

Royal Borough of Kingston upon Thames

Learning and Children's Services

Increasing Access & Creating Capacity Autumn 2007

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You can be assured that the Local Authority (LA):

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- Will be constantly trying to improve, including the way it keeps records and monitors service delivery to identify discriminatory practices if any, to ensure everyone receives fair treatment.
- Will listen to you and ensure that your views are followed up with appropriate action. If you feel that you have not been treated fairly, your concerns will be treated with the seriousness they deserve.

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Access Strategy for Children & Young People with Disabilities

Increasing Access & Creating Capacity

Contents:	Page:
Introduction	4
The Strategy	6
Data/Information	7
Changing attitudes	9
Physical Access	10
Curriculum Access	11
Accessible Information	12
Measuring Impact	14
Glossary	15
Definition of Disability	Appendix 1

Increasing Access & Creating Capacity

Foreword:

From the Strategic Director of Learning & Children's Services

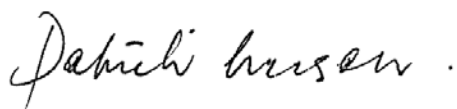
Our plans are ambitious; to make significant improvement by July 2009. We want every disabled child/young person for whom the mainstream curriculum is appropriate, to have the opportunity to be included in their local community school.

We aim to meet the needs of most disabled children & young people and those with special educational needs (SEN) in local mainstream schools alongside children of the same age. We want to do this by making sure:

- most children with SEN & disabilities are taught in mainstream schools;
- their teachers have support from specialists/special schools;
- the number of places match the changing numbers of children & young people who require them;
- the need for long distance travel to school is reduced;

We know that we may only be able to provide for some children & young people with very low incidence disabilities by placement in a specialist regional resource. Where this is essential we will put in place monitoring to safeguard the needs of all our children and young people placed outside of Kingston.

It is the responsibility of each of us working in the field of children's service to ensure every child is able to achieve their potential and enjoy their educational experience. We have a duty to promote equality for all disabled people, including children and young people. We must all challenge attitudes and promote an understanding of disability.



Patrick Leeson
Strategic Director of Learning & Children's Services

Introduction

Kingston Council recognises that disability is not caused by individuals but by attitudes within our society and the built environment. We use the 'social model of disability' as the basis for our work to challenge the discrimination faced by disabled people. This model says that it is society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as non disabled people. We have a responsibility to remove barriers. Increasing access for disabled children & young people, parents and staff clearly means making improvement to physical features, adapting buildings and providing equipment but it also means taking responsibility for changing attitudes and promoting an understanding of disability.

We want to ensure disabled children & young people are treated fairly. We believe they have the right to participate in their local community, to have a high quality education and to be fully included at school.

The Disability Discrimination Act (DDA) 1995 and 2005 put in place a statutory framework to protect individuals from discrimination and provide a right of redress. It has also placed an overriding duty on all public bodies, including local education authorities and maintained schools, to actively promote disability equality and to have a Disability Equality Scheme. We are committed to ensuring our actions, and those of everyone engaged in education, are lawful. Kingston's Equality Scheme (ES) which addresses equality, including disability, was developed with the help of disabled people from our community representing a range of impairments, and was guided by its Children & Young People's Plan (CYPP) 2006/2010. It was adopted by the Council's Executive Committee on 5 December 2006. The ES sets out the steps we will take to ensure that Kingston is proactive, making sure that all its policies and services are designed to meet the needs of all members of the community, including disabled people; effective leadership and management must be our drivers for change, rather than redressing complaints about discrimination. This document sets out how the ES and CYPP address the needs of children & young people, staff, governors, parents and carers to and disabled people in the wider school community.

We believe disabled children & young people, parents, governors and staff should be full participants in determining priorities, planning and monitoring services which reflect their needs and their aspirations. We want to ensure disabled children & young people, parents, carers, governors and staff receive information and publicity about our services, are welcomed as visitors and service users and have equality with their peers in the opportunities they face and have the same chance to reach their potential, experiencing equality in their attainments.

