND issues.</p> <p>To work closely with parents in applying / writing up aspects of</p>	<p>Students will be able to access Science labs and other specialist rooms.</p> <p>Students will be able to record their own responses with minimum input from others.</p> <p>Students will be able to respond on a very individual level.</p> <p>Students will know to whom they can go for support.</p> <p>All students will have access to the same social and curricular opportunities.</p> <p>Checks will have been made on accessibility, risk assessment, transport, etc.</p>	<p>School practice for several years.</p> <p>School practice for several years.</p> <p>School practice for several years.</p> <p>School practice for several years.</p> <p>On-going</p>	<p>All students have access to the same specialist staff and materials. Students will be encouraged to become more independent learners.</p> <p>Students will make progress towards learning targets.</p> <p>Students will feel valued and safe in school.</p> <p>All students will consider themselves full members of the school community in every sense. Students' experiences will be enhanced. Safety procedures for students will be known by all staff involved.</p>

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Medium Term	Continue to improve teaching and learning <ul style="list-style-type: none"> - To set more realistic targets for improvement. 	Use data tracking to analyse and help improve achievement of all students. Support Team will help provide more accurate baseline information for students with learning disabilities using standardised Reading and Spelling tests etc.	Staff will be given more accurate levels on which to base targets for the coming year.	On-going	A more accurate picture of each student's progress will be formed. This can then better inform future planning.
	Continue to provide an appropriate curriculum for all. <ul style="list-style-type: none"> - To improve the strategies which staff use to address specific needs in class. 	To provide staff with more guidance on how to meet specific needs in the classroom.	Staff will have the means to set better learning goals.	On-going	
	<ul style="list-style-type: none"> - To improve differentiation in class. 	Staff will be asked to revisit schemes of work to check on the differentiation built into each unit.	Students will be involved in the target-setting process and understand how they can improve in their subject areas.	On going	Students will find learning more enjoyable and accessible as approaches are used which fit individual learning styles and take individual needs into account.
		CPD on differentiation and overcoming barriers to learning	Schemes of work will be readily available to suit the needs of different learning styles.	On-going	
			Staff will be teaching with more flexibility and creativity.	On-going	

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	<p>To use physical resources to enhance access to the curriculum. To continue to work with Advisory Services to identify and supply specialist equipment as required.</p>	Obtain improved software which gives access to the curriculum by using e.g. predict type, literacy / numeracy programmes.	A wider variety of software will be available to students. Students will be able to access classroom resources and materials.	On-going	Software used by students will match their needs more closely and thus encourage more progress.
	<p>To use human resources to enhance access to the curriculum.</p> <p>To continue to promote full, functional inclusion.</p>	<p>Provide in-house and external training for new LST TAs.</p> <p>Provide training for Support staff in the use of a variety of software and teaching programmes e.g. Reading wise, Toe by Toe, and other interventions.</p> <p>Ensure that as new structures arise, the SENCO or her representative is included in decision making bodies where all aspects of the curriculum and other school issues are being discussed and decisions are being made.</p>	<p>Staff will work more confidently and knowledgeably in the classroom.</p> <p>Staff will have confidence and opportunity to use a wider variety of programmes and to match them better to student needs.</p> <p>SENCO will be able to both input and respond directly to discussions and decisions.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Students will benefit from increased expertise of staff supporting them in class.</p> <p>Software used by students will match their needs more closely and thus encourage more progress.</p> <p>SEND issues and considerations will remain high on the agenda of all school decisions.</p>
Long Term	<p>To continue to build on all the targets above.</p> <p>Develop a wider choice of curriculum opportunities for all students.</p>	<p>Obtain information about future students well in advance of their transfer. SENCO liaison with primary schools and parents.</p> <p>Introduce more choices into the 14 – 19 curriculum.</p>	<p>Preparations can be made for them allowing plenty of time before they join the school.</p> <p>Choices and pathways which are more appropriate for students with a wide range of needs will be available.</p>	<p>On-going</p> <p>On- going.</p>	<p>Students will enjoy a smoother transfer from primary to secondary education.</p> <p>Students will have access to the wider curriculum.</p>

