



Local Authority

Accessibility Strategy

2005-2008

ACCESSIBILITY STRATEGY

SECTION 1 INTRODUCTION

Newcastle upon Tyne Local Authority (LA) is committed to the delivery of high quality education in accommodation that stimulates a successful learning environment. The LA also aims to develop facilities in its schools to encourage their use by local communities which is seen to be key to the City Council's Going for Growth Strategy and to contributing to lifelong learning. Capital investment is also required to ensure that the LA is able to provide increasingly inclusive education. The LA has managed to secure a significant level of capital investment in schools, which will see the modernisation of a number of schools to support these aims.

SECTION 2 THE DISABILITY DISCRIMINATION ACT

The Special Educational Needs and Disability Act 2001 (SENDA), introduced as an amendment to the Disability Discrimination Act 1995 (DDA), outlawed the discrimination by schools or Local Education Authorities (LEAs) against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice.

The LA is required to develop an Accessibility Strategy and schools are required to develop Accessibility Plans. Planning duties will increase access to education for disabled pupils over time. These require all schools (maintained, independent and non-maintained) and LEAs to plan to increase access to education for disabled pupils. The duties cover three aspects of planned improvements in access:

- increasing the extent to which pupils can participate in the curriculum.
- improving the physical environment of schools to make them more accessible, it also covers physical aids to access education.
- improving communication, in particular, providing information to disabled pupils in alternative forms, both within a reasonable time and taking into account the pupils' needs and any preferences that they or their parents/carers express.

The Accessibility Strategy will support schools in achieving the above and will be available through:

- Schools and Education Support Services
- Libraries
- The Newcastle upon Tyne Education and Libraries website
- Social Services Departments
- Local voluntary agencies providing advice and information on education
- Parent Partnership Service
- Health Professionals
- The Children's Information Service

The strategy will be made available in writing and alternative formats i.e. on audiotape, in large print, in Braille, through sign language or lip speaking on video (using signing and/or lip speaking) and through means of electronic communication, on request. It will also be made available in relevant ethnic languages.

In deciding whether a request for communication in an 'alternative form' must be complied with, the responsible body should have regard to Part III of the Disability Discrimination Act and the Code of Practice on this, which provides information about how it can be determined whether or not such a request is 'reasonable'.

2.1 Definition of Disability or Impairment

The DDA uses a very broad definition of impairment. A person has an impairment if he or she has a mental or physical impairment, which has a substantial and / or long-term adverse effect on his or her ability to carry out normal day-to-day activities. The DDA definition of disability or impairment covers physical impairments, sensory impairments, such as those affecting sight, hearing, or learning.

This means that accessibility strategies will need to cover improvements for a broad range of pupils. In general, those pupils who are planned for through accessibility strategies will overlap closely with those considered as having special educational needs.

Some pupils may have impairments as defined by the DDA, but these may be 'hidden', such as epilepsy or diabetes and are unlikely on their own to give rise to special educational needs. Other pupils with special educational needs will not be classed as disabled under the DDA, such as those with mild learning difficulties.

The DDA will apply to those pupils who are temporarily substantially disabled, e.g. through accident or surgery.

2.2 Different impairments

Pupils with different types of impairments will be considered e.g. –

- communication difficulties
- specific learning difficulties (e.g. dyslexia and developmental co-ordination disorders, including dyspraxia)
- other learning difficulties
- specific language impairment
- autistic spectrum disorders
- hearing impairments

- visual impairments
- physical impairments/motor impairments
- behaviour difficulties as a result of a clinically recognised condition, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD)
- medical needs, e.g. specialist continence issues such as tracheotomy, catheterisation, colostomy care, orthopaedic conditions

Not all pupils with these difficulties will be defined as 'disabled' under the DDA but consideration will be given to:

- additional support from school staff or other professionals
- different methods of curriculum delivery
- auxiliary aids or specialist equipment to help them access the curriculum. improving the physical environment of the school (e.g. adapting classroom furniture)

2.3 Roles and Responsibilities Governing Bodies in Maintained Schools

In maintained schools in England, the Governing Body is ultimately responsible for the duty not to discriminate. Maintained schools must make their Accessibility Plans publicly available in their Governors' Annual Report to Parents. This could take the form of a new section on Accessibility Planning within the SEN report. This duty is placed on the Governing Body of a school, whether or not they currently have a disabled pupil on roll.

Schools are required not to discriminate against either existing or prospective students in their admission arrangements. They must ensure that they:

- a) Do not treat pupils less favourably for reasons relating to their disability.
- b) Take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared to those pupils who are not disabled.
- c) Plan to increase access to education for disabled pupils

From April 2003, [schools](#) have been [required to](#) have [Accessibility Plans for increasing their accessibility for disabled pupils over time](#). There are three strands to this planning duty:

(a) Increasing access for disabled pupils to the curriculum

Schools should consider the needs of a range of disabled pupils and prospective pupils. The curriculum covers not only teaching and learning but

the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits.

Pupils are entitled to the full breadth of study through the National Curriculum.

(b) Improving access to the physical environment of school

The long-term aim should be that all pupils are able to access, when required and in safety, the external / internal areas and features of the school.

All new school buildings must comply with the above. Otherwise, much of the work in this area will focus on improving the access to and the suitability of existing buildings.

There is a range of ways which schools themselves can consider how to improve their physical environment. School Accessibility Plans for increasing the accessibility of the physical environment of the school are likely to be on a smaller scale to those envisaged in the LA Strategy. The LA is likely to undertake much of the larger scale work, such as the installation of lifts. However, this does not mean that schools can wait for their LA to make their school more accessible. Schools will have to consider what they can do to improve the accessibility of the physical environment of the school within the resources available to them.

The physical environment includes:

Steps, stairways, kerbs, exterior surfaces and pavings, parking areas, building entrances and exits, (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, décor, signage, furniture, etc.

Aids to assist physical access include:

Ramps, handrails, widening doorways, electro-magnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, visual signs that way-mark routes around the building, etc.

Further information can be found in Section 7 of this document.

Documentation to support schools in Accessibility Planning are available in Unit 12 of the 'Special Educational Needs Policy and Procedures' Guidance for Schools

(c) Improving the delivery of written information to disabled pupils

Schools must prepare and implement accessibility plans, e.g. there should be a strategy or plan for increasing the extent to which disabled pupils can participate in the school curriculum, and improving communication and the physical environment for disabled pupils.

Plans should be kept under review and revised as necessary.

To develop an Accessibility Plan schools should:

- Consult with pupils, parents / carers, support services and local organisations
- Review current provision for access
- Identify internal adjustments that could be made to increase access for disabled pupils
- Develop short, medium and long-term plans and identify how they will be put into practice.

Whilst the Act imposes a distinct planning duty, schools are not required to undertake a separate planning process. Accessibility plans might be dovetailed with other plans, e.g. the School Improvement Plan.

