



ACCESS STRATEGY (2006 - 2009)

July 2006

Access Strategy 2006-2009

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ACCESS STRATEGY

1. Legislative and Policy Framework

1.1 There are three main pieces of disability related legislation which have been introduced over the past few years, and underpin this Strategy. The Disability Discrimination Act 1995 (DDA) was substantially amended by the Disability Discrimination Act 2005 (DDA) and both are supplemented by the Special Educational Needs and Disability Act (SENDA) 2001. These three pieces of legislation place specific duties on Local Authorities (LAs), the Children and Young People's Service (CYPS), schools, nurseries and other education providers, in relation to disabled pupils/learners and prospective pupils/learners.

All schools and local authorities have general and specific duties under these Acts, not to discriminate against disabled children, young people and adults, to make "reasonable adjustments" to ensure they are not disadvantaged. SENDA also places a duty on schools to make "reasonable adjustments" to their policies, practices and procedures to ensure they do not discriminate against disabled pupils. This duty is anticipatory and applies even if they do not yet have any disabled pupils.

The new Disability Discrimination Act 2005 strengthens the DDA 1995 and SENDA, and brings legislation in line with the race equality duties. It extends the DDA to protect more disabled people e.g. people with cancer, MS, HIV and places a new duty on public bodies (e.g. LA and schools) to promote equality of opportunity for disabled children and adults.

This now includes requirements:

- To eliminate unlawful discrimination against disabled children and adults
- To eliminate the harassment and bullying of disabled children and adults
- To take steps to take account of disabled children's and adults' impairments, even if this means treating them **more favourably**
- To promote positive attitudes towards disabled children
- To encourage the participation of disabled people in public life

1.2 In addition, the guidance "Inclusive Schooling" (DfES/0774/2001) strengthened the rights of parents of disabled children to choose a mainstream placement for their child, which can only be refused if it is not "compatible with the efficient education of other children", and all reasonable steps have been taken to "reduce that incompatibility". LAs and schools must work to remove any "barriers to learning and participation" for disabled children and those with additional needs.

- 1.3** Through the publication of *Building Bulletin 94: Inclusive School Design (BB94)* and *Building Bulletin 77 (Revised 2005): Designing for Pupils with Special Educational Needs and Disabilities in Schools*, the Government has recognised the impact that building design can have on learning, particularly for children with additional needs.

It has recognised the space implications of inclusion, and has made allowances in its methods of assessing school capacity in relation to additional areas in particular rooms, specialist support spaces for children with additional needs, and specialist class bases for children with specific needs who are on a mainstream roll.

These documents have identified that inclusive design can have positive benefits for the whole school community e.g. positive changes to pupil behaviour arising from the improvements to the layout and internal design of shared areas such as dining halls, corridors and cloakrooms; improvements to acoustics for those with hearing impairments can help all pupils and teachers to hear each other and can reduce noise levels, also impacting on behaviour.

- 1.4** The DDA 1995 also makes it illegal for the LA or schools to discriminate against disabled people in recruitment, selection and employment, and so we should also assume this will lead to an increase in the number of disabled staff in our schools, nurseries and CYPS in line with the targets in the Equalities Action Plan.
- 1.5** The DDA 2005 also requires the LA or schools not to discriminate against any disabled people who are appointed to a position such as a school governor, and so this area also needs to be considered in school Access Plans and this Strategy.
- 1.6** The SENDA 2001 sets out clear statutory responsibilities for the LA in relation to access and the education of adults. Since 1st September 2002, it has been illegal to discriminate against disabled people in post-16 or adult community education services. Responsible bodies have to make “reasonable adjustments” to ensure they do not discriminate against disabled students. In addition, from 1st September 2005 the LA had to make “reasonable adjustments” to any physical features of premises that disadvantage disabled people. This requirement is more onerous than the requirements placed on schools and so has particular implications for the Strategy.
- 1.7** The recent guidance on "extended schools" and the Department's emphasis on lifelong learning means that increasingly schools are being used for a wide range of community activity including family learning

throughout the year, and these facilities need to be accessible to all members of the local community. Under DDA 2005, Section 13, it will be unlawful to discriminate against disabled people in relation to lettings of premises.

2. Statutory Responsibility to Prepare Access Strategies and Plans

- 2.1** LAs have a legal duty to prepare an Access Strategy covering all schools, Pupil Referral Units and maintained nurseries in their area. Schools must all produce their own Access Plans, which should dovetail with the LA Strategy.

The SEN and Disability Act required LAs and schools to have had these strategies and plans in place in writing, by April 2003, for an initial period of 3 years until 31 March 2006. Further regulations required that they had been reviewed, and that a revised plan for 2006-9 was put in place by March 2006.

The DDA 2005 strengthens this requirement, and also requires LAs and schools to ensure that access plans and strategies form a central part of their new Disability Equality Scheme (DES). LAs and secondary schools have to have their DES in place by December 2006 and primaries by December 2007. The DES must be drawn up in consultation with Disabled People, and must have a clear focus on monitoring outcomes (attendance, attainment etc.).

The DES must have a wider focus and cover employment, mentoring, anti-bullying, governorship, curriculum content, participation, attainment and attendance, but should build on any work already undertaken on access issues.

- 2.2** The LA Strategy will complement other strategic documents, such as the Asset Management Plan, Children and Young People's Plan and any other relevant plans. In addition, a school's Access Plan should complement any inclusion and equalities policies and School Site Development Plan, and form part of their School Improvement Plan.

The objective is to produce a coordinated approach at both LA and school level to disability equality. These strategies and plans must be made publicly available, be regularly reviewed, and have adequate resources allocated to them. OFSTED will be inspecting LAs and schools in relation to the strategies and plans, and the process by which they were developed.

- 2.3** A School Access Plan must be agreed in writing, and should be drawn up with, and monitored and reviewed by, a school's Inclusion or Access Group, reporting to the governing body. It must have short, medium and long term targets, actions and timescales.

The content of the LA's Access Strategy and schools' Access Plans is prescribed and it must address:

- How the LA or school will increase the extent to which Disabled pupils can participate in the school curriculum.
- How the LA or school will improve the physical environment of the school to increase the extent to which Disabled pupils can 'take advantage of education and associated services'
- How the LA or school will improve the delivery to Disabled pupils of written information, which is provided to other pupils who are not disabled. This should be done 'within a reasonable period of time, and in formats which take account of views expressed by the pupils or their parents about their preferred means of communication.'

- 2.4** LAs, as part of their planning must put into place a rolling programme of access improvements to their schools and nurseries through the targeted use of the Schools', Access Initiative (SAI) funding.

3. What is "access" and what is "inclusion"?

- 3.1** Access is commonly understood as 'a means of entry, a way in'. However, the experience of Disabled people and other marginalized groups is that access means much more than this. "Access" is the right of all people, both disabled and non-disabled, to use all facilities and services provided by Bristol City Council and its schools and other settings. Developing good access means removing barriers which prevent the full and equal participation of disabled people in society and is fundamental to social inclusion.

This includes children and adults with physical and sensory impairments, learning difficulties and some emotional, social or behavioural issues. Increasingly research is highlighting the impact of the physical environment on disabled pupils e.g. calming colours and how the use of space can impact on behaviour. The acoustics and layout can also assist children on the autistic spectrum to be able to be part of mainstream education.

- 3.2** "Inclusion", however, is a process whereby institutions such as schools, change their policies, procedures, practices and cultures, and the attitudes of everyone within them, so that everyone is welcome, diversity is celebrated and any barriers to learning are reduced. Inclusive schools

will be constantly reviewing everything they do to in the light of good inclusive practice. It is based on in 'equalities' rather than a 'special educational needs' perspective.

- 3.3** As yet, there are no fully accessible or fully inclusive schools, as access and inclusion are processes, and our understanding of both is constantly improving and being reviewed, particularly in the light of consultation with disabled young people and adults.

It is also accepted that even within a school that has made significant access improvements, further adaptations may be required to meet the specific needs of individual pupils. Disabled pupils attending mainstream schools will have their individual needs assessed by an Occupational Therapist and funding is allocated by the Education AMP and Capital Strategy Manager for any adaptations required.

4. The Balance Between Specialist And Mainstream Provision

- 4.1** Whilst the LA moves in the longer term towards more inclusive mainstream schools, there is a need to secure parental confidence and reconfigure existing provision. Because of this, the LA intends initially to offer a range of provision for children with additional needs in the short and medium term.

It is anticipated, for example, that there will, for an extended period, be a need for separate special school provision for children with emotional behavioural and social needs.

- 4.2** The ultimate goal will be for all children to be educated in their local community, but as a stage to this ideal, the LA plans to fund certain mainstream schools to host resource bases for particular children, where the child will have access to a disabled peer group or support that may not be available in their local school. Initially these pupils may be on the roll of a special school, which may even be a "school without walls" or a "school within a school"- that is a special school with a governing body, managing its own staff and pupils, but co-located with one or more mainstream schools.

Other pupils can be supported through part-time placements in special schools, with the aim of full integration to mainstream following a period of intensive support. Finally, the largest group of pupils with additional needs can be supported through individual provision in their local school.

The continuum of provision is therefore as follows:-

Individual provision in the child's local school	Mainstream resource bases	Mainstream resource bases or inclusion/satellite classes managed by special schools	Special school/mainstream split placements	Special school full time places (day and residential)
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4.3 Already, special schools are reconfiguring to become "outwardly looking centres of excellence", as required by the Government. This includes relocating much of the specialist provision from separate special schools onto mainstream sites to increase opportunities for inclusion for individual pupils.

For example, the secondary provision from Briarwood Special School has moved to Whitefield Fishponds Community School Site, and the New Fosseyway nursery provision has moved to Illminster Avenue Nursery and its primary provision has relocated to Illminster Primary School. The secondary provision of Elmfield School for Deaf pupils has also moved to the new Fairfield site, and consultation is taking place about the possible relocation of the primary provision to a feeder school.

As part of the programme to transform secondary education, there will be a number of other major shifts of provision; the autism provision from Kingsweston Special School will move to Portway Community School and the secondary provision from New Fosseyway School will move to the Hartcliffe Campus. Also the secondary physically impaired pupils' provision from Florence Brown Community School will relocate to Brislington Enterprise College.

There are also plans for new specialist provision at Shirehampton Primary School for pupils on the autistic spectrum, (many of whom will be relocated from Kingsweston School,) and the new Redland Green School and has been designed to be inclusive from the start and to include 50 places for children with severe or multiple learning difficulties. Claremont School is currently developing a "campus" model of inclusion with Henleaze Infant and Junior Schools.

5. Access to the Physical Environment

5.1 Policy Framework

Bristol City Council (BCC) Children and Young People's Services (CYPS), have been using the guidance and standards set out in the following documents in relation to physical access: -

Bristol City Council Environment Access Standard Revised 2006
The Building Regulations: Access to and use of buildings. Document M, May 2004.

DfES - Building Bulletin 91 - Access for Disabled People to School Buildings: Management and Design Guide.

DfES - Building Bulletin 94 - Inclusive School Design.

DfES – Building Bulletin 77 (revised 2005) – Designing for Pupils with SEN and Disabilities in Schools.

DfES – Accessible Schools: Planning to Increase Access for Disabled Pupils 2002.

BS8300: 2001 Design of Buildings and Their Approaches To Meet The Needs Of Disabled People – Code of Practice.

BS5588: Part 8: 1999 Code of Practice for Means of Escape for Disabled People.

The corporate *Equalities and Anti-Harassment Policy 2003* recognises that “disabled adults and young people may use all council services and these services should be equally accessible to all adults and young people.”

It states that the council will:

- “Make sure we gradually improve the sites we own and use, to meet the DDA and SENDA requirements
- Make access improvements in line with the Environmental Access Standard in any planned refurbishment projects
- No longer buy any buildings that are inaccessible to disabled people unless there is a clear and costed plan to make the site accessible to the standard within six months
- Consult disabled people on improving access and recognise their experience of a disabling environment and ask for advice on preferred solutions.”

It also recognises in relation to disabled staff there is a need to:

- “Make reasonable adjustments to working arrangements and buildings where they make it difficult for a disabled employee to do his or her job and to provide a safe and accessible working environment.”

Furthermore, Bristol City Council, through a cross-Council exercise involving external experts, adopted its own revised corporate access standard in 2001 (*BCC Environmental Access Standard, updated in 2006*), which in some areas, identifies more challenging standards than those prescribed within the Building Regulations and within the DfES guidance available. These locally agreed standards continue to guide the way in which new and refurbished buildings are designed, to ensure access for disabled people. The policy states that all "new build, building refurbishment or access improvement works should meet this Standard", and "all Departments will need to consider strategies for making their buildings and open spaces accessible in line with the Standard, including securing the necessary funding and preparing a rolling programme of improvements."