2 Access to the Curriculum

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term / on-going	<p>To provide specialist equipment according to the individual needs of students so they can more easily access:-</p> <ul style="list-style-type: none"> - the curriculum - Everyday aspects of life in school. - To determine the access / usage of all lifts in the event of emergency evacuations and provision of PEEPs. - To ensure emergency and evacuation systems are set up to inform all students and staff, including students with SEND and including alarms with visual and auditory components. - To ensure evacuation systems are maintained and training on usage provided and updated. <p>To provide the necessary training for those working with students requiring moving / handling and physiotherapy programmes.</p>	<p>Liaise with Advisory Service (e.g. H-I, V-I, P-I, Physiotherapy) to determine any specialist equipment needed. With their guidance, purchase / order using funding provided by the appropriate services, items required to meet the individual needs of students.</p>	<p>Students will have equipment which gives them access to:- <u>the curriculum</u> – Technology tools, laptops, text enlargers, coloured overlays, specialist PR items, etc. <u>daily life within school</u> – special cutlery, hoists, rise and fall tables, etc.</p>	<p>Much of this equipment is already in place. This target is on-going as new students with new needs join the school.</p>	<p>Students will have the means to access the curriculum.</p>
		<p>Meeting with Local Authority health & safety advisor.</p>	<p>Plans in place</p>	<p>Students now have access. Further clarification re evacuation and PEEPs in process.</p>	
		<p>To liaise with the LA 'Movement and Handling' Advisor to set up a rolling programme of training for all TAs, beginning with those who work with P-I students daily. To continue the pattern of regular visits from the Physiotherapist to assess and update physiotherapy programmes.</p>	<p>Groups of six TAs at a time will be trained by the Advisor.</p> <p>Written plans will be provided by the physiotherapist which the TAs can deliver as required.</p>	<p>On-going</p>	<p>Parents, staff and students can be confident that procedures are in place to ensure safety.</p> <p>Students will be moved safely e.g. from wheelchairs via hoist onto beds / toilet. TAs will use methods which protect them from personal injury. Students' essential physiotherapy programmes will be maintained.</p>