The Disability Rights Commission cautions that a failure to take disability equality seriously affects 20% of the population in the U.K. We plan to have in place specialist resources which reflects the needs of disabled children & young people and which offers their parents or carers, choices which mirror those of non-disabled peers.

The Strategy

Every Kingston school must offer a curriculum that is inclusive and welcoming to disabled children & young people. Some schools will be adapted and equipped for more complex levels of need, and clusters of schools working together will create greater capacity through shared expertise and resources.

As part of our commitment to using resources effectively, our policy prioritises:

- Parental (or carer) preference, meeting individual needs, including National Curriculum access through reasonable adjustments, equipment and ICT
- Geographical, incremental improvements to support children & young people in their local community and reduce home to school transport.

Our definition of disability is appended to this policy.

We have begun to establish specialist resources in our local mainstream school community, building on existing expertise and increasing teachers skills, by:

- **Gathered Provision** - bringing expertise together in a dedicated setting. This will enable inclusion with additional classroom facilities and increased access to teaching and support staff.
- **Enhanced specialist teaching arrangements** - providing extra support in the classroom from specialist teachers and support staff alongside mainstream teaching.
- **Investment in staff development** - well planned and long term.

Exceptional, complex and low incidence disabilities

For an extremely small number of very low incidence disabilities, we may not be able to offer the high levels of expertise and specialist resources which are a match to the young person's needs. Our commitment to local provision and augmentative resources will need to be compared to accessibility in schools acknowledged as regional centres of excellence. We will work in partnership with parents and carers to ensure that they have access to timely information and advice. Where disabled children & young people become pupils at schools outside of Kingston we will put in place monitoring and review systems to safeguard their access and ensure their placement remains appropriate.

Data/Information

This strategy will ensure improved outcomes for disabled children & young people. This will include improvements in their current school and to advance planning for progress through the key stages and/or transfer to other schools. Good quality and timely co-ordination of information about the number of disabled children and the nature of their impairments are essential to deliver this.

The LA has a wide range of management information about 0-19 year available to use for strategic planning.

SEN data (January 2007) records 607 children & young people with SEN Statements

In 2004, the LA carried out an in-depth review of its provision for children & young people with SEN. The review identified the need to increase provision for children & young people with autistic spectrum disorder and post-16 provision in special schools to meet an increasing demand for full-time education beyond 16.

From the data we have been collecting over a number of years, we are aware of an increasing number of registrations for autism. This is reflected in our schools' SEN registers and in the pattern of children and young people subject to a Statement of SEN. We are aware that there is currently a large cohort of primary aged children with autism and our strategy to increase provision in primary schools reflects this.

Our data collection of pre-school children has highlighted a small but significant number of children with cognitive difficulties and a number of children who have Down's syndrome. We are developing specialist resources for moderate to severe learning difficulties/disabilities in mainstream primary school to offer parents and carers an alternative to special school. We have plans in place to increase the range of needs which we can address in our special schools for 16-19 year olds.

The Council, in collaboration with the PCT has established a register of children with disabilities. The Register, known as ICOUNT, is maintained by a specialist independent organisation. ICOUNT has informed the strategy and we will continue to use it to support our communication and consultation with parents and carers.

ICOUNT Data for January 2007 shows 451 disabled children & young people are registered. (Note: A child or young person may be registered in multiple categories)

The prevalence of disabilities/reason for registration is given as:

Communication Disorders	237
Moderate/Severe Physical difficulties	95
Moderate/Severe Learning Disabilities	176
Blind/Sight impaired	32
Hearing Impaired	29
Profound multiple disabilities	19
Chronic Medical Disorder	34
Mental Health	2
Total	624

National data for 2007 published by Central Government suggests that boys are 2½ times more likely to have special educational needs, including disabilities, than girls. In Kingston, there are more boys registered with disabilities than girls, although the gap is not so wide. There are more males than females in the general population:

	Males	Females
Registered	68.3%	31.7%
General population (as at the 2001 census)	50.1%	49.9%

Analysis of the actual number of registered male and females by age profile shows:

Age range	Males	Females
0-4	24	17
5-9	100	31
10-14	108	55
15-19	76	40

Further analysis of actual numbers of registered pupils:

Ethnic origin/age band shows:	0-4	5-9	10-14	15-19	Total
White: British and Irish	27	84	115	81	307
White: Other	3	9	9	5	26
Asian: Bangladeshi			3		3
Asian: Indian		7	6	4	17
Asian: Pakistani	3	4	4	2	13
Asian: Other	1	3	2	5	11
Black: African		3	3	2	8
Black: Caribbean			1	1	2
Black: Other	1		1	1	3
Chinese		1		3	4
Mixed: White and Asian	1	4	5	2	12
Mixed: White and Black African		1	1		2
Mixed: White and Black Caribbean		5	2	2	9
Mixed: Other	2	4	5	4	15
Other	2	2	1		5
Unknown	1	4	5	4	14
					451

Analysis of the 'White:Other' category highlighted 5 pupils who were of Irish background and this was the largest single ethnic background. There were 3 pupils from a middle Eastern background who described themselves as 'White:Other' being the only other category with more than 1 pupil from the same ethnic background e.g. 1 pupil only described their background as Australian, 1 as Finnish, Polish, Sri Lankan and Turkish etc.

What are our next steps?

Every Kingston school must offer a curriculum that is inclusive and welcoming to disabled children & young people. We have already put in place a number of practical improvements to close gaps in opportunity, addressing the strands:

- **Changing attitudes**
- **Physical access**
- **Curriculum access**
- **Information**

Changing attitudes

We recognise that it is society that creates the barriers that limit or prevent disabled people from enjoying the same opportunities as non disabled people. We know that we can remove barriers caused by a negative attitude if there is a greater understanding of the social model of disability amongst the community in which disabled people live, work and are educated.

We accept our responsibility to change attitudes, to promote positive images of disabled people and ensure equality.

We have implemented initiatives across Kingston schools aimed at creating an understanding of disability and changing attitudes:

- Highlighting National events and training
- Disseminating good practice and promoting/distributing teaching resources through the SENCO Network e.g. Downs Syndrome publication
- Ensuring all Governor Induction and continuing professional development for SEN Link Governors has included specific training on disability and general equality issues.

We have put changes in place across Kingston:

- Training for school staff from external access specialists
- Portable amplification equipment in each cluster of schools to support hearing impaired children & young people, parents, carers and visitors
- Motor skills equipment in 4 geographical locations
- Pump priming intervention approaches for children who have speech and language and/or occupational therapy needs
- Sensory equipment in 5 geographical locations

We believe the changes we have made demonstrate models of reasonable adjustment.

We have already developed some Post 16 provision to meet the needs of our current secondary aged young people who will need specialist provision.

Our services, including Education Psychology, will continue to support schools promote positive attitudes towards disability and challenge barriers created by negative attitudes, stereotypes, inflexibility and lack of understanding. We will promote the use of positive images of disabled people and their achievements.

We plan to continue to support the needs of a small number of children & young people with medical/physical needs who are taught in our mainstream schools but are not subject to a Statement of SEN by providing ICT, teaching assistant support, equipment and home to school transport assistance.

We will reach funding decisions based on professional reports which give clear evidence of need e.g. Occupational Therapy reports, and where we have been able to clarify that the school's resources have been exhausted. We will monitor the selection process to ensure no disadvantages exist in our process. We will review the available resources and requests for funding on a 6-monthly basis.

We want to promote a culture of respect and tolerance between children & young people and adults in school and across the wider community. We are aware of the impact that bullying can have on enjoyment and achievement in school. We are committed to creating safer environments.

We know that national research into the needs of disabled children & young people has highlighted issues around bullying as a concern for the pupils themselves.

We are putting in place a system to record and monitoring incidence of bullying related to disability within our schools and to ensure that the information which we have gathered can be used to inform our plans and strategy. During 2006 we put in place a pilot Behavioural Incidents Log in a group of primary and secondary schools, to record whether a victim or offender is disabled. Full implementation of the protocol in all our schools scheduled for September 2007. The data collected will be monitored and analysed.