To date, the Dioceses have not agreed to work within the Bristol City Council Standard requirements, rather the national standards, which will affect some local schools.

5.2 Data Gathering To Inform The Strategy Existing Building Stock

Bristol has 14 nursery schools, 118 primary (including infant and junior), 17 secondary and 10 special schools. In addition, there are 2 outdoor field study centres, 14 nurseries and children's centres and 3 Pupil Referral Units managed by the CYPS.

Children and Young People's Services also has staff based in, and delivers services from, 13 other sites across Bristol, some of which will require considerable access upgrading to comply with the DDA and BCC standards and requirements.

5.3 Access Audits of School Premises

During spring 2003, basic information regarding the accessibility of school premises was gathered, using a questionnaire, which was completed by Headteachers. Although useful, this information was not detailed enough and did not give a complete picture of the access issues and facilities in schools.

From April 2006, a three year programme of detailed access audits will be undertaken, for all schools in Bristol constructed before 2005. These detailed audits will be used by the LA to, identify schools for strategic

access improvements and to provide a register of information regarding the access levels and facilities in each school for staff and parents/carers. Schools will also be able to use the audits to inform the development their access plans and to identify small access projects which can be funded from their devolved capital.

These audits will cover the following areas:-

- Approaches, external routes and car parking
- Entrances
- Internal horizontal and vertical movement
- Internal doors
- Sanitary and hygiene facilities
- Information
- Means of escape.

5.4 Roles and Responsibilities of LAs and Schools

LAs

LAs already play a vital role in making community, voluntary controlled (both special schools and mainstream schools) and to an extent voluntary aided (VA) schools, physically accessible to disabled children. LAs are required to take a strategic approach to planning for increased disability access to the schools for which they are responsible. This does include linking access projects to all other capital building work where appropriate. For example, if refurbishing school buildings, the LA will consider whether aids to physical accessibility, such as ramps or hand rails or décor schemes could be incorporated into the project.

Schools

Schools are required to consider what they could do to improve the physical environment of the school *within the resources available to them*. Schools must ensure that all projects undertaken funded by their devolved capital, conform to the latest Building Regulations and legislation with regard to accessibility and must also comply with the requirements set out in the BCC Environmental Access Standard. Schools are strongly advised to seek professional support from the Education AMP and Capital Strategy Manager and/or the Senior Surveyor (Access), before proceeding with any projects. Schools, as part of their Access Plans, are expected to identify and undertake small access projects such as providing accessible parking bays (where possible), décor schemes etc. Schools should consider accessibility issues in all purchasing decisions.

5.5 Funding

The LA has identified two funding sources for access projects: -

The Schools' Access Initiative (SAI)

This is funded directly from the DfES and is to be used in mainstream schools only, to undertake major strategic adaptations to enable schools to include disabled pupils and to meet the needs of individual pupils with disabilities, to enable them to attend mainstream schools. This funding cannot be used to support projects in special schools or establishments which are not classed as 'schools' by the DfES. The funding available from this source for the next two financial years is set out below:

2006/2007	2007/2008
£521,072	£521,072

The Corporate Access Fund

This is a capital fund held centrally by the Strategic Access Officer. CYPS has used this fund to improve access to premises not covered by the SAI, such as day nurseries and will continue to submit bids for specific projects as required.

6. Progress to Date on Increasing Access and Inclusion

- 6.1** Since 2001, an Access Group has been meeting in CYPS to develop a strategic approach and to monitor spend and progress on the SAI funding. Members of this group include the Capital and Facilities Manager, Education AMP and Capital Strategy Manager, Strategic Access Officer, Senior Buildings Surveyor (Access), Inclusion Coordinator, Occupational Therapist (Disabled Children's Service) and SEN Manager.
- 6.2** During the past three years, the LA has concentrated on providing facilities for individual disabled pupils in mainstream placements, to ensure no pupil in Bristol is unable to attend school because their physical needs are not being met. Projects, both large and small have been undertaken in 65 schools in Bristol. All work carried out to meet the needs of individual disabled pupils, is identified and agreed following an assessment by an Occupational Therapist from the Disabled Children's Team.
- 6.3** To develop work on inclusion, the LA has developed the Bristol Inclusion Standard. Any school can apply to work towards the Standard which consists of a set 20 criteria including those relating to Access Plans and access audits. Any successful school will be given a £1000 to support the work towards the Standard over a 12 month period. To date, 36 schools/nurseries have gained the Standard and a further 18 are working towards achieving the criteria in 2005/2006.
- 6.4** The Authority is now focusing on support for schools to develop their Disability Equality Schemes which will incorporate the Access Plans, and

will be producing a guidance pack and supporting briefing sessions will be held in autumn 2006.

7. Principles Underpinning This Strategy

7.1 As the inclusion agenda is gathering pace, and the rights of parents to have a mainstream placement for their child are enhanced, increasingly we should expect that disabled pupils would be placed in their local school.

7.2 The LA will ensure that all new schools built and refurbishments carried out, will comply with the current BCC Environmental Access Standard and all relevant legislation, DfES building bulletins and standards.

7.3 The National Curriculum sets out three goals for inclusive educational practices: to set suitable learning challenges: to respond to children's diverse learning needs: and overcome potential barriers to learning and assessment for individuals and groups of pupils. These goals must inform design through the following principles enshrined in Building Bulletins 94 and 77 (revised 2005): -

- a)** Pupils with additional needs or who are disabled should be treated with dignity and respect as individuals and their needs should be accounted for in the school surroundings
- b)** The school should provide an environment that is welcoming, safe and suitable for the educational needs of all pupils including those with additional needs
- c)** The school buildings and grounds should be designed to enable all members of the school community to enter and move around the building so they can enjoy and participate in all aspects of their school life to the best of their abilities and interests.
- d)** Whatever school setting they are in children, with disabilities and SEN must be able to take part and participate in school life and out of school activities, along side their peers

7.4 To this end:

- a)** All major reviews of education provision will take into account issues of access and inclusion.
- b)** All new build, refurbishments, repairs and maintenance will conform to the Bristol City Council Environmental Access Standard.
- c)** All new build and refurbishments will work to the principles and practice outlined in this document and in Building Bulletin 94 and Building Bulletin 77 (revised 2005).
- d)** No building work will be carried out which will result in a school becoming less accessible.

- e) All new schools and major refurbishments will comply with Building Bulletin 77 (revised 2005) and other current legislation and guidance, in relation to specific design features and this will include:-
Accessible toilets, (which are easily accessed from all areas of the school); equipment storage; a hygiene room and therapy room; outdoor spaces which are barrier free; designated parking spaces; dropped kerbs and SEN transport drop off points; security systems, entry and fire exits which do not make the building less accessible.
- f) All new schools will be built to enable a range of pupils with additional needs, as well as disabled staff, governors, parents/carers and visitors to be accommodated.
- g) The space allocation allowed for inclusion and access will be specified in detail in the designs.
- h) An Access Statement will be produced at the design stage for all building projects as required by Building Regulations. These Access Statements will be developed with the involvement and detailed consultation with the schools concerned to develop a provision that meets the needs of the pupils.
- i) A specialist Access Consultant will be part of the Design Team of any new build project or any refurbishment and any fees will be built into the budget.
- j) Project Managers for all major new build and major refurbishments will be required, to consult with the Senior Building Surveyor (Access), relevant disabled people's organisations, the Sensory Impairment Team, the parents/carers of disabled children and the specialist staff of the school, as part of the design process.
- k) Schools will be expected to consider the use of their devolved capital and repairs and maintenance budgets in relation to funding minor items in their Access plans, but major adaptations will be funded by the LA through the resources available within the capital programme.
- l) All temporary buildings will be accessible. The LA will avoid, wherever possible, housing specialist provision such as science labs, technology, computers etc, in temporary buildings at school sites. Provision of other facilities such as accessible toilets in temporary buildings, will be dependent on existing provision elsewhere within the site.
- m) There is an expectation that schools will support access and inclusion by managing facilities in the schools including re-timetabling accessible teaching spaces and reorganising subject areas, to make them available for disabled pupils as appropriate.
- n) Within all school car parks, at least one accessible bay to be provided for disabled visitors and where required an accessible bay for any disabled staff members.
- o) Liaise with the PFI Team and preferred bidders on all projects relating to PFI/BSF in schools.

8. Future Developments

Apart from adaptations for individual pupils, the LA will prioritise schools for a rolling programme of access improvements to support the strategic implementation of inclusion and the SEN strategy using the following criteria:

- a)** The location of the school in relation to the LAs target of having an accessible early years, primary and secondary school in each district by 2009.
- b)** The LA's policy of moving special school provision onto mainstream sites, and setting up inclusion classes, which are strategically placed to allow transfer through Key Stages.
- c)** The issues arising as a result of any strategic LA reviews.
- d)** The feasibility of existing buildings being adapted and the potential costs involved, based on the information resulting from the detailed audits to be carried out over the next three years.
- e)** The desire to enable all Bristol children to attend Bristol schools.
- f)** The aim to reduce the number of children in residential out of Authority placements.
- g)** The preference for disabled children to be able to remain in their local community and transfer Key Stages with their peers wherever possible.
- h)** The numbers of disabled pupils in each Key Stage, their identified access needs, and their anticipated date of key stage transfer.
- i)** Identified population trends in relation to children in particular need types.
- j)** Consideration of the trends in parental preference for schools for disabled children.
- k)** The needs of disabled children wishing to attend faith schools will need to be met in conjunction with the Dioceses.

9. Access to the Curriculum and Information

“Access” is often seen by schools as meaning physical access to buildings, for disabled children to be included, it is just as important to focus on the areas of access to the curriculum and information.

9.1 Services Currently Provided To Schools by CYPS in Relation to Accessing the Curriculum and Information for Disabled Children

A request was made to teams to outline the services they provide to schools to support disabled children to access the curriculum and information, and the following summarises the responses:

Sensory Support Service

Support offered	Referral process	Traded/Core
Access support for children with sensory impairment (vision, hearing, dual sensory impairment and sensory impairment with additional complex needs) <ul style="list-style-type: none"> • teaching input • advice and guidance • training/Inset 	Direct/open referral by parents, schools, Health. Referral information published	Centrally funded plus matrix allocation for those with statements

Hospital Education Service

Support offered	Referral process	Traded/Core
Direct teaching for pupils in the Bristol Children's Hospital, Southmead Hospital Lumsden Walker House and the Riverside Unit	No referral, teachers in settings identify pupils who meet the criteria and contact schools	Core (but taken back from school budget)
Direct teaching either at home or in groups for pupils out of school for a medical reason for three weeks or more	From Education Welfare Service or Medical Consultant	"

Learning Support Service

Support offered	Referral process	Traded/Core
Complex Needs Teams (in relation to pupils with cognition or language impairment and physical impairment) <ul style="list-style-type: none"> • Termly visit (3 times a year) 	Resource Allocation	Core

to advise on strategies, resources, differentiation. • Advice and training on strategies and resources e.g. setting up of work stations, visual systems	Panel Request for input from School.	
Autistic Spectrum Disorder (COSI) Early Years Team. Support for settings / parents carers in the inclusion of children with a diagnosis of ASD	Notification from Health following an assessment panel. "	Core "
Support for inclusion provision mapping, assessment, programme planning, staff meetings, INSET on differentiation/ inclusive teaching.	Annual buy back or by input. Request direct to Head of Service.	Traded

Educational Psychology Service

Support offered	Referral Process	Traded/Core
Consultation work with teachers, parents and pupils and other LA services re: individuals ,group or whole school strategies	Request from school	Core
Input at staff meetings/INSET and CPD courses on aspects of meeting "SEN", including behaviour.	"	Core/Traded
Support for SENCOs through clusters on managing behaviour and policy and planning for pupils with additional needs.	All schools invited to attend	Core
Providing statutory advice and support for LA schools for pupils with statements	School/SEN section	Core
Whole school behaviour support through "Improving Behaviour in Schools" (IBIS)	Request from school	Traded
Support for schools or LA with regard to development projects, research and evaluation.	Request from School or LA "	Core/Traded "
Work with community and parent groups, early years'	Via liaison with groups and agencies	Core

settings, health professionals and voluntary agencies with regard to the Every Child Matters agenda.		
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Behaviour Support Service (Secondary)