Useful Links

DfES "Accessible Schools: Planning to increase access to schools for disabled pupils" (ref: LA/0168/2002) is available from www.teachernet.gov.uk/sen

The Disability Discrimination Act 1995 (as amended by SENDA 2001): Sections 28D and 28E

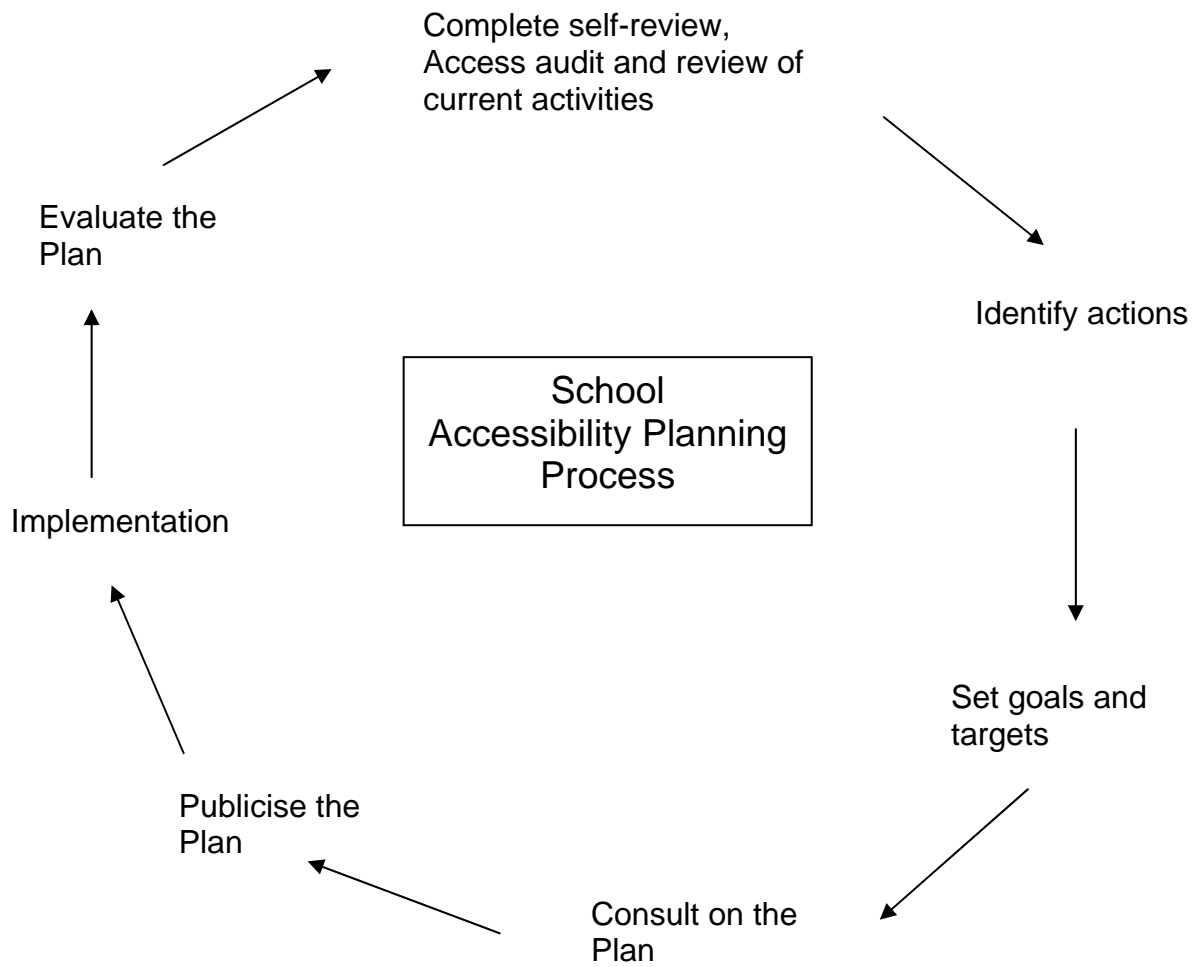
Newcastle upon Tyne's SEN Inclusion Strategy, 2003-2008

Newcastle upon Tyne's SEN and Inclusion Policy

DfES Every Child Matters, 2003

DfES Preventing the Barriers to Achievement, 2004

The Elements of an Effective Planning Process



SECTION 3 EDUCATIONAL PROVISION IN NEWCASTLE

This strategy covers all the following educational settings, which are required to have their own Accessibility Plans in place.

3.1 Mainstream schools

Nursery:	7 schools (plus 6 Community Nurseries)
First / Primary:	72 schools)
Middle:	3 schools) from September 2005
Secondary / High	11 schools
Pupil Referral Unit:	1

3.2 Special Schools

Hadrian School educates up to 130 primary age pupils, who have a wide range of special educational needs. They include children who experience profound and multiple severe and complex learning difficulties, as well as pupils with associated physical difficulties

Sir Charles Parsons is a school for pupils between the ages of 11 to 19 years with profound and multiple learning difficulties, severe learning difficulties and associated physical disabilities

Thomas Bewick is a specialist school for pupils aged between four and nineteen years with autism and pervasive development disorders and for those pupils whose needs can be met in autistic specific provision.

Trinity School is a specialist facility complementing the larger framework of city provision. It provides differentiated education, and training for students aged 7 to 16+ who have educational emotional and behavioural difficulties. Trinity is located on three sites:

Kenton Lodge
Deneview
Oakfield

Hadrian and Sir Charles Parsons have significant numbers of pupils with physical difficulties.

Stepping Stones is specialist provision for pupils aged 3 – 4, in their pre-school year, with a diagnosis of autism

3.3 Additionally Resourced Centres

Additionally Resourced Centres (ARCs) for designated areas of need are attached to mainstream schools as indicated below:

Pupils with Hearing Impairment

Benton Park Primary School
Broadwood Primary School
Heaton Manor School

Pupils with Visual Impairment

Regent Farm First School
Gosforth West Middle School
Gosforth High School

Pupils with Physical Difficulties

Kingston Park Primary School
Tyneview Primary School
Benfield School

Pupils with Communication Difficulties

Atkinson Road Primary School
Kenton Bar Primary School
Tyneview Primary School

Pupils with Speech and Language Difficulties

Atkinson Road Primary School
Welbeck Primary School

Pupils with Communication and Language Difficulties

Kenton School

Early Years Assessment Needs

Cheviot Primary School
Delaval Primary School

Pupils with Social, Emotional, Behavioural Difficulties

Cheviot Primary School
Hawthorn Primary School
Montagu Primary School
West Walker Primary School

Plans to increase access in the special schools and ARCs should focus on the need for additional equipment and facilities to increase pupils' access to the curriculum further and to decrease the need for moving and handling.

School contact information is available in the LA 'Information for Parents' booklet from Customer Services

SECTION 4: APPROACH TO DEVELOPING THE STRATEGY

The Strategy was developed through the Accessibility Planning Group made up of the following:

Jean Langley	Special Educational Needs Development Manager
Liz Turnbull	Headteacher Hadrian School
Judy Evans	Headteacher Kingston Park Primary
Andy Roberts	Social Services
Jill Gregory	Community Paediatrician
Pat Francis	Community Paediatrician
Noel Graham	Guide Dogs for the Blind
Peter Preston	Coordinator, Sensory Impaired Service
Jackie Young	Physiotherapist
Jane Callum	Special School Nurse Team
Margaret McKenna	Parent
Sarah Ratcliff	SENTASS
Steve Metcalfe	LA Finance and Procurement
John Thompson	LA Finance and Procurement

This group will continue to play a key role in monitoring the implementation and review of the strategy.