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	To provide Care Plans for students with severe health problems who require specific and speedy action to be taken in cases of emergency.	With the advice of the SEND Officer and SMO, to begin writing these plans for our most serious concerns. Involve parents in the process. Ensure the emergency details of the Plan are known to Reception, all staff working with the student(s).	Staff closest to the student(s) and those who need to be part of the response (Reception staff, etc.) will be clear about action to be taken in case of emergency.	On-going	Parents, staff and students can be confident that procedures are in place to ensure safety.
Medium Term	To provide specialist equipment according to the individual needs of students so they can more easily access:- <ul style="list-style-type: none"> - The curriculum - everyday aspects of life in school - the upper floors of both sites. 	See short term targets	Increased access.	On-going as new students arrive and as funding becomes available.	Increased access to all aspects of and environments in school.
	To provide Care Plans for students with severe health problems who require specific and speedy action to be taken in cases of emergency.	See Short term targets.	All students with the most serious medical conditions (usually with EHC plans) will have care plans in place or in process.	On-going	Parents, staff and students can be confident that procedures are in place to ensure safety.
	To provide the necessary training for those working with students requiring moving / handling and physiotherapy programmes.	See Short term targets	Most of the Learning Support Team will be fully trained.	On-going	Students will be moved safely e.g. from wheelchairs via hoist onto beds / toilet. TAs will use methods which protect them from personal injury. Students' essential physiotherapy programmes will be maintained.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long Term	To provide Care Plans for students with health problems who require specific and speedy action to be taken in cases of emergency.	With the advice of the SEND officer and SMO, to begin writing these plans for non SEND students with conditions such as epilepsy, diabetes. Involve parents in the process. Ensure the emergency details of any Plan are known to Reception, all staff working with the student(s).	Staff closest to the student(s) and those who need to be part of the response (Reception staff, etc.) will be clear about action to be taken in case of emergency.	On-going as new students come into school	Parents, staff and students can be confident that procedures are in place to ensure safety.
	To keep updating facilities in the school environment to ensure maximum access.	Liaise with LA, Advisory Teachers etc., to ensure that buildings / sites are kept up to date with needs of students. e.g. 'wheelchair friendly' carpets; colour schemes recommended to assist the visually impaired; edges of steps painted.	Resources will be ordered / repaired / replaced in good time.	On-going as new students arrive in school.	
	To regularly and routinely update classroom resources which are related to specific needs.	Regular liaison with Advisory Teachers as new students arrive in school. Advance information gathered so resources are in place when student arrives.	Resources in place ready for when students need them.	On-going	Students will gain immediate access to the curriculum and the environment.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term / On-going	<p>To improve access to written information for: Learning difficulties / Specific learning difficulties.</p> <p>Visual impairment</p> <p>Hearing Impairment</p> <p>Examination Access Arrangements e.g. extra time, reader, amanuensis.</p>	<p>Provide alternative, appropriately differentiated written materials / tasks in class.</p> <p>Where necessary, staff to read the information (e.g. about work placements, exams, etc.) to students to ensure they understand.</p> <p>Provide alternatives such as enlarged print / modified / Braille materials according to need of student. Liaise with Advisory Teacher V-I to access resources such as CCTV text enlargers. Use taped materials. Use peer / staff readers.</p> <p>Because of language delays, extra explanation may be needed, either through adapted sheets or through the use of signers.</p> <p>Liaison with Educational Psychologist, SENCO, Advisory teachers, etc., to provide necessary evidence for examination boards.</p>	<p>Banks of materials to be built up in Learning Support area and Subject areas.</p> <p>Put additional explanatory notes in home-school book / Study planners.</p> <p>The needs of individual students will be taken into account.</p> <p>The needs of individual students will be taken into account.</p> <p>Permission for individual students will be sought for KS4 / KS5 with appropriate bodies at the appropriate</p>	<p>In place and on-going.</p> <p>In place and on-going.</p> <p>In place and on-going</p> <p>In place and on-going</p> <p>In place and on-going</p>	<p>Students will access the work.</p> <p>Students will be fully informed.</p> <p>The individual needs of students will be met.</p> <p>The individual needs of students will be met</p> <p>Students will have the Access Arrangements they need to be able to perform to their full potential.</p>
Medium Term	<p>Targets quoted above are already being acted upon and are on-going. The school will continue to respond to individual needs of students.</p>				
Long Term	<p>Targets quoted above are already being acted upon and are on-going. The school will continue to respond to individual needs of students.</p>				

Appendices

Appendix A

Templates for feedback from Subject Areas and Year Teams

Appendix B

A list of other organisations, supplied by DfE, that may be a useful source of help and information.

Identifying Barriers to Access: A Checklist

Consensus of the feedback from Faculty Team Leaders and Year Teams

Section 1: How does your department deliver the curriculum?

Question	YES	Work Needed	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?			
Are your classrooms optimally organised for disabled students?			
Do lessons provide opportunities for all students to achieve?			
Are lessons responsive to student diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all students encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?			
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?			
Are there high expectations of all students?			
Do staff seek to remove all barriers to learning and participation?			

Section 2: Is your department designed to meet the needs of all students?

Question	YES	Work Needed	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students?			
Can students who use wheelchairs and disabled staff move round the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL students and staff, including students with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			
Are areas to which students should have access well lit?			
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			

Section 3: How does your department deliver materials in other formats?

Question	YES	Work Needed	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for students with disabilities e.g. by reading aloud overhead projections, Interactive whiteboards and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure staff are familiar with technology and practices developed to assist students with disabilities?			