Support offered	Referral Process	Traded/Core
Advice and input to planning on behaviour issues	Request from school meeting prioritised criteria	Core
Advice and support on key stage transfer	Referral from primary school meeting prioritised criteria	Core
Whole school or class support	Requested by school or LA Advisor	Traded/Core
1:1 support (including school and home advice)	Referral form to Team Leader	Traded
Staff training	“	Traded/Core

Primary Behaviour Support/ Primary Inclusion Team

Support offered	Referral process	Traded/Core
Individual support to child	Referral form	Core
Advice to school	From Team and on web site	Core
Support for children on verge of permanent exclusion, some of whom have diagnosed conditions e.g. Attention Deficit/ Hyperactivity Disorder (ADHD)	As above	Core
Professional development for school staff on the inclusion of children with emotional and/or behavioural difficulties	Referral form to Head of Service	Traded
Support for schools facing challenging circumstances	Agreed by CYPS	Core
Whole school development: <ul style="list-style-type: none"> • Consultation and training on behaviour management • Planning for emotional literacy and developing inclusive classrooms 	As above	

Multi-agency liaison and planning for children with emotional, behavioural and/or social needs	Through the referral process using form or direct contact with support teacher	Core
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SEN Team

Support offered	Referral process	Traded/ Core
Advice and support from Education Inclusion Managers	Through Statementing process	Core
Funding for individual children via statements and SSENA	"	Core
Agreeing and funding OT, ICT and other assessments	"	Core

Claremont School

Support offered	Referral process	Traded/Core
Support offered for any aspect of a Claremont child's transfer to mainstream e.g. training and equipment needs, liaison with therapists, classroom strategies, and info. about pupil learning styles	Internally through Claremont School	Core
Manual handling training for any Bristol school	From the school	Traded
ICT assessments, setting up of equipment, training of staff, information-through Outreach Support Worker	Referral from Team	Core

Equalities and Inclusion Team

Support offered	Referral process	Traded/Core
Staff development for schools on a range of inclusion/ disability equality issues	Request from school	Core
Support and guidance on working towards the Bristol Inclusion Standard (BIS)	Application received from School	Schools receive £1000 towards supply cover /project work
Information and training for schools on developing a Disability Equality Scheme	Universal service	Core

Sessions for governing bodies on inclusion and access planning	Request from schools	Core
Support for individual schools on developing Access Plans, setting up inclusion groups, using the Index for inclusion and monitoring and evaluating inclusion	Request from schools	Core

Early Years-Inclusion Service/ Area SENCO Service to Non-Maintained Providers

Support offered	Referral process	Traded/Core
Support for non- maintained EY providers in including disabled children and those with "SEN" through: <ul style="list-style-type: none"> • large workshops • link with Area SENCO • drop in sessions • in house visits • practical sessions to model inclusion 	Open referral and through the Area SENCOs	All core activity

Advisory Service- Literacy Consultants

Support offered	Referral process	Traded/Core
All intensive literacy schools receive support to ensure training on including children with "SEN" in the literacy hour	Via schools' literacy consultant	Core
Cluster agenda items for Coordinators to remind of above training in Spring term clusters	All English Coordinators attend half a day a term	Core

School Improvement Services- SEN Advisor

Support Offered	Referral Process	Traded/Core
Focussed reviews of aspects of SEN provision and whole school issues	Via Link Advisor	Traded
Review of Access Plans and Strategy via SENCO clusters	Open to all schools	Core
Website information on SEN issues	"	Core

Review of Pupil Retention Grant spending in schools which may include targets on curriculum access	Annually by visits and proforma	Core
Organisation of relevant training and conferences on aspects of SEN.	Via CPD booklet	Traded

9.2 Support For Schools In Relation To Access To Printed Information For Disabled Pupils

LAs are required to support schools in improving the delivery to disabled pupils, of written information, which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of the views expressed by the pupils or their parents/carers about their preferred means of communication.

Support to schools is currently delivered in the following way:

- a) The **Learning Support Service** offers training packages for schools as Inset, staff meetings or training for LSAs, etc. in relation to alternative methods of accessing the curriculum such as differentiation activities e.g. supported texts, visual timetables, predicted texts.
- b) The **Sensory Support Service** offers advice to schools on best practice to include pupils with sensory impairments. This includes advice on strategies that promote inclusion and general curriculum access, e.g. mediation and modification of the curriculum (language, style, pitch) mobility, acoustics, lighting, alternative means of communication, etc.

For hearing impaired pupils, staff can be supported and trained in areas such as pre-tutoring of new concepts raised in text (e.g. using Big Book), enabling the use of visual prompts when working through text, language assessments that inform teachers of a pupil's specific requirements in accessing written text. Support is given on the use of ICT programmes to support IEP targets, use of digital camera for personalised books, PowerPoint presentations that pupils put together, use of video to record views of student and access language assessments.

For visually impaired pupils, staff can be supported and trained in areas such as planning a differentiated curriculum to meet individual requirements, pre and post tutoring, use of ICT to promote access to information, awareness of environmental factors that promote independence, e.g. displays etc. Access through Braille includes teaching the Braille code to pupils and staff, providing and adapting Braille copies

of materials, tactile diagrams and substitutes for pictures, teaching tactile skills essential to access Braille. Access to information through ICT includes the teaching of keyboarding, providing two-way communication between tactile and print users, use of audiotape, CCTVs, scanners and screen enhancement software, access to intranet when unable to access library, and the provision of, and training on other access equipment e.g. talking scales and calculators.

The Sensory Support Service also supports children in the Early Years, their families/carers and Early Years settings. Advice is offered on strategies that promote optimal development for young children with sensory impairments.

- c) **Claremont School** has an Outreach Service, which can support direct liaison between specialist teacher and mainstream teacher to discuss individual pupils' needs in relation to equipment, resources and teaching strategies. The Service will also identify ICT requirements and give related training and support to staff. They can also support staff in learning to use symbol or picture material where this will assist the child's understanding of the written or spoken word.
- d) **Health funded therapists** give significant input in regard to physically impaired pupils' access to the curriculum. Occupational Therapists (OTs) can give advice in relation to a child's writing (by hand or ICT). Physiotherapists can support a child's access to reading and writing through seating advice (maximising a child's ability to move their head to see etc.) The Paediatric Communications Service (PCAS) based at Claremont is run by a Speech and Language Therapist and can assist children in relation to their augmented communication needs e.g. identifying the most appropriate Voice Output Communication Aid (VOCA) which can support the child to access the curriculum through participation in answering, questioning and discussion.
- e) The **Early Years Service** can support settings in planning for a differentiated curriculum and using all aspects of communication, (facial expressions, symbols, signs, cues, photos etc.) They hold resources such as Makaton/PECS materials) and appropriate software.
- f) The **Ethnic Minority Achievement Service** provides a range of support to schools and individual children with English as an Additional Language (EAL), to enable them to access information and the curriculum. This support involves a significant number of disabled children for whom home language SEN assessments are required. A specific piece of work is currently being undertaken to ensure that there is a clear process for accessing the needs of pupils with English as an additional language, who also have "special educational needs".

- g) A detailed guide developed corporately on "Accessible Meetings and Information" is available to all schools. As part of the pack on the SEN and Disability Act sent to schools, a briefing note has been sent out specific to education, on how to get information Brailled, audio-taped, put into in large print, Plain English or Symbol format and how to book BSL Interpreters. It also contains advice on good practice in presentation of information for pupils with additional needs e.g. font size, colours type face etc. (See Appendix 3)

9.3 The CYPS Access Fund

An Access Fund has been set up by CYPS which allows schools or CYPS managers to book British Sign Language (BSL) or Sign Supported English (SSE) interpreters and lip speakers free of charge through Bristol City Council's Translation and Interpretation Unit to enable Deaf parents to access parents' and governors' meetings, annual reviews etc. In addition, the fund can be used to put information into Braille, audiotape or symbol format for other disabled parents.

The Access Fund is also available to any Bristol school to pay for the additional hours of LSA or teaching support required to enable a disabled child to safely access a school trip.

9.4 Staff Development Currently Provided

The current CPD course booklet (to July 2007) includes the following courses relating to accessing the curriculum and information:

A range of courses for early years providers on specific need areas, which all include practical strategies to increase access to the curriculum such as "Including Children with Visual Impairment in a Early Years Settings" and "Deaf Awareness in the Early Years (including glue ear)", "Circle Time in the Early Years", "Understanding Young Children's Anger", "Intervening Early: Supporting Young Children with Social , Emotional and Behavioural Difficulties", "Supporting Language and Communication in the Foundation Stage" and "SEAL (Social and Emotional Aspects of Learning) in the Foundation Stage".

A range of courses addressing behaviour management are provided, which will impact on children's ability to access the curriculum e.g. "Developing Social and Emotional Aspects of Learning: An Introduction to the Primary National Strategy (SEAL) Resource." Also "SEAL: Mapping the Curriculum", "Helping Children Manage Themselves Socially and Emotionally", "Listening to Children and Young people". Courses especially for NQTs include "Managing Classroom Behaviour as a Newly

Qualified Teacher” and “Behavioural Management for Experienced Newly Qualified Teachers: Extending your Skills”.

There is also a course, “How Schools can respond to Diversity and to Pupils’ Special Needs”.

Specific courses will run in relation to supporting children on the autistic spectrum, which assists participants to understand how the impairment can affect a child's learning and develop strategies to assist the children to access the curriculum.

A number of courses will run in relation to helping staff to understand the needs of groups of children with particular impairments that also address curriculum access: "Maximising Achievement for Hearing Impaired Pupils in Mainstream Schools, "Understanding and Supporting Pupils with Language and Communication Difficulties” and "Working with Children with a Vision Impairment in KS1 and 2."

In addition there is also a course “Inclusive Education and Working with Parents /Carers” which helps raise sensitive issues and identify good practice.

There are also a range of courses specifically aimed at support staff such as "Induction Training for New or Recently-Appointed Teaching Assistants”, “Dyslexia Awareness for Teaching Assistants”, “Including Children Learning through Braille”, “Supporting Learning and Independence for Children with SEN” and “Promoting Positive Attitudes to Learning”.

In addition to the CPD programme, the following support is available to schools:

- a) The **Learning Support Service** has provided to date, 61 sessions on dyslexia awareness funded through the Standards Fund. In addition this year they have provided 6 days of school Inset, 32 half days LSA training, and staff meetings on curricular access through their traded service.
- b) The **Sensory Impaired Children’s Service** offers on going INSET/ training for school staff, individual teachers, LSAs, teaching groups or classes etc. On including sensory impaired children, either relating to how particular conditions affect curriculum access, use of equipment, adapting materials, use of ICT, strategies to increase curriculum access and developing an inclusive environment. Training in specific schools includes information on specific pupils' requirements and raises awareness of the issues.

- c) The **Early Years' Service** has run approximately 54 sessions on areas such as supportive IEPs, resources for communication, working with parents, communication for all pupils etc. through the Area SENCOs.
- d) The **Educational Psychology Service** negotiates a range of training with their schools, much of which will include access to the curriculum and information for children with "SEN"

10. Consultation Process

It is important that the Access Strategy is developed in partnership with key providers and disabled people. The LA will consult with all schools in respect of its Access Strategy as well as the local Catholic and Church of England Dioceses. The document will also be sent to all day nurseries, the Asset Management Plan Advisory Group and all senior officers within the Service. Consultation on the document will take place with the Equalities Officer (Disability), Strategic Access Officer the Bristol Physical Access Chain (a corporate group of Disability Advisors) and the Disability Equality Forum.

11. Monitoring and Evaluation

Overall responsibility for monitoring and evaluation for physical access improvements rests with the Head of Resources and Support Services. Ongoing monitoring of the strategy will be undertaken quarterly by the CYPS Access Working Group, with an annual report going to the CYPS Senior Management Team. The Equalities and Inclusion Team will collect and then comment and feedback individually on all school Access Plans and Disability Schemes Equality Monitoring will also take place through the CYPS performance management processes of service planning and PMDS. The Corporate Disability Equality Scheme will be monitored through the corporate monitoring and scrutiny process.