This current document was updated in January 2005.

4.1 Desired Outcomes

- Schools in Newcastle are able to deliver the curriculum to **all** pupils and students.
- All schools can accommodate the needs of all pupils, staff and visitors, irrespective of impairment.
- All pupils can attend a mainstream school, unless this is incompatible with the needs of the child, the wishes of the parent/carer, or the provision of efficient education for other children.
- All pupils have appropriate opportunities and achieve their highest potential.
- All pupils experience high quality, non- discriminatory education.
- All learning is in a suitable, clean, safe and healthy environment.
- All pupils are fully involved in decisions that affect their education and personal / social development.

- All parents / carers are fully involved in decisions that affect their child's education and personal development, in partnership with the School.
- Effective multi-agency working identifies and meets the needs of pupils.
- Improvements in the physical accessibility of school buildings to meet BS 83000 and DDA.
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example participation in after school clubs, leisure, sporting and cultural activities and on school trips).
- Observable changes in the confidence of staff in teaching and supporting disabled children with a range of needs.
- Greater satisfaction of disabled pupils and their parents/carers with the provision made for disabled pupils.

The Accessibility Strategy is one of a number of plans that Newcastle City Council is required to produce. The Accessibility Strategy links closely to The Shadow Children and Young People's Plan, The Newcastle Plan, The Asset Management Plan, The School Organisation Plan (SOP) the Early Years and Childcare Development Plan (EYCDP) and the Special Educational Needs and Inclusion Policy.

Newcastle also has a Transport Policy that outlines the transport arrangements for supporting children with special educational needs and disabilities. Entitlement to transport is based on an assessment of individual need.

The strategy should also be considered alongside the Quality Framework for Inclusion, which the LA introduced in the Autumn Term 2003. This is a school self-review tool that will be available to all schools via the Education and Libraries website and all schools are encouraged and supported in its use. It has the following objectives:

- Schools will value Inclusion and the Inclusion Quality Framework as a resource for development.
- There will be engagement with schools, LA and others, to enhance understanding and practice within wider Council policy and practices.
- Indicators will be included that define good practice and provide a frame for kite-mark/recognition in defined areas of inclusion, including behaviour.

- Schools will be supported with a planning toolkit to increase capacity to meet responsibilities and improve.
- Provision of common principles and language.
- Provision of a framework for monitoring effective use of resources and Inclusive practice in schools (self and external).
- Developing the means of measuring pupil and/or parent/carer perceptions of inclusion.

The Inclusion Quality Framework focuses on 9 key Areas:

Area 1: Learning Environment

Area 2: Resources/Budget/Finance

Area 3: School Performance

Area 4: Teaching and Learning

Area 5: Curriculum

Area 6: Pupil Attitudes and Behaviour

Area 7: Working in Partnership

Area 8: Leadership and Management

Area 9: Staff Development

SECTION 5: SUPPORT TO SCHOOLS

5.1 Training, Guidance and Support

The LA recognises the need for increasing awareness of the DDA and issues of access and inclusion. We are already committed to the inclusion of pupils with Special Educational Needs. Training linked to the Inclusion Quality Framework has been delivered to support schools in developing their own plans and responses to inclusion.

The LA makes available a wide range of advice, training and resources to schools in respect of their responsibility to plan for increased accessibility in each individual school.

There are a number of key sources from which advice, training and resources can be obtained:

The Standards and Effectiveness Unit: provides a range of services to schools. They can give support and advice in working with children with a wide variety of disabilities, including behavioural, physical and sensory difficulties. They include the following:

- Special Educational Needs Teaching and Support Service (SENTASS), including Sensory Impaired Service
- Educational Psychology Service (EPS)
- School Improvement Service (SIS)
- Learning Support Advisory Teachers
- Behaviour Support Service (BSS)
- Education Welfare Service
- The Bridges School (Hospital and Home Tuition Service)

Continuing professional development: the SEU provides a comprehensive training programme in relation to SEN and Inclusion, through Service Level Agreements. This includes accredited and non-accredited courses, twilight, half day and full day training sessions.

Individual and group consultancies: focusing on specific aspects of SEN, Inclusion and Accessibility can be provided by services within the SEU. These can be purchased by schools on request

Special Schools can provide general advice, training and guidance to mainstream schools in making appropriate provision for pupils with a range of SEN and disability.

Recurrent training in the use of the Inclusion Quality Framework and the SEN Handbook is available through the annually published professional development programme.

Special Educational Needs: Guidance meeting Individual Needs

This is available in Unit 4 (Unit 3 for Early Years) of the SEN Handbook and covers the full range of SEN and disability, including:

- General and specific learning difficulties
- Emotional, social and behavioural problems
- Communication and interaction difficulties
- Sensory impairment
- Physical difficulties
- Medical conditions

It sets out how schools might make appropriate arrangements for meeting the needs of pupils in relation to:

- Early Years/School Provision
- Identification
- Resources

Health professionals can also give advice, support and, in some cases, training. These include:

Community Team for Learning Disability
Community Paediatricians
School Health Advisers
Special School Health Nurses
Child and Adolescent Mental Health Service
Physiotherapy Service
Occupational Therapy Service
Speech and Language Therapy Service

Contact details can be found in Section 10: Specialist Advice And Guidance

The DfES Circular 'Accessible Schools' recommends that schools consult the following documents as useful tools in making the curriculum accessible to disabled pupils:

- National Curriculum 2000 - with particular reference to the statement *Inclusion: providing effective learning opportunities for all children*. All schools must have regard for this statement, which suggests some ways in which to plan classroom organisation and arrange teaching and learning for disabled pupils.
- The Qualifications and Curriculum Authority's (QCA) general and subject-specific guidelines on *planning, teaching and assessing the curriculum for pupils with learning difficulties*, help schools to differentiate the curriculum.

- *Supporting the Target Setting Process*, published by the DfES and QCA, which provides guidance on effective target setting for pupils with SEN and includes performance descriptors (the P scales or levels) for pupils attaining below level 3 of the National Curriculum.

Recent relevant documents include:

- Removing Barriers to Achievement: the Government's Strategy for SEN (2004)
- The DfES 5 Year Plan (2004)
- The Children Act (2004)

The following documents can also be used to develop the use of audits to review patterns of achievement and participation of disabled pupils in different areas of the curriculum and to carry out a school audit of the curriculum to establish base line provision. Schools using these tools are likely to be making the curriculum accessible to all pupils.

- *Index for Inclusion*. Centre for Studies on Inclusive Education (CSIE) www.inclusion.uwe.ac.uk
- *Evaluating Educational Inclusion*. OFSTED, www.ofsted.gov.uk
- National Healthy Schools Standards, DfES, Department of Health, September 2000
- PSHE and Citizenship Curricula

Schools also have access to the Teacher Training Agency's (TTA) National Special Educational Needs Specialist Standards documentation, which contains an accessible audit tool to identify SEN-specific teacher training and development needs. This, viewed alongside the DfES publication *Working with Teaching Assistants*, should enable schools to undertake staff-focused diagnostic work. The School Improvement Service, most particularly through the SEN School Improvement Advisers, is able to support schools in the use of this guidance.

The SEN Handbook, issued in autumn 2002 and updated annually contains guidance on policy and practice with regards to a SEN and Disability, including a directory of services.

