Accessibility Plan for the CE Academy

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SLT Lead:	Jane Macken
Committee:	Governors
Statutory requirement:	Yes

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Accessibility Plan

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled students can participate in the school's curriculum.

b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of *disabled students.*

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.

b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.

c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.

d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.

e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.

f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).

g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.

h) *Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.*

i) *Special access arrangements for internal and external exams.*

j) *Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.*

k) *Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.*

l) *A structured and dedicated transition programme for vulnerable students*

m) *Specialist advice and guidance to support transition*

n) *Multi-agency support coordinated by the school's Inclusion teams in each year group.*

o) *Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.*

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

a) *Create an inspiring curriculum model which meets the needs of all students.*

b) *Broaden choices to construct personalised pathways.*

c) *Develop high quality curriculum for lower ability students.*

d) *Develop more complex curriculum model.*

e) *Conduct annual curriculum reviews.*

f) *Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.*

g) *Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school*

b) The school environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

a) *Ramps*

b) *A specialist SEND area, with small, quiet and calm learning spaces*

c) *An accessible toilet*

d) *Features that improve acoustics*

e) *Customised furniture and/or equipment*

f) *Specialist resources, including digital technologies*

g) *Guiding in emergency evacuation.*

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

a) Differentiated resources with particular attention to reading age, plain English, images and layout.

b) Laptops and other digital technologies.

c) Coloured overlays for text.

d) Tactile resources.

e) Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:

a) Opportunities provided by digital technologies.

b) Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENDCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

Key to Action Plan

Priority Ratings

It is unlikely that you will be able to implement all the recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility strategy and your School Improvement Plan (SIP).

Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

It is for the schools' senior leadership and management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested below may be helpful in that regard.

It is suggested that the schools' own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Budget Implications

Potential budget costs have been suggested. Especially in the case of higher budget suggestions, it is recommended that quotation and tender exercises are undertaken in compliance with the schools and funding bodies financial regulations and appropriate budget allowed for at the point of preparing the school's annual expenditure budget.

N - None

Such recommendations are likely to be achievable with no revenue cost to the school.

OG - Ongoing Maintenance

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

L - Low

Such recommendations are likely to be achievable for a budget of less than £1000

I - Intermediate

Such recommendations are likely to be achievable for a revenue budget of between £1000 and £5000. Such action may need allowing for at annual budget planning time.

H - High

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

ST - Structural Change

Such recommendations are likely to require a budget exceeding £15,000. Strategic Budget and Project planning at a professional level of support are likely to enhance delivery of the desired change.

Chiltern House Action Plan

Access to Information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
		Maintain existing action and processes					

Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.1	Access via Public Transport	Add a link to google maps, on your website to each campus to help visitors to the site, find the school easily. To add a link to a website on Google Maps, follow these steps: Go to Google Maps: Open Google Maps on your web browser and search for the location you want to link to. Find the Location: Once the location is displayed, click on the address or the place name to get more details. Share or Embed: Click on the three vertical dots (⋮) in the lower right corner of the map. From the menu, select "Share or embed map" Copy the Link: A panel will appear with different options to share the map. Choose the "Copy link" option to get the URL. Add to Your Website: Paste the copied link into your website's HTML code where you want the map to appear.	B	N	2025		

10.2.4	Access to Reception	If you have a regular wheelchair user who needs access, you will need to make the front door accessible by installing a threshold ramp, replace the door or adjust the doorframe.	A	L	If and when necessary		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in.	B	L	2025		
10.2.10	Accessible Toilets	Install an accessible toilet. If this is not possible, place a child needing accessible facilities in one of your other provisions which offers these.	B	I	If possible		

Access to Education

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
		Maintain existing action and processes					
10.3.5	Pupils with temporary, Emerging or Ongoing Health Care Needs	Install a defibrillator in sites where they are absent. Contact The Oliver King Foundation https://theokfoundation.wixsite.com/theokfoundation/our-team They will be able to give you advice and more information on the government's roll out scheme of providing defibrillators in schools.	B	N	2025		

Cromwell Campus Action Plan

Access to Information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
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Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.1	Access via Public Transport	Add a link to google maps, on your website to each campus to help visitors to the site, find the school easily. To add a link to a website on Google Maps, follow these steps: Go to Google Maps: Open Google Maps on your web browser and search for the location you want to link to. Find the Location: Once the location is displayed, click on the address or the place name to get more details. Share or Embed: Click on the three vertical dots (⋮) in the lower right corner of the map. From the menu, select "Share or embed map" Copy the Link: A panel will appear with different options to share the map. Choose the "Copy link" option to get the URL. Add to Your Website: Paste the copied link into your website's HTML code where you want the map to appear.	B	N	2025		

10.2.2	Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example: 	B	L	2025		
		Erect a sign in front of the bay at a height of 1 metre (this is in case of snow on the ground). For example: 	B	L	2025		
		Mark out a safe walkway in the car park.	C	L	2026		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in. 	B	L	2025		
		Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: 	B	N	2025		