12. The Access Strategy Action Plan (2006 -2009) Access To The Physical Environment

Short Term Targets	Responsible person	Timescale
Publish the revised the Access Strategy	Capital and Facilities Manager	June 2006
Commission over 3 years a full access audit of all school buildings.	AMP and Capital Strategy Manager	April 2006 – March 2009

Provide feedback to schools on individual Access Plans and make available to School Improvement Officers.	Equalities and Inclusion Manager	Oct 2006
Develop a database system identifying disabled pupils and their access needs.	Head of Learning Support Service	March 2007
Ensure all schools are aware of the OT referral system for individual pupils through item in school bulletin about information on the intranet.	AMP and Capital Strategy Manager	March 2007
Ensure every OT referral is processed within 8 weeks of receipt by OT.	AMP and Capital Strategy Manager	March 2007
Produce guidance for all schools on the requirements of the DDA 2005 and the development of their Disability Equality Schemes.	Principal Equalities Officer/EP with Inclusion brief	Oct 2006
Provide training for all schools on the DDA 2005 and DES.	“	Oct 2006
Ensure that all disabled pupils assessed through the OT process, have the required adaptations in place within a reasonable timescale manager.	AMP and Capital Strategy Manager	Ongoing
Distribute the new Environmental Access Guidance to all schools with the DDA packs	Equalities and Inclusion Manager	Dec 2006

Medium Term Targets	Responsible Person	Timescale
Provide basic information re: accessibility and facilities for parents/carers via Admissions booklets for both secondary and primary schools.	AMP & Capital Strategy Manager in conjunction with the Admissions Manager	September 2007

Develop training for SENCOS on how to assess the impact of Access Plans on disabled Equalities Children and Adults	Equalities Manager	December 2007
Ensure that all new children's centres comply with the BCC Environmental Access Standard.	Pat Gibson (Left), Early Years & Childcare Manager, Children & Community - Early Years Team	On going
Following the results of the audit, develop a Business Plan identifying strategic improvements to make target schools accessible in each district.	AMP and Capital Strategy Manager	March 2008
Ensure that all CYPS non school buildings are audited for access.	AMP and Capital Strategy Manager	March 2008
Develop a monitoring process to ensure that 100% of OT reviews of individual adaptations are fit for purposes.	Access Group	March 2008
Develop a process so that before the end of all defects periods of new builds or refurbishments, there is a check on accessibility.	AMP and Capital Strategy Manager	March 2008
Long Term Targets	Responsible Person	Timescales
Ensure all access information is held on the AMP Evolution System and is made available to all schools via the CYPS intranet.	AMP and Capital Strategy Manager	March 2009
All Bristol schools have accessible parking, receptions toilets and meeting rooms available.	AMP and Capital Strategy Manager	March 2009

Access to the Curriculum and information

Short Term Targets	Responsible Post	Timescales	Output Measures
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Provide training, guidance and support through CPD opportunities, SENCO clusters and conference on elements of SEN and Access Planning.	School Improvement Officer (SEN), SEN Support Officer	by November 2006	Evaluations at SENCO conference, CPD training. (From June '07 SEN/SEF responses)
Analyse all schools' Access Plans and provide feedback on curriculum and informational access.	Equalities Manager	November 2006	All schools have individual feedback.
Organise a SENCO Conference to include disability equality issues	School Improvement Officer SEN/ SEN Support Officer	November 2006	Conference Evaluations.
Ensure any access barriers for sensory impaired children are identified and dealt with appropriately by reviewing children's progress regularly across the service	Head of Sensory Support Service and Team Leaders	by July 2007	Individual children's records show evidence of discussion of access issues were resolution. System to track pupil's individual progress for children with severe sensory need. Analysis across the service of overall obstacles and plan of action taken.
Provision of Information Wave 3 provision for pupils with sensory needs	Head of Sensory Support Service	by July 2007	Service Level Agreements specify individual support provided. Individual support is evaluated and information is shared with school staff.
Short Term Targets	Responsible Post	Timescales	Output Measures

Review training programme/ materials to include access issues and DDA responsibilities	Head of Sensory Support Service	by March 2007	Training opportunities. Materials show issues covered. Evaluation forms.
Develop regular TA forums for those supporting sensory impaired pupils to share good practice	Teaching Assistant Coordinator	by July 2007	Photographic evidence of forum and evaluation comments. Follow up support.
Monitor the number of referrals for children with diagnoses of medical behavioural disorders	District Team Leader-Pupil Support/District Team Leader- EBD North	by Sept 2006	Team will provide statistics on the number and type of referrals for children with 'disorders'. Plus data on the outcomes of the support for the identified children.
Improve monitoring system to include outcomes data for children on part-time placements at time of referral	District Team Leader - Pupil Support.		Accurate data on the length of time children are on part-time placement
Ensure SENCOs are aware of, and updated on, the full range of support material on curricular access available from DfES	Head of Learning Support Service.	Sept 2006- July 2007	60% of SENCOs have the relevant materials as part of their resources to support classroom practitioners.
Ensure Early Years Centres have a learning environment that supports access to the Foundation Stage Curriculum for pupils with ASD and other pragmatic language disorders. Pilot 2 early years' settings.	Head of Learning Support Service.	Sept 2006- July 2007	Audit of 2 early years settings involved in pilot.

Explore and develop a pilot project with a minimum of 2 schools to introduce BSL into the curriculum.	Deaf Equality Officer/Inclusion Coordinator	Sept 2007	Evaluation of pilot to identify further developments required.
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Medium Term Targets	Responsible Post	Timescale	Output Measures
Support schools with SEF to include provision and its evaluation for pupils with sensory needs	Head of Sensory Support Service	Oct 2007	Schools' SEF includes issues for pupils with sensory needs and these are put in practice as stated
Data on disabled children used to review the work of the Service and how the support could be targeted at specific groups	District Team Leader-EBD-South	April 2007	Children with diagnosed behavioural conditions will be provided with support appropriate to their needs
Support schools to improve the provision and achievements of disabled pupils through the SEN SEF	School Improvement Officer (SEN)	by Sept 2007	Evaluations identify schools where additional support is required and those where is good practice. Support packages in place with success criteria identified and outcomes evaluated.
Early Years' Centres have a learning environment that supports access to the Foundation Stage Curriculum for pupils with ASD and other pragmatic language disorders. Roll out to further 4 settings. Further role out to early year's settings, number dependant on staffing.	Head of Learning Support Service.	Sept 2007- July 2008	Further audit - 5 of the 6 nurseries involved to date.

Introduce web based programmes for Learning Support Assistants to develop their skills in working with disabled pupils	School Improvement Officer.	by Oct 2007	Increase in LSA trained staff. A group of 'coaches' who lead training and ongoing support to LSAs. Feedback from LSAs on impact of training on practice.
SENCOs are aware of and updated on the full range of support material on curricular access available from DfES.	Head of Learning Support Service.	March 2008	80% of SENCOs have the relevant materials as part of their resources to support classroom practitioners.
Remind all schools how to produce information in accessible formats through Access Fund information.	Inclusion Coordinator	by March 2008	Schools regularly producing accessible information.

Long Term Targets	Responsible Post	Timescale	Output Measures
Improve systems to monitor and evaluate progress of disabled pupils in special and mainstream provision	SIO (SEN) Head of Research and Statistics	by Oct 2008	Database which includes disabled pupils as a group with individual pupil level information provided.
Quality first teaching for pupils with vision needs and the use of interactive whiteboards	Team Leader Sensory Support Service	by Sept 2008	Guidelines developed by service are used for training purposes and put into practice by schools.

Appendix 1

Schools and the Access Initiative - Management Briefing Note

As part of the Government's commitment to inclusion, they have set up the **Schools' Access Initiative Fund (SAI)**, which is allocated to LAs annually, on a formula basis, to enable them to undertake capital improvements to school buildings to enhance their physical access.

The LA's Asset Management Plan (AMP) sets the policy and framework for the LA's spending on school premises and guides schools and Diocesan authorities with regard to their own proposals. The AMP is both informed by, and informs, the LA policies on inclusive education.

The SEND Act 2001 requires the LA to produce an Access Strategy, which shows how it intends to improve access to buildings, the curriculum and information within its schools. The section relating to buildings will form part of the Asset Management Plan.

All schools will be required to have revised their original written Access Plan, addressing the same areas by March 2006, which will be inspected by OFSTED.

The LA currently has one main source of capital funding allocated to increasing accessibility in schools. The Schools Access Initiative (SAI) money is currently deployed to meet the objectives of the Inclusive Education Policy and is overseen by the CYPs Access Group and the SEN Co-ordination Group. To date the funding has been allocated to schools working on inclusion projects. **The contact for this work is Sue Nolan, Education AMP and Capital Strategy Manger on 0117 9037666.**

An initial audit of the accessibility of all our schools will be carried out in over a three year period from April 2006, in order that future access improvements can be carried out strategically, and the resulting baseline data will be sent to schools.

Last year the City Council as a whole adopted the **Environmental Access Standard**, and this means that all constructions and alterations to schools and other education buildings should conform to these requirements. Where appropriate, the SAI funding is co-ordinated to supplement capital allocations for major projects. **Environmental Access Standard 2006 is available form Eamon McClelland 0117 9222315.**

Schools intending to undertake their own alterations or additions from delegated or devolved funds should give consideration to access issues, as suitability of school premises is one of them key **strands of the asset management process**. **"Suitability" is defined as how well the premises meet the needs of all pupils, teachers and others, and contribute towards raising the standards of education and so accessibility is an important part of this process.**

As part of its monitoring and evaluation role, the LA asks schools to certify that any proposed building project will conform to the requirements of the Environmental Access Standard. With this in mind, schools should ensure that their property advisors, caretakers, site managers, bursars etc. are fully aware of the Standard's requirements, before any detailed design work is undertaken.

For inclusion to be successful however, schools need to think creatively about a range of issues related to school design and inclusion that are far more complex than just wheelchair access. A new publication covers the areas that need to be considered. **"Inclusive School Design - Building Bulletin 94 (Accommodating pupils with SEN and Disabilities in Mainstream Situations)"** (£19.95 from HMSO. Tel 0870 600 5522.)

There are many questions that need to be considered, for example:-

- *Does the layout of the school make transfer from room to room easy for children with visual impairments or those on the autistic spectrum?*
- *Does the design of outdoor areas enhance inclusion and promote harmonious play?*
- *Have the colour schemes been chosen to facilitate the movement of visually impaired children, and those with learning difficulties around the school- and are they calming for those with challenging behaviour?*
- *Is there adequate storage space for wheelchairs and other equipment?*
- *Is there a private room for medical or physiotherapy interventions?*
- *Is there a hygiene area with showering and changing facilities?*
- *Are the acoustics in all rooms suitable for those with hearing impairments and are there loop systems?*
- *Is classroom space organised to be suitable for those children on the autistic spectrum?*
- *Are the circulation areas wide enough for those who are fragile not to be put at risk?*
- *Are signs around the building colour contrasted and do they use agreed symbols for those who can't access print?*
- *Are the heights of notice boards and the information on them accessible to all?*

- *Are there adequate quiet areas and withdrawal spaces?*
- *Are there Orange badge bays for disabled staff and visitors?*
- *Can everyone open all doors independently?*
- *Are there white edgings on all stairs?*

Access is also a management issue. Many of the most frustrating issues for disabled people are down to management oversights rather than major resource allocation.

- *If you have an accessible loo does it double as a cleaning cupboard and get cluttered up and unusable?*
- *Are all lift and fire exits kept clear of obstacles?*
- *Are light bulbs regularly changed to enable those with visual impairments to see hazards?*
- *Are classrooms arranged for optimum acoustics and mobility?*
- *If lifts are required, can children access them independently without a staff member or having to go and look for a key?*
- *If there are disabled pupils who use wheelchairs, have relevant staff had manual handling training and has a risk assessment taken place?*
- *Are there agreed "chill out spaces" and quiet areas?*
- *Do staff regularly park in the Orange badge bay?*
- *Does the security and intercom system make your school inaccessible to sensory impaired people?*
- *Do disabled parents get full access to all school events or have "special " meetings with staff in different rooms?*
- *Have you been proactive in seeking disabled governors?*
- *Is accessibility always considered when purchasing computer hardware and software, P.E. equipment, library resources etc.?*

Access issues are an important aspect of work on inclusion, and should be regularly reviewed as part of the school improvement planning process. A school designed for access and inclusion benefits all children.