5.2 Additional Resources

Some pupils will require special equipment in order to have full access to educational opportunities. This may be provided from resources allocated to the school for provision for Special Educational Needs and Additional Educational Needs, or via the Health Service. In some cases,

where a pupil has a statement of special educational need, funding for equipment may be allocated through the banding system. Provision of sensory and communication aids is organised through SENTASS.

The provision of therapies (physio, occupational, speech and language) has a direct impact on young people. Current levels of provision are unsatisfactory; therefore the LA is seeking ways to improve the situation through employment of therapists in Special schools.

5.3 Multi-agency Working (inc voluntary agencies)

Newcastle has a strong history of collaborative working across agencies and in particular within children's services planning. The city has developed an ambitious and innovative Children & Young Peoples Strategy that will be implemented through the city wide strategic partnership.

Newcastle Children's Trust has built on these arrangements and are primarily focused on the re-engineering of services for two particular and overlapping groups of children and young people, including children with disabilities and complex health needs where closer integration across the three key funding bodies of health, social services and education is considered crucial to improved service delivery:

- Common assessment and care pathways.
- A shared referral, assessment, planning, and commissioning processes through the High Care Needs Group
- Reduced time from initial referral to implementation of care package.
- Better access to specialist children's services.
- Better use of available resources (both financial and management)
 - o joint management arrangements
 - o pooled budgets

Newcastle upon Tyne is a Children's Trust. This provides a gateway to specialist services, enabling new ways of multi-disciplinary team working and service delivery based on a single assessment process, putting parents/carers and children at the centre of planning and therefore giving them access to the services that they need.

SECTION 6 ACCESS TO THE CURRICULUM

The curriculum covers the wider curriculum of the school, including the outdoor environment, participation in before and after school clubs, leisure events, sporting and cultural activities, offsite activities and school holidays. Consequently, curriculum access should be considered at a whole school level. Indeed, many barriers to the 'curriculum' will be similar for many groups of children and it will be necessary to take a strategic approach to removing those barriers

6.1 Schools' Responsibilities

Schools are responsible for providing a broad and balanced curriculum for all pupils and have a key role in planning to increase access to the curriculum for disabled pupils. They already make additional provision to enable pupils with special educational needs to access the curriculum through the SEN framework and this will cover many disabled pupils. In focusing on this part of the duty, schools should consider the needs of a range of disabled pupils and prospective pupils.

Schools need to

- Identify barriers to learning and ensure these are addressed
- Provide curriculum and written materials in alternative formats
- Make use of physical aids to enable disabled pupils to access education

All schools must have an Access Plan. In order to comply with their duty to publish information about their Access Plan, governors are advised to include a section on accessibility planning in their annual report.

In considering this aspect of the Accessibility Plan schools should consider:

- Its approaches to teaching and learning;
- How it delivers and develops the curriculum;
- Timetabling;
- Classroom organisation;
- Grouping arrangements;
- Peer support.
- The accessibility of extra curricular activities;
- How it allocates and deploys auxiliary support;
- How it uses ICT;
- The methods used to assess pupils (non discriminatory);
- Staff training;
- Staff information;
- How pupils are effectively supported through age phase transfers;
- How pupils are effectively supported through transition from Year 9;

SECTION 7 ACCESS TO THE PHYSICAL ENVIRONMENT

Improvements will need to be made to the physical environment of schools and pre-school provision to increase the extent to which disabled pupils can participate in the education and associated services provided by the school. Inevitably some schools have more barriers than others. In some cases changes will be made in the course of regular maintenance and refurbishment. Other changes will need to be addressed more urgently, as they constitute a barrier to a disabled person.

The physical environment includes the accessibility of school buildings and outdoor facilities, such as boarding houses/residential facilities, playing fields and other external play areas. Therefore the approach will be a broad one, looking to improve access outside as well as within schools in the most cost effective way.

The LA will use the opportunity to improve access to the schools where school buildings are due to be refurbished or new schools are being built. This will avoid undue disruption to school classes if refurbishments and improved access can be carried out at the same time and should be more cost effective.

7.1 Existing Buildings

The Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act (SENDA) 2001 required that by 2004, service providers and premises managers had to make reasonable adjustments to any features that made physical access impossible or difficult for disabled users.

This does not mean that all areas of accommodation in a school need to be made fully accessible, but that reasonable alterations and improvements to accessibility need to be planned and made.

Assessment of the suitability of the physical access of each school forms part of the Asset Management Plan, whereby issues of access are prioritised for capital investment. This ensures that significant investment is made to improve the general accessibility of all schools in the LA. In addition funding has been allocated so that pupil specific requirements can be accommodated.

7.2 Schools' Responsibilities

Schools should consider opportunities for accessibility improvements when planning regular maintenance and refurbishment work.

In some cases schools may need to consider organisational or management changes to the delivery of the curriculum to enable full access, as opposed to physical changes. Examples include:

- Re-arranging room space.

- Removing obstructions from walkways.
- Changing the layout of classrooms.
- Re-allocating rooms to particular subject specialisms / classes.
- Amending timetables.
- Using high contrast decoration in the physical environment

Schools should also have in place a policy on evacuation procedures for pupils with impairments and Personal Evacuation Plans to ensure that all staff are clear about procedures for these pupils.

Schools catering for pupils with hearing impairment should install visual alarm systems.

Advice can be provided by the Fire Safety Advisor (See Section 10)

7.3 New Buildings

All new buildings and major modernisation schemes that the LA now implements are designed to meet the requirements of a fully accessible school. This ensures that the major investment programme that currently exists is maximised in terms of delivering a range of outputs, including accessibility.

Schools built with funding through Building Schools for the Future (BSF) and Private Finance Initiative (PFI) are fully accessible and strongly promote the principles outlined in the DfES strategy 'Overcoming Barriers to Achievement'

7.4 Access Audit

The current accessibility of existing schools in the City has been assessed through Access Audits carried out in all schools by specialist access consultants Joseph Dixon Associates and the results were sent to each school in September 2004 with an accompanying letter outlining the LEAs recommendations for schools. These will provide a summary of key areas of accessibility where improvements are needed and will provide a useful tool for both schools and the City council to prioritise the use of capital and revenue funds to improve access to schools, based on identified priorities:

1. Urgent – severe barrier or hazard for disabled people.
2. As soon as possible to eliminate an identified problem, to comply with the DDA.
3. To provide a facility or remove a barrier to comply with the DDA.
4. Management procedures should overcome the problem.
5. Work to be carried out under regular maintenance.
6. Work to be carried out under future refurbishment.
7. Outside LA/School responsibility.

In order to enable nearly all children to be able to attend a school or nursery school close to their home the Council has the following priorities:

- i) Ensure buildings are physically accessible to disabled pupils, staff and visitors where school buildings are due to be refurbished or new schools are being built.
- ii) Continue to work with schools to strive to ensure each area of the City has at least one fully accessible school in the primary sector.
- iii) Thereafter, carry out a significant adaptation of one primary school in each area (North, East, West, Outer West) each year.
- iv) Ensure that those schools, mainly secondary, which will require substantial alterations, including for example the installation of lifts (other than those in (i)) are included in the programme on a phased basis.
- v) Ensure that disabled children are able to exercise their right to express a preference for denominational or single sex education in line with other children in the City.
- vi) In special schools where there are significant numbers of disabled pupils the focus should be on provision of additional equipment and facilities to increase pupils access to the curriculum and decrease the need for moving and handling.