Where to go for further help and information (This is not exhaustive)

Local Services:

Many local authorities have access officers who are able to offer advice on access issues.

LA curriculum support and advisory services can be a resource for advice on specific subject-related teaching techniques and strategies and curriculum materials. Support services can provide advice to teachers (e.g. on teaching techniques and strategies, classroom organisation and management, curriculum materials and curriculum development).

LA SEND support services include specialist teachers of pupils and hearing, visual and speech and language impairments, teachers providing more general learning and behaviour support services, counsellors, education psychologists and advisers or teachers with knowledge of information technology for children with special educational needs. They may be able to provide specialist advice on the full range of access issues relating to particular kinds of disabilities.

Health professionals such as speech and language therapists, occupational therapist and physiotherapists, as well as doctors and the school nurse, also provide advice and support for children with special educational needs and disabilities and may be able to advise on a range of access issues.

Access Auditors/Consultants on the Nation Register of Access Consultants (www.nrac.org.uk) and the Access Association.

Organisations

AFASIC: 1st floor, 20 Bowling Green, London EC1R 0BD

Tel: 020 7490 9410 Fax: 020 7251 2834 e-mail: info@afasic.org.uk
website: www.afasic.org.uk

Asthma UK: Summit House, 70 Wilson Street, EC2A 2DB

Tel: 020 7786 4900 Fax: 020 7256 6075 e-mail: info@asthma.org.uk
website: www.asthma.org.uk

Association for Spina Bifida and Hydrocephalus:

Asbah House, 42 Park Road, Peterborough PE1 2UQ

Tel: 0845 450 7755 Fax: 01733 555985 e-mail: helpline@asbah-org

Association of Teachers and Lecturers: 7 Northumberland Street, London WC2N 5RD

Tel: 020 7930 6441 Fax: 020 7930 1359 e-mail: www.atl.org.uk

Barnardo's: Tanners Lane, Barkingside, Ilford, Essex IG6 1QG

Tel: 020 8550 8822 website: www.barnardos.org.uk

British Deaf Association (NW): Bushell Str Hill, Bushell Street, Preston, Lancs PR1 2SP

Tel: 01772 259725 Text phone: 05603 115295 e-mail: England@bda.org.uk
website: www.britishdeafassociation.org.uk

British Diabetic Association UK: 10 Parkway, Camden NW1 7AA

Tel: 020 7424 1000 Fax: 020 7424 1001 e-mail: info@diabeties.org.uk
website: www.diabeties.org.uk

British Dyslexia Society:

Unit 8 Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW

Tel: 0845 251 9002 Fax: 0845 251 9005 website: www.bda/dyslexia.org.uk

British Epilepsy Association:

New Anstey House, Gate Way Drive, Yeadon, Leeds LS19 7XY

Tel: 01132 108800

Fax: 0113 391 0300

e-mail: epilepsy.org.uk

Brittle Bone Society: 30 Guthrie Street, Dundee DD1 5BS

Tel: 01382 204446

Fax: 01382 206771

e-mail: bbs@brittlebone.org

Centre for Accessible Environments: 70 Sth Lambeth Road, Vauxhall, London SW8 1RL

Tel: 020 7840 0125

Fax: 020 7840 5811

e-mail: info@cae.org.uk

website: www.cae.org.uk

Centre for Studies on Inclusive Education: Cold Harbour Lane, Frenchay, Bristol BS16

1QU Tel: 0117 328 4007 Fax: 0117 28 4005

e-mail: admin@csle-org.uk

website: www.inclusion.org.uk

Council for Disabled Children:

National Children's Bureau, 8 Wakley Street, London EC1V 7QE

Tel: 020 7843 6000

Fax: 020 7278 9512

e-mail websupport@ncb.org.uk

website: www.ncb.org.uk

Cystic Fibrosis trust: 11 London Road, Bromley, Kent BR1 1BY

Tel: 020 8464 7211

Fax: 020 8313 0472

e-mail: enquiries@cftrust.org.uk

website: www.cftrust.org.uk

Disability Living Foundation: 380-384 Harrow Road London W9 2HU

Tel: 020 7289 6111

Fax: 020 7266 2922

e-mail: info@dlf.org.uk

Helpline: 0845 130 9177 (This advice line is open from Mon – Fri 10 am – 4 pm)

website: www.dlf.org.uk

Down's Syndrome Association:

Langdon Down Centre 2a Langdon Park Teddington TW11 9PS

Tel: 0845 230 0372

Fax: 0845 230 0373

e-mail: info@downs-syndrome.org.uk

website: www.downs-syndrome.org.uk

Dyslexia Institute - Sheffield: Broomhall 8-10 Broomhall Road, Sheffield S10 2DR

Tel: 0114 281 5905

Fax: 114 249 1125

e-mail Sheff@dyslexia-inst.org.uk

website: www.dyslexia-inst.org.uk

Dyspraxia Foundation: 8 West Alley, Hitchin, Hertfordshire SC5 1EG Tel: 01462

454986 (10 am–1 pm)

Fax: 01462 455052

email: dyspraxia@dyspraxiafoundation.org.uk website: www.dyspraxiafoundation.org.uk

Haemophilia Society:

1st floor Petersham House, 57a Hatton Gardens, London EC1N 8JG

Tel: 020 7831 1020

Fax: 020 7405 4824

e-mail: info@haemophilia.org.uk

website: haemophilia.org.uk

Headway National Head Injuries Association:

7 King Edward Court, King Edward Street, Nottingham NG1 1EW

Tel: 01159 240 800

Fax: 0115 958 4446

e-mail: enquiries@headway.org.uk

website: www.headway.org.uk

ICAN: Swakley Street, London EC1V 7QE

Tel: 0845 225 4071

Fax: 0845 225 4072

e-mail: info@ican.org.uk

website: www.ican.org.uk

Independent Schools Council: St. Vincent House, 30 Orange Street, London WC2H 7HH
Tel: 020 7766 7070 Fax: 020 7766 7071 e-mail: info@iscis.uk.net
website: www.iscis.uk.net

JMU Access Partnership: 105 Judd Street, London WC1H 9NE
Tel: 020 7391 2002 Fax: 020 7387 7109 e-mail: jmu@rnib.org.uk
website: www.jmuaccess.org.uk

LOOK:
c/o Queen Alexander School, 49 Court Oak Road, Harbourne, Birmingham B17 9TG
Tel: 01214 285038 Fax: 0121 427 9800 e-mail: office@look-uk.org
website: www.look-uk.org

MENCAP: 117-123 Golden Lane, London, EC1Y 0RT
Tel: 020 7454 0454 Fax: 020 7608 3254 e-mail: information@mencap.org.uk
website: www.mencaop.org.uk

Motability: City Gate House, 22 Southwark, Bridge Road
Tel: 0845 456 4566 website: www.motability.co.uk

National Association for Special Educational Needs (NASEN):
4/5 Amber Business Village, Amber Close, Amington, Tamworth, Staffs B77 4RP
Tel: 01827 311500 Fax: 01827 313005 e-mail: welcome@nasen.org.uk
website: www.nasen.org.uk

National Association of Head Teachers:
1 Heath Square, Boltro Road, Haywards Heath, West Sussex, RH16 1BL
Tel: 01444 472472

National Partnership Network: 8 Wakley Street, London, EC1V 7QE
Tel: 0207 843 6058 e-mail: nppn@ncb.org.uk

National Autistic Society: 393 City Road, London EC1V 1NG
Tel: 020 7833 2299 Fax: 020 7833 9666 e-mail: nas@nas.org.uk
website: www.nas.org.uk

NASUWT: Education Centre, Rose Hill, Rednal, Birmingham, B45 8RS
Tel: 0121 453 6150 website: www.nasuwt.org.uk