Appendix 2

Useful documents

(Taken from Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils, published by DfES)

Most documents can be obtained from the DfES Publications Centre at PO Box 5050, Sherwood Park, Annesley, Nottinghamshire NG15 0DJ. Tel: 0845 60 222 60; Fax: 0845 60 333 60; minicom: 0845 60 555 650; email: dfes@prolog.uk.com

Priced documents can usually be obtained from the Stationary Office at PO Box 29, Norwich, NR3 1GN. Tel: 0870 600 5522; Fax: 0870 600 5533; Website: www.thestationaryoffice.com or www.clicktso.com

Key documents

Disability Rights Commission: Code of Practice for Schools. Available from the DRC. Tel: 08475 622 633; website: www.drc-gb.org

Guidance on matters to be taken into account in determining questions relating to the definition of disability. Available from The Stationary Office. ISBN: 0112709559 £7.50

DfES: Inclusive Schooling: Children with Special Educational Needs (Ref DfES 0774/2001) published November 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk/sen

DfES: SEN Code of Practice 2001 and SEN Toolkit published December 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk/sen

Access to school premises

British Standards [BS8300]: 2001. Design of buildings and their approaches to meet the needs of disabled people – Code of Practice. £148 for non-members. Available from British Standards; website: www.bsi-global.com

DfEE: Access for Disabled People to School Buildings: Management and Design Guide. Building Bulletin 91. 1999. ISBN: 011271062X £14.95. Available from The Stationary Office and website: www.dfes.gov.uk/schoolbuildings

DfEE and DfES Asset Management Plans Guidance sections 1-6. 2000 and 2001. Sent to all LEAs. Available from DfES Publications Centre and website: www.dfes.gov.uk/schoolbuildings

DfEE: Inclusive School Design Building Bulletin 94. 2001. £19.95. ISBN 00271109X Available from The Stationary Office and website: www.dfes.gov.uk/schoolbuildings

JMU Access Partnership: Sign Design Guide (2000): REF: ER11401 A4 £20 Available from Royal National Institute of the Blind customer services: Tel: 020 7391 2002; website: www.jmuaccess.org.uk/publications.asp

The Building Regulations. 2003: Access and Facilities for disabled people: approved document M. . £12. ISBN: 0117539015 Available from The Stationary Office.

Other useful publications

DfEE: Connecting Schools for Inclusion an interactive CD Rom which looks at strengthening links between special and mainstream schools to support the inclusion of pupils with SEN. Available from Voluntary Partnerships Team, SEN Division, DfES. Tel: 020 7925 6881; Fax: 020 7925 5920

DfEE/QCA: Supporting the Target Setting Process DfES Communication: 0065/2001 (Revised March 2001) guidance for effective target setting for pupils with special educational needs 2001. Also known as the 'P scales'. Available from DfES Publications Centre and website: www.standards.dfes.gov.uk

DfES: The Distribution of Resources to Support Inclusion (Ref LEA/080/2001) Nov 2001. Available from DfES Publications Centre and website: www.dfes.gov.uk

Disability Equality in Education: Training for Inclusion & Disability Equality Course Book. Priced £10 + £3.50pp. This and other resources for inclusion and disability equality are available from DEE. Tel: 020 7359 2855; email: info@diseed.org.uk; website: www.diseed.org.uk

RNID: Effective inclusion of deaf pupils into mainstream schools. Education guidelines project. 2004. Information available from tel: 0808 808 0123; website: www.rnid.org.uk

RNID: Also offer:

Inclusion strategies: a resource pack for teaching /other support staff in practical solutions for Deaf students and the use of ICT. £17.50

Inclusion: What pupils who are Deaf think. £5.99

Guidelines for mainstream teaching staff with Deaf pupils in their class. £6.99

Teacher Training Agency: The National SEN Specialists Standards (REF 0581A) identifying your training needs. .

0. CD Roms available from TTA Publications; Tel: 0845 606 0323; email: publications@ttalit.co.uk ; website: www.canteach.gov.uk

Useful websites:

BECTA: British Educational Communications and Technology Agency
www.becta.org.uk

Inclusion website: <http://inclusion.ngfl.gov.uk>

This website provides a free catalogue of resources for teaching professionals, learners, parents and carers. Resources include publications, software, hardware, guidance and links to other organisations to aid independent living and learning.

DRC: The Disability Rights Commission www.drc-gb.org

Tel: 0117 9897725

This has all up to date information about the Disability Discrimination Act 2005 and the SEN and Disability Act and the guidance for schools on their duties in relation to Disability Equality Schemes and Access Plans.

Appendix 3

Accessible Meetings and Information - Guidance for Schools

(Produced by Bristol City Council Equalities Team and adapted for Schools September 2001)

The SEN and Disability Act 2001 requires schools to take "reasonable steps" to ensure they do not intentionally or otherwise, discriminate against disabled children. This includes treating them "less favourably" than non - disabled children in relation to access to information.

Schools have been expected to review their information provision and to be working towards it being accessible to disabled pupils, parents, staff governors and visitors, since the implementation of the Act in September 2002.

All schools had to produce a written Access Plan by March 2003 (revised in March 2006), showing how they intend to increase access for disabled children to:

- a) The curriculum
- b) The physical environment
- c) Information

This plan is the responsibility of the governing body will be monitored by OFSTED and should be published in the annual report to parents.

This guide will assist schools in developing their plans and is aimed at nurseries, primary, secondary and special schools.

1. Introduction

The City Council is working towards improving access to information for everyone who uses its services, and made commitments in the Equalities and Anti-Harassment Policy 2003 to:

Ensure that Disabled people have access to the same information about services as non-disabled people by providing accessible formats.

Provide information in formats other than standard written text, e.g. Braille, tape, British Sign Language Video etc.

The purpose of the pack is to:-

- Help schools to meet their obligations under Part 2 of the SEN and Disability Act 2001 and the Disability Discrimination Acts 1995 and 2005.
- Ensure schools have sufficient information to make all meetings and events accessible to all parents and children.
- Improve access to information for Disabled children and adults.
- Raise awareness of barriers which deny Disabled children and adults access to information and services.
- Advise on ways to enable effective communication and consultation with all sections of the community.
- To give information to schools to assist them in writing their Access Plans.
- This document is based on the guide "Accessible Meetings and Information" produced by the Equalities Team in 1999 (updated in 2005), which was circulated widely for consultation, with Disabled people's organisations, organisations working with Disabled people, and Disabled people in the City.

2. Arranging Meetings and Events Checklist

Below you will find a checklist that will assist you in making meetings and events accessible. This could be useful for public events such as parents' evenings, school productions, governors' meetings, or adapted for the review meetings of disabled children, staff meetings should also be accessible for all staff. By making your meetings accessible, you make it possible for disabled pupils, parents or other adults to fully participate in the life of the school, and decisions that affect them.

Please photocopy this checklist to assist you when planning a meeting or event:-

Venue

- Select an accessible venue
- Signs
- General layout
- Variety of seating
- Designation of space
- Loop System for hearing impaired people

Event Planning

- Planning the programme
- Speakers and facilitators

Budget & Administration

- Budget
- Sign Language interpreters, Makaton, Lip speakers
- Crèche
- Travel and care expenses
- Personal Assistants
- Hire of extra equipment

Catering

- Catering/refreshment areas
- Dietary requirements e.g. vegetarian, non gluten
- A variety of food including food traditional to Black and other minority ethnic communities
- Tea, Coffee cold drinks/water
- Variety of Cups
- Flexible Straws
- Assistance available with serving

Information & Publicity

- Programme, conference details
- Access information
- Publicity
- Taping and brailing of information
- Map of venue
- Exhibition/Stalls

3. Arranging Public Meetings and Event

i. Venue for a public meeting or events

Whilst most public events will be held in the school hall, it may be useful to relocate to a local community centre or another accessible venue, to allow all sections of the community to attend, if you do not currently have appropriate access.

Ensure that:-

- If you are not using the school, you pay due consideration to the location of the venue, which can be of particular importance when targeting Black and other minority ethnic communities. Ideally the venue should be located at a point which is central to the targeted communities or within easy reach by public transport.
- The venue has either ramped, level or lift access to all meeting areas.
- All door widths are at least 800mm wide.
- Public transport is within an appropriate distance, e.g. on a bus route.
- Car parking is available (preferably on site), and that designated car parking close to the entrances can be arranged for blue badge car drivers (within 50m). Access from the car park to the entrance door must be level or have dropped kerbs. Ensure the car parking area is well lit.
- The venue has toilets that are suitable for use by wheelchair users.
- All other amenities can be accessed and used by Disabled people, including social, refreshment and smoking areas.
- Cultural and religious requirements are taken into account.

- The facilities at the venue will determine who will be able to participate. If you are unsure, consult with representatives of the groups you wish to target, e.g. Disabled people, about the suitability of the venue.

ii. Signs - Access and Services

- Provide clear signs to assist participants to access to all facilities.
- Ensure that there are signs directing people to the event.
- All written signs should be in dark lettering on pale background, e.g. black/blue lettering on yellow, and provide as many signs as is necessary to clearly indicate routes.
- Do not use all capital letters on signs. Use capitals and lowercase, e.g. Toilet, Exit, because this makes the sign inaccessible to visually impaired people.
- Large print must be used - see information on large print formatting.
- Ensure signs are no higher than 1400-1700mm.
- Particular signs have been developed to symbolise access for Disabled people, e.g. a wheelchair symbol - a white wheelchair on a blue background. There are also nationally recognized signs indicating an induction loop, that British Sign Language is used, and facilities for partially sighted people. Good practice is to ensure that appropriate symbols are used on all signs.
- Ensure reception staff, Personal Assistants and/or staff can guide people if requested.
- Where appropriate ensure translated signs are provided. As good practice, a welcome sign in different languages makes a positive statement that the service welcomes Black and other minority ethnic people.

iii. General Layout

- Ensure all foyers and hallways have “clutter” and barrier-free access and exit routes.
- Ensure raised areas for speakers are accessible by providing a ramp, hiring a portable ramp or arranging for speakers to be at ground level.

- If speakers are at ground level, ensure acoustics and vision for participants is clear.
- Ensure fire exits and evacuation procedures are accessible

iv. Seating Arrangements

- Allow spaces for wheelchair users, and disperse amongst the other seating.
- Allow 1.5m for gangways, also between rows of seats (at least between each 3 rows)
- Reserve seating for Deaf participants in front of Sign Language Interpreter(s).
- Provide a variety of seating including back /neck support and padded chairs.
- Some cultural groups may require separate seating arrangements for men and women.

v. Designation of Space

- Allocate rooms/areas for discussion groups, refreshments, rest area/room, creche, exhibitions and registration.
- Ensure access is provided and seating appropriate.
- Think about moving between rooms or workshops at an early stage. Long distances between function areas should be avoided, narrow corridors will be a problem at break times and moving between workshops. Ensure longer breaks if you anticipate that it will be a problem.

vi. Loop System

- For people who use hearing aids, a loop system amplifies sound.
- Check the availability of a loop system in the venue. If one has not been installed, arrange hire of appropriate equipment.
- If a loop system exists, make sure you know how it works and who will test it on the day of the event.

vii. P. A. Systems

- Ensure acoustics within the room are good. High ceilings distort sound. Use a P. A. system if in doubt.
- Loop systems and P. A. systems rely on microphones. Ensure a roving microphone is available if questions will be requested from the floor. Allocate a person with the duty of passing around the roving microphone. Make sure microphones are available for speakers. If a small lapel microphone needs to be passed between speakers, this will be clumsy and will make speakers uncomfortable, or stop them using the microphone.

viii. Refreshment Breaks

- Ensure assistance is available if refreshments/buffet is provided.
- Always have sit down areas for eating, including tables.
- Ensure breaks are long enough for people to use the toilet, have refreshments, use the telephone, have a cigarette, and/or a rest. Bear in mind there may be queues for the toilet, for refreshments, and for personal assistants.

ix. Planning the Programme

- Plan the content and format of sessions and workshops with the participants in mind.
Be sensitive to content implications for different minority ethnic groups.
- Timing of sessions is also important, include a short break at the end of each hour. Watching an interpreter and/or lip reading can be tiring, as is concentrated listening for visually impaired people.
- When using Interpreters, allow extra time to enable them to carry out their work effectively. The City Council's in-house interpreter on 07795 445763 will give advice when you make the booking.
- Consider whether it may be appropriate to have some time during the programme where issues can be discussed privately. These are known as closed workshops, and should be facilitated by a person from that group, e.g. women only space.
- Ensure all speakers have full information about the conference, and have equal status with other speakers. This is particularly important when inviting speakers from marginalised groups who should not be considered as an after thought to balance the programme.