Short, medium and long term priorities for improvements to ensure access to all school buildings / areas for disabled pupils and those with hearing and / or visual impairments will be determined according to the above criteria and the outcomes of the Accessibility Audit.

Areas that will be considered for refurbishment will include:

- Lighting and colour / contrast schemes and acoustics.
- Signing, including Braille.
- Improvements to the acoustic environment.
- Interior surfaces and floor coverings.
- Furniture.
- Toilet facilities including washing, changing and shower areas.
- Nursing/medical facilities.
- Layout of the playground.
- Parking areas.
- Access to all school areas
 - o Entrances and exits
 - o Internal / external gates and doors

- o Steps, stairways, paving, kerbs and exterior surfaces
- o Lifts

7.5 Examples of the types of improvements that could be made to aid access to education

Improvements to physical access might include ramps and handrails, lifts, widened doorways and automatic doors, adapted toilet and medical facilities, adjustable lighting and blinds, induction loops and acoustic improvements to rooms.

Physical aids to accessing education might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, enlarged texts, specialist desks and chairs, specialist scientific and writing equipment.

7.6 Funding Sources

- Schools Access Initiative
- Schools Devolved Capital
- Good Stewardship Funds
- New Deal Modernisation

SECTION 8 IMPROVING COMMUNICATION

This strand of the planning duty includes improvements to the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled, within a reasonable time. Communication should be made in ways that are determined after taking account of their impairments and any preferences expressed by them or their parents/carers.

'Within a reasonable time' means that a delay is unwarranted if it increases the time and effort needed on the part of the pupil, increases the inconvenience, indignity or discomfort of the pupil, reduces opportunity or diminishes progress.

When deciding whether it is reasonable to meet pupils' or parents'/carers' communication preferences, consideration should be given to the following:

- The time and effort needed to be expended by the pupil.
- The inconvenience, indignity or discomfort the pupil may suffer.
- The loss of opportunity or the diminished progress that the pupil may make in comparison with non-disabled peers.
- Health and safety requirements.
- The financial resources available.
- The cost implications of the action.
- The interests of the other pupils.

The LA will provide information on specialist providers to ensure that information can easily be translated into a variety of forms, such as Braille or audiotapes, at competitive rates.

Impairments that may affect a child's capacity to access information normally provided to pupils in writing will include:

- Visual impairment (but not simply that the pupil wears spectacles or contact lenses that bring vision into the normal range).
- Physical impairment or medical condition, for example difficulties that affect the child's capacity to hold written material, turn pages, reorder documents.
- Mental impairment (not simply lower cognitive ability than other pupils) or a clinically recognised condition e.g. ME, ADHD, that may affect the child's capacity to concentrate on written material or process more complex material.

8.1 Schools' Responsibilities

Schools will be responsible for planning to improve the provision of written information to disabled pupils. They should audit the number of children for whom alternative formats will be needed and the methods of appropriate communication required.

Information available for disabled pupils and adults that is normally provided in writing for those who are not disabled should be made available in alternative forms for pupils and parents/carers with visual impairments, hearing impairments and learning difficulties, and ensuring that pupils can communicate their views and their work to staff.

The communication duty covers the delivery of school information normally provided to pupils in writing. This 'school information' includes any information given to pupils by the school, such as:

- letters
- handouts and worksheets
- textbooks
- timetables
- handbooks
- test and examination papers
- notices and notice boards
- posters around the school
- information about school events

Schools should:

- take steps to improve how these pupils can give their views on any issue about which they have an interest, gather in those views and consider them.
- consider whether class work or homework could be given in alternative forms.
- consider how any homework, or other work pupils do in alternative forms, can best be marked/commented on by school staff.
- consider pupils' communication with teaching and auxiliary staff as part of their learning.
- enable disabled pupils to give their views or ask questions about non-curricular activities in the same way as their peers.
- enable disabled pupils to communicate with other staff, pupils or people working in a school, for example, in the dining room or in the school office.

Schools should ensure that any information that is important to enable pupils to learn or to be able to participate in school activities can be provided in an alternative form if the pupil may have difficulty reading information provided in standard written form. This information should be provided within a reasonable time so that it does not place disabled pupils at a disadvantage in relation to other pupils. Demands should be anticipated in advance and school staff should make sure that any materials to be provided in alternative forms are provided for translation well in advance of the time when they will be needed. The form chosen should take into account the preferences of individual pupils or their parents/carers.

Information should be made available:

- in Braille
- in large print
- on audio-tape
- through sign language
- using a symbol system
- via electronic means

Schools have a duty to seek information about whether a child is disabled and to disseminate this information to all staff who may come into contact with the child. They should ensure that awareness is raised amongst all school staff, including non-teaching staff, about the difficulties some disabled pupils may have in communicating with other people.

'In writing' does not simply mean printed text and might include:

- Curriculum material, including handouts and worksheets that may include illustrations, diagrams and maps.
- Materials presented on whiteboards, chalkboards and ICT systems.
- Wall displays.
- Timetables.
- Information about school events, including newsletters.
- Reports on progress.
- Notices, including safety notices.

SECTION 9 EVALUATION

The implementation and progress of the Accessibility Strategy and Implementation Plan will be reviewed annually by the Accessibility Planning Group and reported to Education and Libraries Directorate Management Team and elected members.

Feedback from Schools' self-evaluation through the Inclusion Quality Framework will provide evidence of inclusive and accessible schools

In addition, OFSTED will monitor the strategy through the regular inspection of the LA.

SECTION 10 SPECIALIST ADVICE AND GUIDANCE

Services and Organisations referred to in the Strategy

Community Team for Learning Disability

Benton House
136 Sandyford Road
Newcastle upon Tyne
NE2 1QE

Tel. no: 0191 2106868

Community Paediatricians:

West Team and North
Consultant Paediatrician
Community Paediatrics
Behind Diabetic Centre
Newcastle General Hospital
Westgate Road
Newcastle upon Tyne
NE4 6BE

Tel. no. 0191 2738811
 Ext. 23362/23363 (West)
 Ext 23364 (North)

East Team
Geoffrey Rhodes Centre
Algernon Road
Newcastle upon Tyne
NE6 2UZ

Tel. no: 0191 2194666

School Health Advisors:

North Base:
Gosforth Health Centre
Church Road
Gosforth
Newcastle upon Tyne
NE3 1TX

Tel. no: 0191 2106624 0191 2194641/2

East Base:
Geoffrey Rhodes Centre

Algernon Road
Newcastle upon Tyne
NE6 2UZ
Tel. no: 0191 2194641/2

West Bases:

Newbiggin Hall Clinic
331 Trevelyan Drive
Newcastle upon Tyne
NE5 4BS
Tel. no: 0191 2194820

Arthur's Hill Clinic
Arthur's Hill
Newcastle upon Tyne
NE4 6BT
Tel. no: 0191 2195190

Atkinson Road Clinic
St James Crescent
Newcastle upon Tyne
NE15 6JJ
Tel. no: 0191 2195175