		Provide signage next to the intercoms. For example: 	B	L	2025		
10.2.10	Accessible Toilets	Install a mirror, coat hooks and a shelf for belongings. Lengthen the alarm cord. Support for Ostomates: For individuals with a stoma, a shelf is essential for changing stoma bags. It allows them to spread out their supplies and perform the necessary tasks without having to use unsanitary surfaces. Install a flashing fire alarm for any deaf users.. Staff to be trained in responding to the activation of an emergency from within the accessible toilets.	B B B	L L L	2025 2025 2025		

Access to Education

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.3.5	Pupils with temporary, Emerging or Ongoing Health Care Needs	Install a defibrillator in sites where they are absent. Contact The Oliver King Foundation https://theokfoundation.wixsite.com/theokfoundation/our-team They will be able to give you advice and more information on the government's roll out scheme of providing defibrillators in schools.					

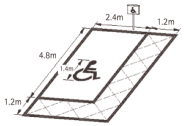
Fairlawn Campus and Spring Gardens Campus Action Plan

Access to Information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
		Maintain existing action and processes					

Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.1	Access via Public Transport	Add a link to google maps, on your website to each campus to help visitors to the site, find the school easily. To add a link to a website on Google Maps, follow these steps: Go to Google Maps: Open Google Maps on your web browser and search for the location you want to link to. Find the Location: Once the location is displayed, click on the address or the place name to get more details. Share or Embed: Click on the three vertical dots (⋮) in the lower right corner of the map. From the menu, select "Share or embed map" Copy the Link: A panel will appear with different options to share the map. Choose the "Copy link" option to get the URL. Add to Your Website: Paste the copied link into your website's HTML code where you want the map to appear.	B	N	2025		

10.2.2	Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example: 	B	L	2025		
		Mark out at least 1 bay at each of the 2 main entrances for Fairlawn and Spring gardens 2 as follows:  	B	L	2025		
		Erect a sign in front of the bays at a height of 1 metre (this is in case of snow on the ground). For example: 	B	L	2025		
		Mark out safe walkways in the car park in front of the school building. For example: 	C	L	2026		

10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in. Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: Provide signage next to the intercoms. For example: 	B B B	L L L	2025 2025 2025		
10.2.9	Internal movement – Stairs and Lifts	Install a further handrail to the stairs in a contrasting colour to the wall.	C	L	2026		
10.2.10	Accessible Toilets	Install coat hooks and a shelf for belongings. Move the mirror to an accessible height. Support for Ostomates: For individuals with a stoma, a shelf is essential for changing stoma bags. It allows them to spread out their supplies and perform the necessary tasks without having to use unsanitary surfaces.	B B	L L	2025 2025		

		Install a flashing fire alarm for any deaf users. Install an emergency alarm. Staff to be trained in responding to the activation of an emergency from within the accessible toilets.	B B	L L	2025 2025		
10.2.13	Internal Signage	Remove any signage in uppercase and replace with mixed case signage.	B	N	Ongoing		

Access to Education

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Forest Gate Campus Action Plan

Access to Information

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Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.1	Access via Public Transport	Add a link to google maps, on your website to each campus to help visitors to the site, find the school easily. To add a link to a website on Google Maps, follow these steps: Go to Google Maps: Open Google Maps on your web browser and search for the location you want to link to. Find the Location: Once the location is displayed, click on the address or the place name to get more details. Share or Embed: Click on the three vertical dots (⋮) in the lower right corner of the map. From the menu, select "Share or embed map" Copy the Link: A panel will appear with different options to share the map. Choose the "Copy link" option to get the URL. Add to Your Website: Paste the copied link into your website's HTML code where you want the map to appear.	B	N	2025		

10.2.2	Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example: Erect a sign in front of the bay at a height of 1 metre (this is in case of snow on the ground). For example: 	B B	L L	2025 2025		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in. Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: 	B B	L L	2025 2025		

		Provide signage next to the intercoms. For example: 	B	L	2025		
10.2.10	Accessible Toilets	Both accessible toilets to have coat hooks and a shelf for belongings. Support for Ostomates: For individuals with a stoma, a shelf is essential for changing stoma bags. It allows them to spread out their supplies and perform the necessary tasks without having to use unsanitary surfaces. One accessible toilet to be fitted with a flashing fire alarm for any deaf users.. Inform the cleaners that the emergency alarm cords must not be tied as they need to be loose so that they can be reached from the ground in the case of an emergency. Staff to be trained in responding to the activation of an emergency from within the accessible toilets.	B B B B	L L N L	2025 2025 Ongoing 2025		

Access to Education

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.3.5	Pupils with temporary, Emerging or Ongoing Health Care Needs	Install a defibrillator in sites where they are absent. Contact The Oliver King Foundation: https://theokfoundation.wixsite.com/theokfoundation/our-team They will be able to give you advice and more information on the government's roll out scheme of providing defibrillators in schools.	B	N	2025		

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Access to Site and Facilities