- It is good practice to include a broad range of people as facilitators. For example, even if the conference does not have a disability theme, the interests of Disabled people are varied, and they too have skills that are not related to disability issues.

x. Budget and Administration

- Identify the financial resources required for access as part of a budget for the event.
- It is very important to identify available finance at the very early stages of planning the event, as this will have a bearing on the kinds of provision that can be made for Disabled children and adults, and people whose first language is not English.

xi. British Sign Language (BSL) Interpreters

- Book interpreters as far in advance as possible, preferably giving 1-2 month's notice.
- The Children and Young People's Service have a contract with the City Council's in-house interpreter to provide interpreters for Deaf parents/carers and governors e.g. for parents' evenings and other events related to their child's education and the LA will cover the cost. (See Section 7.)
- To book, or for advice on the use of sign language interpreters, contact Caz Crellin, the council's in-house interpreter on 07795 445 763. For all other language Interpreters, see Section 8 on the Translation and Interpreting Service on 0117 903 6400 for more information.
- Consult Deaf people taking part about the best position in the room for the interpreter.
- Reserve seating in front of the interpreters for Deaf children or adults and ensure the room is well lit and neither party is directly in front of a window.

xii. Personal Assistants

- Disabled children or adults may require assistance with using the toilet, eating, movement around an event or meeting, booking transport, and getting into taxis safely, etc. Personal Assistants (P.A.s) can be hired to fulfil these duties, if it is not appropriate for the Teaching Assistant to attend.
- The West of England Centre for Inclusive Living (WECIL) trains P.A.s and has an up to date register of those available for work, who are

trained and police checked. Within the Children and Young People's Service, the list is available from the Equalities and Inclusion Team on 0117 9037017.

- Ensure that non-disabled people at the event are aware not to use the Personal Assistant.
- Find out if Disabled children or adults need a personal assistant, including if the Disabled person prefers a male or female Personal Assistant.
- Book as far in advance as possible. Ensure Personal Assistants are available at least 30 minutes before the meeting is due to begin, for briefing and to assist with arrivals. They should then be booked for 30 minutes after the event finishes, to assist people in leaving the meeting.
- Make sure at least one Personal Assistant assists people on arriving at the event. This is welcoming and reassures people who have not been to the venue before.
- A question about the need for a personal assistant should be included in the publicity for any meetings.
- Some people will want to bring their own personal assistant or support worker.

xiii. Hire of Extra Equipment

- Identify needs, e.g., loop system, video, overhead projector, tape recorders, P A system, wheelchairs, portable ramp for staging area, etc.
- For extra wheelchairs a local Association of/for Disabled People or the local British Red Cross may be able to help.
- Use roving microphones, preferably cordless to avoid a trip hazard.

xiv. Catering

- Ensure that catering/refreshment areas have adequate seating and table provision.
- Tables and chairs should be movable, and there should be adequate room under the tables to accommodate wheelchair users comfortably.

Dietary Requirements

- Ensure that any specific dietary requirements are catered for. Ask participants to specify their requirements through any publicity you are producing.
- Ensure that tea, coffee, herbal teas, decaffeinated coffee, and water/juice is available to participants throughout the event. Artificial sweeteners, as an alternative to sugar, should also be available.
- Food suitable for vegetarians, vegans and people from minority ethnic groups should be provided. Ensure meat products are provided in separate dishes, and that pork and beef products are also provided separately.
- All buffet food should be clearly labelled.

Cups

- Ensure that some cups with handles are available. If using plastic or polystyrene cups, make sure some crockery ones are available.
- Ensure that straws are available with any refreshments.

xv. Information and Publicity

- Publicity information for public meetings or events should be in a clear, simple form and should use positive images. People will be more likely to attend if they see themselves reflected in photographs and images. For example, include Disabled people, Black and other minority ethnic people, and women etc.
- All written materials for the meeting should be available in other languages, large print, computer disk, audio tape, Braille, and/or on British Sign Language video if required. Papers should not be given out on the day, as many people will not then access them. (See Section 6.) Any materials for parents/carers with visual impairments or learning difficulties can be transcribed into other formats at no cost to the school (see guidance on Access Funds on the Intranet).
- As a base line standard, information can be made available in large print and on a computer disc at no extra cost. Ensure budgets can provide additional formats if requested.
- Ensure an organiser's contact name and telephone number is advertised and that the person is available to respond to queries.

- Ensure a fax number and Textphone number is also advertised. If this is not available at the same contact number as the telephone, ensure the person who will receive the Textphone call is fully briefed.

xvi. Access Information

- Ensure that any programme or letter of invitation informs people of full access details and invites them to give additional requirements e.g. British Sign Language interpreters, creche, Personal Assistants, expenses, dietary requirements, parking, and public transport routes.

xvii. Location of Venue

- Make clear maps of the location available on publicity or invitations.
- Ensure directions are written so that they can be transcribed on to a tape.
- Ensure transport information is included, for example if there are dropped kerbs, Blue Badge parking spaces, space for taxis to park by the front entrance, and information on public transport.

4. Arranging Annual Reviews and Other Smaller Meetings

Before the meeting, ensure you are aware of the preferred methods of communication and informational access of any disabled children, adults or professionals involved.

Ensure you are aware of any parents= preferred method of communication and that all information related to the review has been sent to them in an accessible format if they cannot read print.

Ensure that a member of staff has spent time with the child prior to the meeting explaining what its purpose is, and how they wish to be involved. Allow them to identify any concerns that they may have at this stage and ask if they want them raised at the meeting. Go through the forms that will be used.

Ensure that the child chooses who assists their communication in the meeting.

If the child needs an interpreter, ensure one is booked. Interpreters must be appropriately qualified, and it should not be assumed that a family member will undertake the role.

Do not use a staff member who knows a little sign language or a community language to act as an interpreter as they will have other roles.

It is particularly important that children are not required to interpret for their parents.

Set up the room to be as un-intimidating as possible. Consider the child's perspective and think whether, for example, the Head's office is the best place to meet. Preferably allow the child a choice of meeting place.

Whilst there are legal responsibilities to involve certain professionals in reviews, where possible, ask the child if there are any particular adults they want to attend, or particularly do not want to attend.

If the child has a specific communication difficulty, ensure there is an adult present who can understand them and has spent time in advance establishing effective communication. Do not rely on the parent to interpret.

Ensure the child and parent are put at ease and offered a drink at the beginning of the meeting

Ensure someone has the responsibility for chairing the meeting and is aware of the need to ensure maximum participation from pupil and parents. Agree at the start the parameters of the meeting, i.e. can the child leave if they are distressed? Which bits are important for them to contribute to? How long is it likely to last?

Make sure everyone at the meeting introduces themselves and explains who they are in a simple way, how they know the child, and their role in the review.

Avoid all use of jargon, initials etc. - most professionals have their own language which is often inaccessible to other agencies - let alone children and parents.

Note the guidance on the use of interpreters elsewhere in this document.

Ensure the child and parents are clear they can request a comfort break at any time in the meeting.

The Chair is responsible for ensuring that professionals do not label the child or make subjective observations on their behaviour or impairment. Discussions should be on the specifics with clear acknowledgement of any achievements since the last review.

Ensure the meeting ends with the Chair going through a list of what actions

are going to be taken, by whom and when.

Ensure this information is available to the child and parent in accessible format.

5. Accessible Formats and Information

Most schools will have parents, children or staff members who have sensory impairments or who do not read. It is important that all information related to children=s progress and the life of the school is available to everyone in an accessible format. If the school has a regular newsletter, or sends notes home, these should be in accessible formats.

Establish which format people would like information in, to ensure that everyone has access to the same services. This should be done at the initial stage of a child being admitted to the school, or when a member of staff is recruited. This may be on tape, computer disc, audio tape, in large print, Braille, or languages other than English. British Sign Language may also be required through an interpreter, or on video. Also some people may require Makaton Interpreters or Makaton symbols on literature, note-takers, or lip speakers.

Braille

For information on producing information in Braille, contact:

Jenny Fortescue
3 King Dick Lane
St George
Bristol
BS5 8HN

Telephone: (0117) 955 7992

Send the information on a computer disk in ASCII Dos Text, along with a hard copy of the same information and instructions.

Audio - tape

For information on audio tape:-

Royal National Institute for the Blind Transcription Centre
2 Whiteoaks Court
David=s Lane
Ivybridge
Devon PL21 ODW
Telephone: (01829) 732 115

Send a hard copy of the information to be taped, along with instructions, and address labels at least 7 days before the mail-out is required.

Large Print

In a recent City Council Survey, it was found that 70% of people who require alternative formats, used large print. As standard practice, send information in Pt. 14. For large print, do not photocopy into A3 unless there is no alternative, but use larger font size e.g. Pt. 18/20. (Check what the person needs).

Computer Disk

Increasingly visually impaired people prefer to have information on a floppy disk or e-mailed. There is a large variety of equipment available, so always check with the person concerned exactly what they require.

For British Sign Language Interpreters, Note-takers and Lip Speakers:-

Wessex Interpreting Service
Royal National Institute for the Deaf
Church Farm Business Park
Corston
Bath
BA2 9AP
Telephone: (01225) 874 460

At least one month=s notice is preferable when booking an interpreter. Provide details of the type of event, date, venue, and approximately how many people will need interpretation.

For Makaton Symbols:-

Bristol & District People First
Unit 35
Easton Business Centre
Felix Road
Easton
Bristol
BS5 0EH

Telephone: (0117) 941 5842

6. Accessible Document Production

Good Practice

Basic Guidelines- ideally documents should look like this.

The information needs of Disabled people vary, for example, some of the items listed below may not matter for some print users. These are general guidelines for producing text which is as accessible as possible, and at a size which is considered reasonable to most large print users. Always ask the reader how they prefer to have information provided.

Base Font

The typeface should be a "sanserif" type, that is one without curly bits, such as Arial (e.g. "this" not "*this*"). Italics should not be used. Base font should preferably be "Universal bold" size 14 point. If 14 point is not available go to next figure up. The "weight" of the type should always be bold type. As good practice some Disabled people's organisations recommend font 16 or 18. Ask the user her/his preferred typeface, where possible.

Justification

Use 'left' justification.

Block Capitals

Change all words in block capitals to lower case letters with initial capitals where appropriate.

Space Between Characters

A maximum of 2 spaces should be left between words

e.g.

1 Introduction - page 2

not:

1 Introduction - page 2

Line Spacing

Spaces between sections/paragraphs should be wider than in standard print to make for clearer definition between them.

Reverse Headings

It is very helpful to reverse headings to white print on a black background. In Wordperfect 6.0 for Windows, this is done by inserting a text box with a black background and white font from the graphics pull-down menu.

Underlining

Underlining should not be used as this makes the text less clear and more difficult to read.

Coloured Paper

Most visually impaired people prefer documents to be printed on coloured paper. The preferred option is 'old gold' but any light colour is acceptable. Dark colours (e.g. red, dark blue) are not acceptable. If there is more than one document to be circulated it is helpful if each complete document can be printed on different coloured paper.

Plain Language

The Plain English Campaign will advise on producing documents in plain English. They will also edit documents into plain English for you. A booklet giving details of their service is available by contacting them at the following address:-

Plain English Campaign
PO Box 3
New Mills
High Peak
SK22 4QP
Tel: 01663 744409 Fax: 01663 747038

Basic guidelines for producing information in plain language are as follows:-

- Sentences should be no longer than 15 to 20 words, with an average line length of 7-12 words. Be concise.
- Use everyday language, e.g. words like “we” and “you” instead of “the client”, “the applicant”.
- Clear, helpful headings, with consistent and suitable ways of making them stand out from the text.
- Good type size and clear typeface.
- On forms, be sure that the questions follow a logical flow and that there is plenty of space for people to put their answers.
- If documents have to use jargon, always have a glossary at the beginning.

7. Communication with Deaf People

Textphone (Minicoms) and Type Talk

Minicoms use the telephone system and are text telephones which are accessible to people with hearing impairments.

Minicoms have a keyboard and display screen. Words can be typed in, received and read from the visual display screen. The Centre for Deaf People has a range of Minicoms that can be seen and tested, and will advise on the most appropriate equipment and where to buy it from. Contact the organisation on telephone: 0117 924 9868, or minicom: 0117 944 1344.

Where Minicoms are in frequent use, a separate telephone line may be required.

Type Talk (0800) 515 152

Type Talk is a national relay service operating from Liverpool. It is a free to call Typetalk, but you need an account to use the service. Bills are sent out every three months. The service enables a voice telephone user to contact a text telephone user, and vice versa. Contact Type Talk direct for full information about the service.

For example, the textphone (minicom) user will type in his or her message. A receptionist at type talk reads the message to the voice telephone user who then speaks their response. The response is then typed to the textphone user by the receptionist.