Special School Health Nurses

Old Fracture Clinic
Westgate Road
Newcastle upon Tyne
NE4 6BE
Tel. no: 0191 2563450
Fax: 0191 2563877

Child & Adolescent Mental Health Service (CAMHS)

Management Suite
St Nicholas House
St Nicholas Hospital
Jubilee Road
Gosforth
Newcastle upon Tyne
NE3 3XT Tel. no: 0191 2232459

Physiotherapy Service

Physical Therapy
(Physiotherapy & Occupational Therapy)
Community Children's Service
Newcastle General Hospital
Westgate Road
Newcastle upon Tyne
NE4 6BE
Tel. no: 0191 2563452

Paediatric Speech & Language Therapy

Community Childrens Service
Newcastle General Hospital
Westgate Road
Newcastle upon Tyne
NE4 6BE

Tel. no: 0191 2563428
0191 2563085
Fax no: 0191 2563080

The following can be contacted at:

Civic Centre
Newcastle upon Tyne
NE1 8PU

Fire Safety Officer

Tel.No. 2115247

Health and Safety Officer

Tel.No. 2115222

The following can be contacted at:

The Newcastle Springfield Centre
Newcastle upon Tyne
NE5 3HU

The Special Educational Needs Development and Administration Service

Tel. No. 0191 2774650

The Special Educational Needs Teaching and Support Service (SENTASS)

Tel. No. 0191 2774600

The Educational Psychology Service

Tel. No. 0191 2774577

The following can be contacted at

The Linhope Centre
Linhope Rd
Newcastle upon Tyne
NE5 2NW

The Behaviour Support Service

Tel. No. 0191 2646360

The Pupil Referral Unit

Tel. No. 0191 2674447

Directory Of Support Groups And Organisations

ACE (The Advisory Centre for Education)

A national organisation that gives free information and support to parents/carers of children in maintained schools. ACE is a registered charity and is independent of local and national government.

1C Aberdeen Studios
22 Highbury Grove
London
N5 2DQ

Telephone (General Advice): 0808 800 5793
Telephone (Exclusions Only): 0808 800 0327

ACE (Aiding Communication in Education)

www.ace-centre.org.uk

ADHD (Attention Deficit Hyperactivity Disorder) Support Group North East

14 Norham Court
Washington
Tyne & Wear
NE38 0JJ

Telephone: 01642 419295

ADDept - Yorkshire ADHD and Learning Ability Support Group

Provides information, gives support through telephone help lines, holds meetings, raises awareness, organises social activities.

Telephone (Catterick - Sam):	01748 834411
Telephone (Middlesbrough - Maria):	01642 652994
Telephone (Middlesbrough - Chris):	01642 852184
Telephone (Stockton - Dinah):	0191 419 2295

AFASIC (The Association for Speech and Language Disordered Children and Young Adults)

A parent-led organisation that helps youngsters who are experiencing difficulties with the use of language, providing support and information for parents/carers to enable them to get the help their children need.

2nd Floor
50-52 Great Sutton Street
London
EC1V 0DJ
Telephone: 0207 490 9411

Fax: 0207 251 2834
Help line: 08453 555 557
Email: info@afasic.org.uk
Website: www.afasic.org.uk

Association for Spina Bifida and Hydrocephalus

Provides services to people with spina bifida / or hydrocephalus and their carers. They have a network of advisors who provide advice and close support at times of special need. A series of information leaflets are also available.

ASBAH House
42 Park Road
Peterborough
PE1 2UQ

Telephone: 01733 555 988
Fax: 01733 555 985
e-mail helpline@asbah.org
Website: www.asbah.org

Association of Teachers and Lecturers

7 Northumberland Street
London
WC2N 5DA

Telephone: 020 7930 6441
e-mail info@atl.org.uk
Website: www.atl.org.uk

Autistic Support Group (County Durham)

A parent run charity providing advice, information and support for families and professionals. Offering an informal advice line, newsletters, workshops, meetings and regular conferences.

Helen Geldard
PO Box 35
Spennymoor
Co Durham
DL16 6GL

Telephone/Fax: 01388 819880
Email: cdasg@aol.com

Barnardos

Tanners Lane
Barkingside
Ilford
Essex
IG6 1QG

Telephone: 020 8550 8822
Website: www.barnardos.org.uk

Barnado's North East

Orchard House
Fenwick Terrace
Jesmond
Newcastle upon Tyne
NE2 2JQ

Tel: 0191 240 4800

British Deaf Association

Reg. Office
BDA (Midlands)
10th Floor
Coventry Point
Market Way
Coventry CB1 1EA

Telephone: 02476 550936
e-mail: midlands@signcommunity.org.uk
Website: signcommunity.org.uk

BDA North
13 Wilson Patten
Warrington
Cheshire
WA1 1PG

Tel: 01925 652520

British Dyslexia Association

The BDA is the voice of dyslexic people. The charity offers advice, information and help to dyslexic people, their families and the professionals who support them.

98 London Road
Reading
RG1 5AU

Telephone: 0118 966 8271
Fax: 0118 935 1927
E-mail: helpline@bdadyslexia.org.uk
Website: www.bdadyslexia.org.uk

British Educational and Communications Technology Association (BECTA)

www.dfes.gov.uk

British Epilepsy Association

Exists to improve the quality of life for people with epilepsy by raising awareness, improving understanding, providing a comprehensive information service and funding social and medical research.

New Anstey House
Gate Way Drive
Yeadon
Leeds
LS19 7XY

Telephone: 0113 210 8800 or Gill 01642 823294
Freephone help line: 0808 800 5050
E-mail: epilepsy@epilepsy.org.uk
E-Mail helpline: helpline@epilepsy.org.uk
Website: www.epilepsy.org.uk

Brittle Bone Society

Supports research, provides information, provides financial help for specialist equipment and aids, promotes awareness of Osteogenesis Imperfecta.

30 Guthrie Street	Advice and Information Line: 0800 282459
Dundee	Email: bbs@brittlebone.org.uk
DD1 5BS	Website: www.brittlebone.org.uk
Telephone: 01328 204446	Fax: 01328 206771

CaF (Contact a Family)

Provides many facets of support to families who care for children with disabilities and special needs.

Kathy Rist or Sarah Lewis
Dene Centre
Castle Farm Road

Newcastle upon Tyne
NE3 1PH

Telephone: 0191 213 6300
Fax: 0191 213 6300
E-mail: northeast@cafamily.org.uk
Website: www.cafamily.org.uk

Centre for Accessible Environments

70 South Lambeth Road
London
SW8 1RL

Telephone/textphone: 020 7840 0125
Fax: 020 7840 5811
Email: paul.highman@cae.org.uk
Website: www.cae.org.uk

Centre for Studies on Inclusive Education

New Redland
Frenchay Campus
Cold Harbour Lane
BS16 1QU

Telephone: 0117 328 4007
Fax: 0117 328 4005
Website: www.inclusion.uwe.ac.uk

Children North East

Provides a range of services for individuals, their families and communities that offer opportunity for personal development and the enhancement of self-esteem.

1A Claremont Street
Newcastle upon Tyne

Telephone: 0191 232 3741
Fax: 0191 221 0456
E-mail: enquiries@children-ne.org.uk

Children's Society

An independent society with Christian values. Committed to pursuing the rights and welfare of children, young people and their families.