Physical Access

We have made improvements by adapting buildings and providing equipment. We have:

- Undertaken a physical accessibility audit of each school
- Delegated resources to every school to improve signage, way-finding and safe routes of travel
- Put in place bespoke adaptations e.g. toilets, changing facilities, hoists
- Adapted stairs; textured flooring and colour contrasted steps
- Provided advice on colour contrast
- Provided specialist variable height seating and exam tables

We plan to adapt and equip some schools for more complex levels of need and ensure clusters of schools, working together have greater capacity through shared expertise and resources.

Curriculum Access

Disabled children & young people are entitled to full access to the National Curriculum, differentiated or modified to take account of their individual learning needs. Programmes of study identify what needs to be covered at each key stage. However within the new primary framework there is greater flexibility to ensure it can be accessed by children & young people with different needs.

Some children & young people will be working below national curriculum levels. The curriculum will need to be differentiated to a greater extent, to enable them to learn at an early development level. Their teachers will track their progress over time using finely tuned steps of progress such as P-level descriptions. Progress can be defined in a number of ways including a notion of personal growth.

We have an established system for informing schools of their responsibilities as providers of services, to ensure that all aspects of school life are monitored to be alert to adverse impacts on children and young people with disabilities and their attainment and on disabled staff. Schools have additional responsibilities in their contact with visitors and parents and with regard to any lettings as well as services they commission or contract such as transport, or where they provide services in collaboration with other agencies e.g. work experience with the Connexions Service.

To increase curriculum access, we have:

- Provided schools with an overview of the statutory duty and changes, reinforcing the 3 strands of the planning duty and duty to promote disability equality, and examining case studies which illustrate unlawful discrimination. This forum provides an opportunity to share effective practice and signpost materials e.g. the DCSF detailed guidance
- We have an ongoing training programme which includes professional development for SENCOs and SEN and written reference advice/guidance is included in the e-handbook
- We have provided specialist equipment and ICT

We plan to continue targeting our Sensory Support Services to have a pivotal role in providing support and guidance to schools on making sure curriculum materials are available in alternative formats for low incidence impairments.

Our services, including Speech and Language Specialist Teachers, Educational Psychology and Sensory Support will support schools to involve pupils in decision making about their learning as well as whole school initiatives.

Our commitment to reducing bureaucracy means being alert to paperwork pressure. We have been encouraging schools to combine their Access Plans and Equality Schemes to reduce the pressures of producing and publishing separate documents.

As promoting disability equality is a statutory obligation for all schools, we plan to encourage schools to include the action points into the School Development (or Improvement) Plan so that monitoring arrangements become embedded within the school's planning cycle. We believe it is good practice for schools, in developing their plans, to establish a working group to steer the plan's development and to involve children & young people and their parents and carers as partners in its development. Effective plans will clearly articulate the school's vision and values; setting out which children, parents, staff and governors in the school are disabled, the nature of their needs and the action which will make real and positive increases in their accessibility and attainment.

We encourage schools to identify children who are not on their SEN Registers and ensure their parents/carers receive information about the Disabled Children's Information Service and the Register of Disabled Children. The referral process involves parental consent.

Accessible Information

The main access point for information about our services is the Assessment & Support for Learning Service based at the Guildhall Complex although information is also available from the Information Service for Children with Disabilities and the Parent Partnership Service, both of which are based at Kingston Hospital.

At the Guildhall we want to make sure we are able to respond to callers face to face, email and via type-talk (operator controlled calls which verbalise text typed by a disabled person) and using appropriate formats including interpreters. We want information to be easy to locate and meet good practice standards.

Service information is also available through the council's website www.kingston.gov.uk

We want schools to signpost parents to accessible information from us and the voluntary sector. We will keep them updated on how they can do this.

Where we have identified that a regional provision offers the most appropriate match to the needs of a child or young person with low incidence disability, we will ensure parents/carers have timely information and advice about the range of provision.