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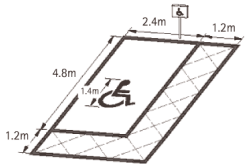
10.2.2	Disabled Parking	Erect a sign in front of the bay at a height of 1 metre (this is in case of snow on the ground). For example: Or place a sign directly on the wall, in front of the space. Mark out your accessible bay as follows:  	B C	L L	2025 2026		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in. Provide signage next to the intercoms. For example: 	B B	L L	2025 2025		

10.2.10	Accessible Toilets	Install a shelf, coat hook, emergency alarm with cord and lower the mirror. Modernise the fittings or at the very least, change the colour of the fittings to give a contrast for visually impaired users. Support for Ostomates: For individuals with a stoma, a shelf is essential for changing stoma bags. It allows them to spread out their supplies and perform the necessary tasks without having to use unsanitary surfaces. Install a flashing fire alarm for any deaf users. Staff to be trained in responding to the activation of an emergency from within the accessible toilet.	B C B B	L L L L	2025 2026 2025 2025		
10.2.18	Doors	Either paint the door handles a different colour from the doors or place tape on them to give a contrast.	B	L	2025		

Access to Education

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Overleys Campus Action Plan

Access to Information

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Access to Site and Facilities

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10.2.2	Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example: 	B	L	2025		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in. Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: 	B B	L L	2025 2025		
10.2.10	Accessible Toilets	Install coat hooks and a shelf for belongings. Support for Ostomates: For individuals with a stoma, a shelf is essential for changing stoma bags. It allows them to spread out their supplies and perform the necessary tasks without having to use unsanitary surfaces. Install a flashing fire alarm for any deaf users. Paint the walls a different colour so that the white fittings will be more visual for a sight impaired person. Staff to be trained in responding to the activation of an emergency from within the accessible toilets.	B B B B	L L L L	2025 2025 2025 2025		

10.2.18	Doors	Change the handle shown in 10.2.18 to a D style handle. For example: 	C	L	2026		

Access to Education

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10.2.2	Disabled Parking	Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example:	B	L	2025		

		   Erect a sign in front of the bays at a height of 1 metre (this is in case of snow on the ground). For example: Would it be possible to ask the owners of the car park to mark out a safe walking space?	B C	L N	2025 2025		
10.2.4	Access to Reception	I recommend providing a portable ramp at the main school entrance. Although the step into the entrance is not too high, a portable ramp would ensure that wheelchair users can easily access the building. This small addition would significantly enhance the accessibility of the school and ensure compliance with accessibility standards.	C	L	2025		
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign, where visitors sign in.	B	L	2025		

		 Provide signage next to the intercoms. For example: Have a high back chair with arms available in the office if required for a visitor.	B B	L L	2025 2025		
10.2.10	Accessible Toilets	Identify a possible location for an accessible toilet and install. Key Features Doorway: The door should be at least 900mm wide and should open outward to provide enough space inside. Turning Space: There should be a clear turning space of 1500mm diameter inside the toilet for wheelchair users. Grab Rails: Grab rails should be installed on both sides of the toilet at a height of 750-800mm. Toilet Height: The toilet seat should be at a height of 450-480mm from the floor to make it easier to transfer from a wheelchair. Wash Basin: The wash basin should be mounted at a height of 720-740mm from the floor, with clear space underneath for wheelchair access. Alarm System: An emergency alarm pull cord should be installed within easy reach of the toilet. Install mirror, coat hook a shelf and a fire alarm for deaf users. Provide separate facilities for staff.	A	I	As soon as possible		

10.2.13	Internal Signage	Replace signs in uppercase with mixed case signage.	B	L	2025		
10.2.18	Doors	Change the non-compliant door handle to the D style of handle. For example: Highlight the white handle on the white door in the social space with tape or paint the handle a different colour so that a sight impaired person would be able to differentiate between the door and the handle.	C B	L N	2026 2025		

Access to Education

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.3.5	Pupils with temporary, Emerging or Ongoing Health Care Needs	Install a defibrillator in sites where they are absent. Contact The Oliver King Foundation https://theokfoundation.wixsite.com/theokfoundation/our-team They will be able to give you advice and more information on the government's roll out scheme of providing defibrillators in schools.	B	N	2025		

Summary: Guidance and Support

Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

Links to Legislation & Codes of Practice

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/

Links to DfE Advice

- https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

Links to Support organisations

Disability Rights Commission
DRC helpline
Freepost MID 020164
Stratford-upon-Avon CV37 9BR
Telephone (0845) 762 2633
Fax (0845) 777 8878
Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation
12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind
RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People
19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation
380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177
Minicom (0870) 603

British Dyslexia Association
Switchboard: 0333 405 4555
Helpline**:** 0333 405 4567
Training**:** 0333 405 4565
https://www.bdadyslexia.org.uk/

Links to Medical information

- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Links to Suppliers of solutions

NB Equality Act Audits do not act for or on behalf of any suppliers or contractors. The suppliers listed here are merely indicative of the types of services available. School should undertake procurement of supplies and services with due regard to their own finance and procurement policies and procedures.