Tyne and Tees Regional Office

Suite 0
Walker House
Castle Centre
Stockton on Tees
TS18 1BG

Telephone: 01642 677302

Citizens Advice Bureau

CAB provides advice on a full range of subjects. Referrals can be made to a Tribunal Assistance Scheme, to a Legal Advice Scheme and to the Debt Advice Service.

Citizens Advice Bureau
St Cuthberts Chambers
35 Nelson Street
Newcastle
NE1 5AN

Mon, Tue, Thurs & Fri – 10.00 am – 3.00 pm – drop in session, no appointment necessary.

24hr Automated Advice Service 08701 264015
Website: www.adviceguide.org.uk

Council for Disabled Children

National Childrens Bureau
8 Wakeley Street
London
EC1V 7QE

Telephone: 020 7843 6000
Fax: 020 7278 9512
Website: www.ncb.org.uk

Cystic Fibrosis Trust

11 London Road
Bromley
Kent
BR1 1BY

Telephone: 020 8464 7211
Website: www.cftrust.org.uk

Department for Education and Skills (DfES) (Publications)

PO Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DJ

Telephone: 0845 602 2260
Fax: 0845 603 3360
Email: dfes@prolog.uk.com
Textphone: 0845 605 5560
www.dfes.gov.uk

Diabetes Uk (formerly British Diabetic Association UK)

10 Parkway
London
NW1 7M

Telephone: 020 7424 1000
Fax: 020 7424 1001
Email: info@diabetes.org.uk
Website: www.diabetes.org.uk

Disability Equality in Education

Unit GL
Leroy House
436 Essex Road
London
N1 3QP

Telephone: 020 7359 2855
Email: info@diseed.org.uk
Website: www.diseed.org.uk

Disability Living Foundation

380-384 Harrow Road
London
W9 2HU

Telephone: 020 7289 6111
Fax: 020 7266 2922
Help line: 0845 130 9177(Open Mon-Fri 10am till 4pm)
Email: dlfinfo@dlf.org.uk
Website: www.dlf.org.uk

Disability North

Information and advice on all aspects of disability for disabled people, their families and carers. Welfare rights advice including representation and advocacy. It is essential to book an appointment. Home visiting service is available for people unable to visit.

Castle Farm Road
Newcastle
NE3 1PH

Telephone: 0191 284 0480
Fax: 0191 213 0910
Email: reception@disabilitynorth.org.uk

Disability Rights Commission

DRC Help line
Freepost
MID 02164
Stratford-Upon-Avon
Warwickshire
CV37 9BR

Telephone: 08457 622 633
Fax : 08457 778 878
Email : enquiry@drc-gb.org
Website: www.drc.gov.uk

Downs Syndrome Association

Provides support, information and advice to people with Downs Syndrome, their parents/carers, families, professional and others with an interest.

The Langdon Downs Centre
2A Langdon Park
Teddington
Middlesex
Tel: 0191 2688893
Website: www.dsa-northeast.ork.uk
Telephone: 0845 2300372
Email: info@downs-syndrome.org.uk
Website: www.downs-syndrome.org.uk

Dyslexia Institute

Provides specialist assessment, tuition and advice for people and their families. Initial advice is free, assessment and tuition incur cost.

6 Lambton Road
Jesmond
Newcastle upon Tyne
NE2 4RX

Park House
Wick Road
Egham
Surrey
TW20 0HH

Telephone: 0191 281 8381 Telephone : 01784 222300
Fax: 0191 281 3059 Website www.dyslexiaaction.org.uk
E-mail: Newcastle@dyslexiainst.org.uk E-mail : info@dyslexiaaction.org.uk
Website : www.dyslexiaaction.org.uk

Dyspraxia Foundation

Provides information, advice and support on dyspraxia.

8 West Alley
Hitchin
Hertfordshire
SG5 1EG

Telephone: 01462 454986
Website: www.dyspraxiafoundation.org.uk

Face the Future

A counselling and support service for anyone with a facial disfigurement.

Julie Errington
Key House
Tankerville Place
Jesmond
Newcastle upon Tyne

Telephone: 07951 287219
Fax: 0191 221 2180
E-mail: face-the-future@dial.pipex.com
Website: www.dspace.dial.dialpipex.com/face-the-future

Haemophilia Society

Offers information about developments in treatment, allowances, benefits, travel, holidays, insurance, specialist sources of help, supporting self help groups and co-ordinating a home support programme.

First Floor
Petersham House 22 Marlborough Avenue
57A Hatton Gardens Gosforth
London Newcastle upon Tyne
EC1N 8JG NE3 2HT

Telephone: 020 7381 1020 Telephone: 0191 284 3828
Fax: 0207405 4824 Help line: 0800 018 6068
Email: info@haemophilia.org.uk
Website: www.haemophilia.org.uk

Headway (National Head Injuries Association)

Acting for severely head injured people. Raising public awareness, providing information and support, creating a network of caring and knowledgeable groups.

4 King Edward Court
King Edward Street
Nottingham
NG1 1EW

Telephone: 0115 924 0800
Fax: 0115 958 4446
Email: enquiries@headway.org.uk
Website: www.headway.org.uk

NHS Direct

Provides a free and confidential information about any health concerns you may have, NHS Services, waiting times, medical conditions and treatments, complaints and details of self-help and support groups.

Tel: 0845 4647

I-Can

Specialises in helping children with special educational needs. The charity is a recognised leader in the education of 3-16 year olds with speech and language difficulties.

4 Dyer's Buildings
Holborn
London
EC1N 2JP

Telephone: 0870 010 4071
Fax: 0870 010 4072
Email: ican@ican.org.uk
Website: www.ican.org.uk

In-work Benefit Project

Advice and information available on benefits eg working families tax credit, disabled persons tax credit, housing benefit etc, grants, childcare costs, maintenance and child support for those looking for work / training and people already working.

East End Resource Centre
137-139 Shields Road
Newcastle
NE6 1DN

Telephone/Fax: 0191 276 6396
Email: inwork@newcastle.onyxnet.co.uk

IPSEA (Independent Panel for Special Educational Advice)

Offers independent advice, support and accurate information to parents/carers whose children have special educational needs. The service is free and confidential.

4 Ancient House Mews
Woodbridge
Suffolk
IP12 1DH

Telephone: 0800 018 4016

JMU Access Partnership

105 Judd Street
London
WC1H 9NE

Telephone: 020 7391 2002
Fax: 02073877109
Email: info@jmuaccess.org.uk
Website: www.jmuaccess.org.uk

KIDS

Work in partnership with parents/carers of children with physical or learning disabilities. Home learning (Portage), integrated nurseries, holiday play-schemes, respite services, education advisory service.

Telephone: 0208 969 2817
Fax: 0208 969 4550
Email: nat.off@kids-online.org.uk

Kidsactive

Pryors Bank
Bishops Park
London
SW6 3LA

Telephone: 020 7726 4443
Fax: 0207731 4426
Email: office@kidsactive.org.uk
Website: www.kidsactive.org.uk

Learning Disabilities Federation

Provides help for carers of people with a learning disability. Offers support for parents/carers in meeting their child's special educational needs and in community health matters.