Development of the strategy

A small working group have overseen the development of this strategy. The group has been able to call on expertise and views of a wider group including other staff, children & young people with disabilities and their families.

We believe disabled children & young people should participate in determining access priorities, which reflect their needs and their aspirations and be involved in planning and monitoring the changes which result. In developing this strategy we have sought to ensure that disabled children & young people have influenced and directed the action in our plan.

We have collected views of children & young people individually through their schools, through statutory assessments and reviews. We have published our proposals for change in a website for young people. We have used the voluntary sector to help us gain the views of young disabled people. The involvement of disabled children & young people is an ongoing activity. We will encourage schools to ensure all children & young people have a voice.

We recognise that children & young people come from a variety of backgrounds and both genders. Our discussion with them needs to capture all pupils' views.

Parents and carers have given us their views and comments on our policies and proposals for change through formal and wide public consultation and through stakeholder events for parents and carers of children & young people with disabilities. Our consultation with parents has included the views of disabled adults.

We have sought to maximise where the Council developed strong collaborative working relationships with parents; the Disabled Children's Task Group and local parent support groups to ensure that our strategy is consistent with the things that parents tell us are important and should be a priority for us:

82% of respondents to consultation undertaken during the spring 2006 supported proposals to establish more specialist provision in mainstream schools.

We have asked disabled people in the wider community for their views on increasing access and their recommendations have been prioritised into our Council wide Equality Scheme.

The Council invited schools to express interest in becoming host schools for specialist resources and published proposals which were developed in collaboration with schools.

This strategy targets resources to removing the barriers that cause disabled people disadvantage. We have identified that ensuring access to the information 'signposting' how to ask for services, ensures that the service will be delivered in a fair and equitable way irrespective of race, gender, age, religious belief or sexuality. Through our role as the corporate parent, we will ensure that children & young people who are looked after do not face disadvantage in accessing services targeted to disabled people.

Measuring Impact

The strategy covers the period to March 2009 and the impact will extend beyond. The steps we have taken, our targets and progress will be reviewed in 2008. We will measure the success of our strategy by asking disabled children & young people and their families “has it made a difference?” and by asking a range of stakeholders (through discussion, web feedback, steering groups) whether we have been successful in making practical improvements and changing attitudes which have a positive and real impact on the lives on disabled children and disabled adults in schools.

We will translate our planned action into targets for our service team plans as part of our existing performance monitoring and reporting. This will mean disability equality and accessibility are sustained at the core of our work with children & young people and their parents, carers and schools.

Schools’ Improvement Plans will be an important tool for self-evaluation. The Link Inspector/School Improvement Partner (SIP) will have a role in supporting and challenging the action of individual schools to remove barriers.

The Council’s monitoring arrangements for its Equality Scheme include measuring the impact of the specific targets for increasing accessibility to education.

We will welcome feedback on the strategy at any time. We will make changes immediately where reasonable adjustments are needed or to prevent unlawful discrimination. We will collate and analyse feedback.

Resource implications

Some schools and clusters of schools will be adapted and equipped for more complex levels of need. *Further information about resources will be provided by the Finance Team.*

The Council eagerly awaits the opportunity to participate in the Government’s ‘Building Schools for the Future’ initiative in 2010 and the resources it brings.

Vision and Values

The Council’s core values are working in partnership with schools, parents, carers and governors, commitment to high standards for all children & young people, equality of opportunity, value for money and continuous improvement. A key objective for the Council is to ‘be a Council which celebrates diversity and practices equality in everything we do, in providing or commissioning services and as an employer’.