8. How to Use Translators and Interpreters

For all information on the services provided by the Translation & Interpreting Services please refer to the Translating & Interpreting Team on the numbers below.

BCC Translation & Interpreting Service

The Council House, College Green, Bristol, BS1 5TR.

 Tel: Admin & Finance: 0117 90 36431/Interpreting: 0117 90 36400 /
Translating: 0117 90 36423

 Fax: 0117 90 36427 E-mail: tis@bristol-city.gov.uk

Definitions :

A **Translator** works with written material translating documents from one language to another.

An **Interpreter** works *in person* orally translating back and forth between two or more individuals.

Both require an adequate knowledge of the two languages, i.e. mother tongue and English, and the context within which they operate, i.e. the differences between robbery, burglary and theft in a legal context.

All translators and interpreters of the TIS abide by a professional Code of Practice.

If you are working with a child or parent whose first language is not English, you must offer them the use of an Interpreter. Even if they speak some English, they may experience difficulty in understanding and communicating in stressful, emotional or complicated circumstances. Their understanding of you/your agency, its procedures/policies and terminology may also be limited. In order to give everyone equal access to all services, it is necessary to use an interpreter from the TIS.

Information for Users of the Translation Service

- Have you allowed adequate notice for translators to do the work?**
Ideally, 2 weeks should be allowed, longer for larger documents.

- Have you provided the Service with some background information on what the translation is for, so that he or she can put it in context (ie purpose of the translation, who the translation is aimed at).**
- Can the Service easily challenge the wording of the English version if it does not seem appropriate to translate?**
- Have you provided the Service with clear instructions regarding:**
 - the measurements within which the translation should fit, including margins? (It may be helpful to draw a diagram giving the measurements as the clearer the instructions are, the more quickly the work will be completed).
 - How the translation fits in the overall context? eg. where the English and translated text appear on the same leaflet
 - any details about where to make the breaks should the translation run onto extra pages?
 - format & typesetting, as appropriate?
- Have you checked that the format of the language fits into the proposed layouts?**

E.g. watch out for vertical languages (Cantonese & Japanese) and horizontal right to left languages (Urdu, Arabic and Farsi).
- If you plan to use any illustrations in your translated material, are they appropriate?**
 - Do they give positive images of women, minority ethnic groups, Disabled people, and older people or do they reinforce stereotypes?
 - Avoid images heavily associated with European culture (e.g. fish and chips on a leaflet about diet).
- Have you made sure that staff distributing the leaflet are able to identify the translation (eg by including the language in English or numerical or colour code)?**
 - Ensure that the pages are numbered so that when a document is translated the order of pages can be easily identified.
- Where appropriate, have you decided whether you want calligraphy or typeset script? And the appropriate languages? Again the TIS will advise you on this.**
- TIS Charging System**

- Generally, translations are priced according to the number of words and complexity of material. Also, typesetting, formatting and audio taping have different charges. Discuss this with the Officers of the TIS. After translation and proofreading the material will be despatched to the client in the appropriate format.
- Have you distributed your translation to your targeted groups through all available channels, i.e. places of worship, community groups etc.?**

Evaluation

- How can you measure whether translated material has been effective?**
 - by seeking feedback from local minority ethnic organisations and individuals;
 - monitoring demand for services;
 - by checking that the material has been distributed appropriately.
- Has the availability of translated information resulted in the minority ethnic community (or communities) concerned?:**
 - being better informed about your services?
 - making increased use of your services?
 - making other demands on your services?
 - has this resulted in changes in policies/practices?

Translating work is difficult and much of the work given to translators is complex. Some people may disagree with a translator's choice of words as there are always a number of ways in which one language can be expressed in another, and each translator will have their own style. The message of the English document should be conveyed accurately rather than a word for word translation.

Finally

- When you have produced and distributed translated information, don't think that's it!**

The provision of translated information about your services should be seen as a starting point. The services themselves need to become more sensitive to the needs of minority ethnic groups.

A final point to note is that the translated text should be constantly updated to coincide with the English version.

Guidelines on the Effective Use of Interpreters

- **An Interpreter must not be regarded as a substitute for the recruitment and retention of bilingual staff. Agencies should aim to recruit both bilingual staff and interpreters. This will ensure that:**
 - everyone has full access to the services offered;
 - the provision is of high quality;
 - the skills of competent, reliable interpreters are acknowledged.

The ability to interpret must not be confused with the ability to speak a community language, otherwise time, money, energy and expertise are wasted.

The list of problems that may arise with untrained, non professional interpreters is endless:

- Inaccurate messages;
- Lack of familiarity with agency vocabulary, systems, concepts, procedures;
- Bias and distortion;
- No confidentiality;
- Lack of understanding of their role;
- No explanation of cultural differences;
- Personal unsuitability;
- Lack of trust;
- Exploitation:

How to Decide If You Need An Interpreter

- If the family requests an interpreter, an interpreter should be used;
- If the child or parent would feel more comfortable or would be able to express themselves more effectively in their mother tongue, use an interpreter;
- An interpreter should be utilised if there is any doubt about the quality of the service or the effectiveness of the communication without an interpreter;
- If communication is not a mutual satisfaction;
- Never use a child to interpret

The Interpreter Provided by the TIS

- will be is fluent in both English and mother tongue;
- will be is trained in interpreting;
- will have some knowledge of how your agency works;
- will be sensitive to both your needs and those of the client;
- will put the client at ease;
- will pay careful attention to detail;
- will be able to convey fine shades of meaning;
- will tell you when s/he has difficulty in interpreting what you have said and explains why;
- will be aware of cultural expectations and attitudes, (yours and your clients) and can explain thing to both of you when necessary.

It is extremely important for a professional who uses someone to interpret to be aware of exactly what is happening. Interpreting is a skill. It is no less a skill to know how to use an interpreter.

Appendix 4

Access Fund: Guidance For Schools And Nurseries

1. Background to the Access Fund

In the light of Disability Discrimination Acts and the SEN and Disability Act, Bristol LA has set up an Access Fund of £20,000 to enable schools and nurseries and LA officers to meet their legal obligations. This should be used to help develop good practice in making information accessible to Disabled parents/carers and governors, and to support Disabled children to participate in trips and other events.

The Act expects all information that is usually produced for children or parents/carers in print, to be produced for Disabled parents/carers or children who can't read print due to an impairment, in their "preferred format" within a "reasonable timescale."

The Act has a specific definition of who is Disabled (see Appendix 1), but generally this covers anyone with a physical or sensory impairment, learning difficulty (including specific learning difficulties), mental health issue or emotional or behavioural need that has a "medical diagnosis" e.g. ADHD.

For Disabled children, schools and nurseries should organise this through the usual SEN routes. However, the LA has put aside the Access Fund money to support schools, nurseries or LA officers financially in relation to access to information for Disabled parents/carers, governors and visitors. In relation to Disabled children, it can also fund any additional costs (not covered by existing resources), of support to Disabled children on trips or events e.g. costs of extra LSA or specialist transport.

2. The Access Fund can be used in the following ways:

Interpreters for Deaf People

1) If schools or nurseries have Deaf parents/carers, visitors, speakers or governors who use British Sign Language (BSL), they can contact the Bristol City Council in-house interpreter. The interpreter is based in the Council House but is available to be booked for parents/carers' evenings, review meetings, governors' meetings, public consultations or other school or nursery events. The payment has been organised by the LEA so only a booking form is required. (See guidance 6.1 below)

2) Lip speakers, note takers, Speed Text for the hard of hearing and Deaf-blind interpreters.

If you need to book any of the above for anyone who is Deaf, hard of hearing or Deaf-blind who does not use BSL, these can be booked through the RNID. (See guidance 6.1 below)

Braille

Similarly if you have parents/carers, visitors or governors who are visually impaired, and require information in Braille, then you can contact the Braille transcriber below and she will return the document in Braille to the individual concerned. This could be used for SEN paperwork, meeting minutes, newsletters or any other communications usually done in print. (See guidance 6.2 below)

Audio-tape

If the Disabled parent/carer requires information on audio-tape due to a visual impairment or learning difficulty, the RNIB can be contacted and they will record it and send it direct to the person concerned. It is important that official documents are professionally taped, as there are acceptable standards, but talk to the parent/carer about their needs as they may have simple solutions. A good example is a local nursery that bought a Dictaphone and put all messages for a visually impaired parent onto a tape during the day and handed it to her when she picked up her child. (See guidance 6.3 below)

Symbol Format or Plain English

Some people with learning difficulties prefer to have information translated into a symbol format e.g. Makaton, or into Plain English and this can now be done by Bristol and South Gloucester District People First. (See guidance 6.4 below)

e) Access to school or nursery trips

We have had an increasing number of enquiries from schools or nurseries about meeting the additional costs of taking a Disabled child on a trip or other event. If a child already has a statement or SENA funding, or is on any stage of the Code of Practice and is classed as Disabled under the SEN and Disability Act (see Appendix 1), or is in a special school or nursery, the Access Fund will pay for any additional hours of LSA or other adult support, any specialised transport etc. that is required to enable them to take part in a trip safely, and to fully participate.

The fund can also be used for personal assistance to enable Disabled parents/carers to take part. If a school or nursery wants to claim for this they should fill in the form in Appendix 2 and return it prior to the trip taking place and the money can be transferred to the school or nursery.

If a Disabled child requires additional adult support to take part in a holiday or after school or nursery activity or scheme, there is a small fund available

from Social Services and Health, contact:
Wendy Sharp
Avondale Road Social Services and Health
Redfield
Bristol
BS5 9RH
Tel: 0117 9548501, email: ssavws@bristol-city.gov.uk

f) Contacting the school or nursery

If you have Deaf parents/carers, you need to ensure they are able to contact you where others would use the phone. Check whether they prefer to use a fax, email or if they need you to purchase a Minicom (text phone). You could also agree to use Type Talk. This is a national relay service. If you use a telephone and need to contact a Deaf person who uses a text phone, prefix their full telephone number (including 0117) with 18002 e.g. for a Bristol family on 951 8345 you would call 1800201179518345. The typetalk service will automatically connect and relay textphone information for you. For textphone to telephone calls the telephone number is prefixed by 18001

Deaf or hard of hearing parents/carers who use hearing aids may also use a hearing loop. For further details and advice please contact the Centre for Deaf People, tel: 0117 924 9868 or fax: 0117 9244884

g) Access to community languages

Unfortunately the Access Fund does not currently cover accessing community languages through translation or interpreters, however it is essential that this is provided to ensure parents/carers have access to all of the school or nursery's activities and this should be organised through delegated budgets. For further information on how to do this contact the EMAS Team (Ethnic Minority Achievement Service) on 0117 9031365, fax 0117 9311619, or Bristol City Council's Translation and Interpreting Service on Tel: 0117 9036400, fax: 0117 9036427 or email: tis@bristol-city.gov.uk.

3. Determining Disabled people's access needs

Most schools or nurseries will have parents/ carers who are Deaf or hearing impaired, visually impaired or have learning difficulties and do not access print. It is important that all information about children's progress and the life of the school or nursery is available to everyone in an accessible format e.g. newsletters, notes home, SEN paperwork, consultation papers.

The ideal situation would be to ask all new parents/carers whether they have any access requirements, (this is a concept that will be understood) – do not ask about “special needs”- this can be considered patronising. A useful wording may be: -

“At.....School or Nursery we want to make sure that all our information is as accessible as possible. If you would like future information (e.g. letters and

newsletters) in an alternative format (e.g. large print, computer disk, Braille, audio-tape, Plain English or in symbols or will require a sign language interpreter at meetings and events-) please specify below.

If you prefer, do telephone us on..... or contact us by fax on..... or email us at.....(Phone number only is not useful for Deaf people.)

4. Producing information that is accessible to all

- **Schools are required to produce information that is accessible to Disabled parents/carers. The following have been agreed as general good practice:**
- **Avoid all jargon and check the reading age of the information that you produce. (Most tabloid newspapers aim for a reading age of 9/10 years.)**
- **If you have to use jargon (e.g. explaining SEN processes,) have a glossary explaining the terms attached.**
- **Use a minimum of font size 14 for all documents.**
- **Use as bold a font as possible and use a "sanserif" type i.e. one without lots of fancy bits (e.g. Arial).**
- **Left justify the text.**
- **Avoid using all block capitals in titles - use lower case letters with initial capitals.**
- **Use line spacing to make information clear.**
- **Avoid underlining - this makes it hard to read with a magnifier.**
- **Preferably use pale coloured paper with black text e.g. old gold. Avoid dark coloured paper e.g. red, dark blue. If there are several sections to a document, use different colours to differentiate them.**
- **Be concise and have sentences no longer than 7-12 words.**

N.B. It has been found that the most common requests for alternative formats are now for information in large print or on computer disk. This should be possible in schools or nurseries by changing the font size or by copying information onto floppy disk, but again, check with the person concerned, as they may need it on a specific double density disk or CD to be compatible with their equipment.