National Blind Children's Society:
2nd Floor Shawton House, 792 Hagley Road, Quinton, Birmingham, B68 0PJ
Tel: 01278 764770 Fax: 0121 421 4764 e-mail: enquiries@nbcs.org.uk
website: www.nbcs.org.uk

National Deaf Children's Society: 15 Dufferin Street, London, EC1Y 8UR
Tel: 0207490 8656 Fax: 020 7251 5020 e-mail: ndcs@ndcs.org.uk
website: www.ndcs.org.uk

National Eczema Society: Hill House, Highgate Hill, London N19 5NA
Tel: 08702 413604 Fax: 020 7281 6395 website: www.eczema.org

National Federation of the Blind of the UK:
Sir John Wilson House, 215 Kirkgate, Wakefield, West Yorkshire WF1 1JG
Tel: 01924 291313 Fax: 01924 200244 e-mail: nfbuk@lobalnet.co.uk
website: www.nfbuk.org

National Register of Access Consultants:

70 South Lambeth Road, London SW8 1RL

Tel: 020 7735 7845 Fax: 020 7840 5811

e-mail: info@nrac.org.uk

website: www.nrac.org.uk

National Society for Epilepsy:

Chesham Lane, Chalfont St Peter, Buckinghamshire SL9 0RJ

Tel: 01494 601300 Fax: 01494 871927

website: www.epilepsynse.org.uk

National Union of Teachers: Hamilton House, Mabledon Place, London WC1H 9BD

Tel: 020 7388 6191 Fax: 020 7387 8458

E-mail: info@nut.org.uk

website: www.teachers.org.uk

Physically Disabled and Able Bodied (PHAB Ltd):

Summit House, Wandle Road, Croydon CR0 1DF

Tel: 020 8667 9443 Fax: 020 8681 1399

e-mail: info@phab.org.uk

website: www.phab.org.uk

Pre-school Learning Alliance: The Fitzpatrick Building, 188 York Way, London N7 9AD

Tel: 020 7697 2500 Fax: 020 7700 0319

website: www.pre-school.org.uk

Voice: 2 St James' Court, Friar Gate, Derby ED1 1BT

Tel: 01332 372 337 Fax: 01332 290310

RADAR: 12 City Forum, 250 City Road, London EC1V 8AF

Tel: 020 7250 3222 Fax: 020 7250 0212

e-mail: radar@radar.org.uk

website: www.radar.org.uk

Royal National Institute for Deaf People (RNID):

19-23 Featherstone Street, London EC1Y 8SL

Tel: 020 7296 8000 Fax: 020 7296 8199

e-mail: Informationline@rnid.org.uk

website: www.rnib.org.uk

Royal National Institute of the Blind (RNIB): 105 Judd Street, London WC1H 9NE

Tel: General Enquiries 0303 123 999 Campaigns Team Tel: 020 7391 2133

Fax: 020 7388 2706

website: www.rnib.org.uk

SCOPE: 6 Market Road, London, N7 9PW Helpline: 0808 800 333 (9 am - 5 pm weekdays)

Tel: 020-7619-7199 Fax: 020 7619 7399

website: www.scope.org.uk

Association of School & School Leaders (ASCL):

130 Regents Street, Leicester LE1 7PG

Tel: 0116 299 1122 Fax: 0116 299 1123

Sense: 101 Pentonville Road, London N1 9LG

Tel: 0845 127 0060 Text: 0845 127 0062

Sickle Cell Society: 52 Station Road, London NW10 4UA

Tel: 020 8961 7795 Fax: 020 8961 8346

e-mail: sicklecellsoc@btinternet.com

website: www.sicklecellsociety.org

Young Minds: 48-50 St John Street, London EC1M 4DG

Tel: 020 7336 8445 Fax: 020 7336 8446

e-mail: enquires@youngminds.org.uk

website: www.youngminds.org.uk