We must all be alert to discrimination and the dual disadvantage facing children & young people with disabilities because of race, gender, age, religion or belief, sexuality, social and economic circumstances. Procedures and practices which do not take account of, and seek to redress these barriers can result in discrimination. The Council fully endorses the National Curriculum Inclusion Statement (see appendix 3)

Links with other Policies and Plans

- The Children & Young People's Plan 2006/2010
- Integrated Services for Disabled Children established a new way of delivering services for children with disabilities and their families in partnership with Health, joined at the point of service
- The Council's Equality Scheme and Equality Standard Action Plan
- The Council's SEN Strategy
- Learning & Children's Services Anti-Bullying Strategy
- Learning & Children's Services Disability Access Plan
- Home to school transport policy

For further information, or to make a comment or contribution

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Glossary of terms and abbreviations used in this document

Abbreviations	Terms
CYPP	Children & Young People's Plan: Strategic plan of the Council and its partners to improve the lives of all Kingston's children
DDA	Disability Discrimination Act: Key legislation to protect disabled people from discrimination
DES	Disability Equality Scheme: A written plan setting out what the authority will do to promote equality for disabled people. It is a statutory requirement of the DDA for all public bodies to publish a scheme
DCSF	(formerly DfES) Department for Children, schools & families
ES	Equality Scheme
ICT	Information & Communication Technology
ICOUNT	Register of Children with Disabilities
LA	Local Authority
P-LEVELS	Assessment Tool for measuring small steps in children's progress below the levels of the National Curriculum
SEN	Special Educational Needs: term used to describe children who have greater difficulty learning. It includes some children who have disabilities
SENCO	SEN Co-ordinator: Teacher who has day to day responsibility for children with SEN
SIP	School Improvement Partner: External school
STATEMENT	A legal document setting out the needs and help given to an individual pupil with severe and/or complex SEN learning difficulties

Definition of Disability

The definition which is set out in the Disability Discrimination Act (DDA) is broad. It includes more children & young people than many people think. There is a significant overlap with special educational needs (SEN) although it also gives protection from discrimination to children & young people who may not have SEN but have a medical condition, such as asthma and diabetes, a physical disability or a disfigurement or terminal illness.

The DDA defines a person who is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Mental impairment is intended to cover a wide range of mental functioning including learning disabilities/difficulties.

Physical impairment includes those with sensory impairments, such as sight or hearing but specifically excludes visual impairment corrected by spectacles. The DDA 2005 has recently extended the range of categories of disability to include a number of progressive conditions, such as cancer, multiple sclerosis and HIV, from the point of diagnosis.

To meet the definition, the effects of a condition must last at least 12 months or be likely to last for the rest of the life of the person affected. A loss of mobility due to a broken leg, or an infection, are unlikely to last 12 months and do not fall within the definition of disability although fluctuating conditions, which reoccur, may fall within the terms of DDA. Day to Day activities include:

- Mobility
- Manual dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and some cancers are deemed disabled from the point of diagnosis, before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Statutory Framework

The Disability Discrimination Act 1995 and 2005 (DDA) as amended by the SEN & Disability Act 2001 makes it unlawful to discriminate against disabled children & young people for a reason related to their disability without justification.

With effect from December 2006, the DDA places a duty on public bodies to promote disability equality (primary & special schools in Dec 07). This duty marks a shift from a legal framework reliant on complaints from individual disabled people to one in which the public sector becomes a proactive agent of change.

The Duty

The DDA 2005 places a general duty on the Council and its schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The duty requires the production of a Disability Equality Scheme, which should:

- Involve disabled people in producing the scheme and the action plan.
- Identify how evidence will be gathered and analyse to inform actions/progress.
- Set out how they will assess the impact of their existing and proposed activities on disabled people.
- Produce an action plan for the next three years.
- Report on their progress every year and review and make appropriate revisions to this scheme at least every three years.

The Disability Rights Commission will have the power to issue compliance notices and enforce them in the county court.

Under Part 4 of the DDA 1995, planning duties require LAs and schools to develop accessibility strategies and plans, respectively, to improve access to school education for disabled children & young people. The strategies and plans are required to show how, over time, access to local schools be will increased by:

- Increasing access to the curriculum
- Making improvements to the physical environment to increase access to education and associated services
- Making written information accessible in a range of different ways for disabled children & young people, where it is provided in writing for children & young people who are not disabled.

The DDA 1995 requires reasonable adjustments to ensure that disabled children & young people are not placed at substantial disadvantage.

NATIONAL CURRICULUM INCLUSION STATEMENT

Inclusion

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.