5. Access to Information for Disabled Staff

Under the Disability Discrimination Act 1995, schools and nurseries should be making all print accessible in the same way to disabled staff. This can usually be funded through the government's Access to Work Scheme, (not the Access Fund), but an assessment needs to be carried out within six weeks of a staff member starting work if they are to meet the full costs. If a current member of staff becomes disabled, Access to Work (ATW) can still pay most of the additional support costs. ATW will also fund the costs of access improvements, equipment and even personal assistants for disabled staff. For further information on the Scheme, contact your Personnel Officer or your local Job Centre.

6.1 How to book an interpreter for Deaf people

The Bristol City Council in-house interpreter can be booked for meetings. Please note that for meetings of two hours or more, you will require two BSL interpreters. To book any BSL interpreter you need to complete the booking form in Appendix 3 and return it to Carolyn Crellin.

Carolyn Crellin BSL/English Interpreter
Equalities and Social Inclusion Team
Room U16
Council House
College Green
Bristol
BS1 5TR
Tel: 07795 445763 (voice & SMS)
Fax: 0117 90 36427
Textphone: 0117 922 2661
Videophone: 0117 922 2399
email: carolyn_crellin@bristol-city.gov.uk

If a parent/carer, governor or visitor is Deaf or hard of hearing they might need an interpreter for:

- Parents/carers' evenings
- Review meetings
- Careers' options meetings
- Whole school or nursery events
- Other meetings

The interpreter will also need information about the meeting. Supporting documents and papers are also required. This information will include:

The date and time of the meeting

The type of meeting (e.g. review, parents' evening)

Where the meeting will be held

The length of the meeting
The content of the meeting
How many people will be present

6.2 For other Hearing Impaired Support

The Royal National Institute for the Deaf (RNID) can supply lip speaker, Deaf-blind interpreters, note takers and speed text. The RNID Communication Services Unit is open between 9am and 5pm Monday to Friday. You can contact them by telephone, Minicom, fax, email or post.

When you contact them during office hours be ready to tell them the name of the school or nursery, telephone/text phone number and the type of communication you need. Explain that the invoice should be sent to the Equalities and Inclusion Team at:

Room 354
Council House
College Green
Bristol
BS99 7EB

Please give the office as much notice as possible and preferably 3 weeks prior to the event.

Once you have given them the details of your meeting they will endeavour to find the service you require.

Contact details:

RNID South West Communication Services
Unit (CSU)
Berkeley House
The Square
Lower Bristol Rd
Bath
BA2 3BH
Telephone: 01225 485770
Textphone: 0800 622 401
Fax: 01225 485771
email: sw-csu@rnid.org.uk

6.3 How to get information Brailled

If you have information that you require in Braille you can send it to the address below and it will usually be returned to you or direct to the visually impaired person in 2/3 working days. The ideal situation is for you to send the original by email as an attached Word or Wordperfect document. However, they can also Braille from a hard copy but this takes additional time and is more expensive. State that you are accessing the service through the Access Fund and it will be free to Bristol schools or nurseries. (Paid by the Access Fund)

For further information contact:
Jenni Fortescue
3 King Dick Lane
St George
Bristol
BS5 8HN
Tel: 0117 955 7992
email: jfortescue@blueyonder.co.uk

6.4 How to get information into audio-tape, CD (DAISY format)

If you have parents/carers who are visually impaired or have learning difficulties, they may require information on audio-tape. The best way to undertake this is to send the information by email, preferably as a Word attachment but with a hard copy also in the post along with address labels for the people you want to send it to. It is important to give your contact details for any queries. The usual turn around time is 3/4 days depending on the length of the document. This service is provided free to Bristol schools or nurseries under the Access Fund.

Contact:

RNIB Transcription Centre
2 Whiteoaks Court
David's Lane
Ivybridge
Devon PL21 0DW
Tel: 01752 690092
email: ivytcsw@rnib.org.uk

6.5 Translating documents into Plain English or symbol formats:

Some adults with learning difficulties have difficulties accessing print. This is often because, as education providers, we use jargon and inaccessible language or make assumptions about people's literacy levels. It is likely that there will be people with learning difficulties in all school or nursery communities and their access needs should be met.

In relation to printed information such as newsletters, SEN paperwork etc., this can be sent to Bristol and South Gloucester District People First – preferably by email or on computer disk in Word, but they will also accept a faxed hard copy. They will translate it into symbols (usually CHANGE or MAKATON) or into Plain English, and can usually send it out again within five working days (either back to you or directly to the person concerned.)

It is important not to make assumptions about people's access needs so check exactly how people with learning difficulties want their information. They may wish to have it translated into Plain English then put onto audio tape (which can be

done by Bristol and South Gloucester District People First,) or may prefer to have someone explain it in person over the phone or in a meeting.

This service is provided free to Bristol schools or nurseries and is funded through the Access Fund.

Contact: Bristol & South Gloucester District People First

Unit 35, Easton Business Centre

Felix Rd, Easton, BS5 0EH

Telephone: 0117 941 5842

Fax: 0117 9415891

email: admin@bsgpf.org.uk

6.6 Information in British Sign Language in video or DVD.

Detailed information which is given to parents may need to be put into British Sign Language as some Deaf people have very limited knowledge of written English. This service is provided free to Bristol schools or nurseries and is funded through the Access Fund.

Contact:

Bristol City Council's Deaf Equality Officer

Room U16, the Council House

College Green

Bristol

BS1 5TR

Telephone: 180020117922 2661

Text phone: 0117 922 2661

Email: carolyn_nabarro@bristol-city.gov.uk

6.7 Access to School or Nursery Trips

If you have a Disabled child in your school or nursery or a Disabled parent/carer who wants to access a school or nursery trip, and the school cannot afford the level of support required, funding can be provided through the Access Fund. For children, this is seen only as a top up to the funding received through the SEN. For example, if a child already has 10 hours a week LSA support, but the LSA needs to be employed for an extra 2 hours on a different day for the trip - the Fund will cover this additional cost. It could also be used to cover the costs of additional specialist transport (e.g. minibus with a tail lift.).

To access the Fund, please fill in the form in Appendix 2 and send it to the address at the bottom prior to the trip taking place. The amount will then be transferred to your budget.

Contact: Jeffer Wright

Equalities and Inclusion Team

Council House

College Green

Bristol

BS99 7EB

Tel: 0117 9037722

email: jeffer_wright@bristol-city.gov.uk

Appendix I

For the purposes of the SEN and Disability Act and therefore the criteria for this fund, a child or adult will be considered Disabled if they have a:

"physical, sensory or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities."

Rather than carrying out a major assessment, it is hoped a common sense approach can be taken to this definition and in relation to Disabled adults, the Council as a whole has a policy that if the Disabled adult defines themselves as Disabled, this should suffice. For children it includes those with physical or sensory impairments, learning difficulties or behaviour issues if this has a medical diagnosis e.g. ADHD.

APPENDIX 2

Application for Support for a School or Nursery Trip

This is the form to request funding to cover the additional costs of adult support or transport to enable a Disabled adult or child to take part in a school or nursery trip or event outside the school or nursery. Funding must be agreed prior to the trip taking place.

1. Name of school or nursery.....

2. Contact for any queries.....

3. Phone number.....

4. Why do you require the funding (include details and date of the trip)?

5. Please state the name of the child or adult requiring the funding and what their access needs are:-

6. How much funding do you require (e.g. how many LSA hours)?
Please deduct any hours the school or nursery would normally pay.

£
£

£

Please return to Jeffer Wright, Equalities and Inclusion Team, P O Box 57, Council House, College Green, BS99 7EB or email to jeffer_wright@bristol-city.gov.uk prior to the trip taking place. Tel: 0117 9037722.



APPENDIX 3

EFFECTIVE 1ST MAY 2005

BSL

BCC Translation & Interpreting Service

The Council House, College Green, Bristol, BS1 5TR.

Tel: Admin & Finance: 0117 90 36431/Interpreting:
0117 90 36400 / Translating: 0117 90 36423

Fax: 0117 90 36427 E-mail: tis@bristol-city.gov.uk

All interpreting assignments must be booked through the T&I Service. Please complete all relevant sections. Failure to complete the form may result in delays in arranging an interpreter. Faxed requests for emergency assignments must be received by us before 4PM. Please FAX or POST the completed form to us. All information provided on this form will remain confidential. You are welcome to make copies for further use.

1: CUSTOMER DETAILS		
Today's date:	TEL:	Fax:
Your name: Job title:	EMAIL:	
Contact for assignment (if different):	Contact number (if different):	
Organisation: Address: Postcode:	Invoice to: Address: Postcode:	IT ORDER NO.: LA _____

2: ASSIGNMENT DETAILS				
Language:	BRITISH SIGN LANGUAGE	Assignment date:	Day:	Time:
Assignment address: _____				Postcode:

3: CLIENT DETAILS		
Client name:	House number: Postcode:	Client gender:
What the case is about: (include NI / NHS / order / other reference number if applicable)	Male / Female interpreter preferred? (circle if relevant)	
Any special request?		

Note: We will fax confirmation with the interpreter's name and a reference number once we have booked them. If you have not received this fax within 2 days of the assignment being due, please contact us for confirmation. Please remember to quote our reference number in all correspondence.

HOW YOU ARE CHARGED		
Per hour	@	£22.00
Minimum booking	:	2 hours
Administration fee (for whole assignment)	@	£15.00
Travel time per hour (applied to assignments outside the Bristol Authority)	@	N/A
Mileage per mile/bus and rail	@	N/A

The emergency rates apply to requests received with 2 days' notice or less. If you cancel an assignment with less than 2 days' notice, you will be charged as follows:-

100% for less than 1 day's notice OR 50% for more than 1 but less than 2 days' notice.

All our interpreters are bound by a Code of Practice whilst under contract with Bristol City Council's Translation & Interpreting Service. Interpreters who give out their personal phone number(s) whilst under this contract are in breach of the Code of Practice and the Service will not take responsibility for any assignment that you arrange directly with the interpreter.

The interpreter will be:							OUR REF.:	
FOR OFFICE USE ONLY	Confirmation		timesheet				diary	
	date:	initials:	given to interpreter		date:	initials:	date:	initials:
			emailed					

Appendix 5

Useful Contacts for Access Information

Equalities Officer (Disability), Equalities Team, Council House, College Green, Bristol BS1 5TR Tel: 0117 922 2352 Fax: 0117 922 2392 Textphone: 0117 9222661

Disability Equality Forum- c/o Laura Welti; Forum Development Worker
Centre for Deaf People, King Square, Bristol BS2 8JL Tel: 0117 9249868 Fax: 0117 9244884 Textphone: 0117 9441344

Royal National Institute for the Deaf, Church Farm Business Park, Corston, Bath BA2 9AP Tel: 01225 874460 Textphone: 0800 62401

Royal National Institute for the Blind, Stillhouse Lane, Bedminster, Bristol BS3 4EB Tel: 0117 9537750

West of England Centre for Inclusive Living (WECIL), Vassall Centre, Gill Avenue, Fishponds, Bristol, BS16 2QQ Tel: 0117 9038900 (voice and Minicom)

Disabled Living Centre, Vassall Centre, Gill Avenue, Fishponds, Bristol BS16 2QQ Tel: 0117 9653651 Fax: 0117 9653652

LA Sensory Impaired Children's Service, Elmfield House, Greystoke Ave., Westbury on Trym, BS10 6AY Tel: 0117 9038441/2 (voice and Minicom)

LA Equalities and Inclusion Team, Room 352, Council House, College Green, Bristol BS99 7EB. Tel 0117 9037017 Fax 0117 9037738
e-mail: ruth_pickersgill@bristol-city.gov.uk.

Tripscope, Vassall Centre, Gill Avenue, Fishponds, Bristol BS16 2QQ Tel: 087457 585641

Supportive Parents for Special Children (SPSC), 3rd Floor, Royal Oak House, Royal Oak Avenue, Bristol, BS21 4GB Tel: 0117 98977