83 Howard Street
North Shields
Tyne & Wear
NE30 1AF

Telephone: 0191 259 1455

LOOK

Supports families with visually impaired children.

c/o Queen Alexander College
49 Court Oak Road
Harborne
Birmingham
B17 9TG

Telephone: 0121 428 5038
Fax: 0121 427 9800
Email: office@look-uk.org
Website: www.look-uk.org

MENCAP

Campaigns to ensure that people with a learning disability get the best possible opportunities to live as full citizens. Seeks to raise public awareness and support as well as providing a range of housing, education and employment options. (Gateway offers opportunities for personal and social development).

117-123 Golden Lane
London
EC1 0RT

20-21 Marquis Court
Tenth Avenue
Team Valley
Gateshead
NE11 0RU

Helpline: 0808 8081111
Telephone: 020 7454 0454
Fax: 0207696 5540
Email: information@mecap.org.uk
Website: www.mencap.org.uk

Telephone: 0191 487 0444

MIND (The Mental Health Charity)

Campaigns for the opportunity to work and play a full part in the community and is an influential voice on mental health issues.

Granta House
15-19 Broadway
London
E15 4BQ

Mindinfo: 08457 660163
Email: contact@mind.org.uk
Website: www.mind.org.uk

MOTABILITY

Goodman House
Station Approach
Harlow
CM20 2ET

Telephone: 01279 635 666
Website: www.motability.co.uk

Muscular Dystrophy Campaign

Funds medical research into Muscular Dystrophy and gives practical help by providing information and advice supported by a network of family care officers.

Ms Edwina Perkins
International Centre for Life
Central Parkway
Newcastle upon Tyne
NE1 3BZ

Telephone: 0191 2418761
Website: www.muscular-dystrophy.org

National Association for Special Educational Needs (NASEN)

4/5 Amber Business Village
Amber Close
Amington
Tamworth Staffs
B77 4RP

Telephone: 018 2731 1500
Fax: www.nasen.org.uk

National Association of Head Teachers

1 Heath Square
Boltro Road
Haywards Heath
West Sussex
RH16 1BL

Telephone: 014 44 447 2472

National Association of Parent Partnership Services (napps)

c/o Parent Partnerships Service
Conciliation and Appeals Unit
Children, Schools and Families
County Hall
Hertford
SG13 8DF

Telephone: 01992 555 847 (Helpline)
Email: parent.partnership@hertscc.gov.uk
Website: www.hertsdirect.org

National Asthma Campaign

Summit House
70 Wilson Street
London
EC2A 2DB

Telephone: 0207 786 4900
Help line: 0845 701 0203
E-mail : info@asthma.org.uk
Website: www.asthma.org.uk

National Autistic Society

Promotes awareness of autistic spectrum disorders

393 City Road
London
EC1V 1NG

Telephone: 020 7833 2299
0845 070 4004 (Helpline Mon - Fri. 10a.m - 4.00p.m)
Fax: 020 7833 9666
Email: nas@nas.org.uk
autismhelpline@nas.org.uk
Website: www.autism.org.uk

NASUWT

Education Centre
Rose Hill
Rednal
Birmingham
B45 8RS

Telephone: 0121 453 6150
E-mail: nasuwt@nailnasuwt.org.uk
Website: www.nasuwt.org.uk

National Blind Childrens Society

Bradbury House
Market Street
Highbridge
Somerset
TA9 3BW

Telephone 01278 764 764
Fax: 01278 764 790

Email: businessenquiries@nbcs.org.uk
Website: www.nbcs.org.uk

NCB (National Children's Bureau)

Registered charity which promotes the interests and well-being of children and young people across every aspect of their lives.

National Children's Bureau
Wakely Street
London
EC1V 7QE

Telephone: 0207 843 6000
Fax: 0207 278 9512

National Deaf Children's Society

Provide information, support and advice to families of deaf children, young people and professionals. Provide advice of all aspects of childhood deafness.

15 Dufferin Street
London
EC1Y 8UR

Telephone: 0808 800 8880 (Helpline)
Fax: 0207 251 5020
Email: helpline@ndcs.org.uk Website: www.ndcs.org.uk

National Eczema Society

Hill House
Highgate Hill
London
N19 5NA

Telephone: 08702 413 604 (Helpline)
0207 281 3553 (Head Office)
Fax: 020 7281 6395
E-mail: helpline@eczema.org
Website: www.eczema.org

National Federation of the Blind of the UK

Sir John Wilson House
215 Kirkgate
Wakefield
West Yorkshire
WF1 1JG

Telephone: 0192 429 1313
Fax: 0192 420 0244
Website: www.nfbuk.org.uk

National Register of Access Consultants

Nutmeg House
60 Gainford Street
London
SE1 2NY

Telephone: 0207 234 0434
Fax: 0207 357 8183
Website: www.nrac.org.uk

National Society for Epilepsy

Chesham Lane
Chalfont St Peter
Buckinghamshire
SL9 0RJ

Telephone: 0149 460 1300
Help line: 0149 460 1400 (Mon – Fri 10a.m. – 4p.m.)
Fax: 0149 487 1927
Website: www.epilepsynse.org.uk

National Union of Teachers

Hamilton House
Mabledon Place
London
WC1H 9BD

Telephone: 020 7388 6191
Website: www.teachers.org.uk

Network 81

Offers practical help and support to parents/carers throughout all stages of assessment and statementing as outlined in the Education Act 1996.

1-7 Woodfield Terrace
Chapel Hill
Stansted
Essex
CM24 8AJ

Telephone: 01279 647415
E-mail: network81@btconnect.com

Newcastle Children's Information Service

Offers advice and guidance on choosing suitable childcare and information on childcare provision in Newcastle and surrounding areas.

C.S. Centre
Civic Centre
Barras Bridge
Newcastle upon Tyne
NE1 8PU
Telephone: 0191 2774133

Newcastle Special Needs Network

An organisation led by parents and carers of children and young people with special educational needs.

The Dene Centre
Castle Farm Road
Newcastle upon Tyne
NE3 1PH

Tel: 0191 284 0484
Fax: 0191 213 0910
Textphone: 0191 285 7261

Newcastle Speech and Language Team

Newcastle Speech and Language Project is jointly funded by Newcastle LA and the Department for Education and Skills. It gives multi disciplinary support to children in mainstream primary schools who have speech and language difficulties. The team consists of 2 Speech and Language teachers from SENTASS, 1 Speech and Language Therapist, 2 Educational Psychologists and up to four Special Needs Support Assistants.

Project Team
SENTASS
The Newcastle Springfield Centre
Newcastle upon Tyne
NE5 3HU

Telephone: 0191 277 24607

North Eastern Epilepsy Discussion and Support

Support to parents/carers, young adults and people with epilepsy.

c/o Heads North
Peacock Hall
Queen Victoria Road
Dept Neuro Physiology
RVI
Newcastle upon Tyne
NE1 4LP

Northumbria Sight Service

Bradbury Centre
Bensham Hospital
Saltwell Road
Gateshead
NE8 4YL

Tel: 0191 4785959
Fax: 0191 4783901
E-mail: contactus@sightservice.co.uk

NSPCC (National Society for the Prevention of Cruelty to Children)

The NSPCC is the UK's leading charity specialising in child protection and the prevention of cruelty to children.

NSPCC
Weston House
42 Curtain Road
London
EC2A 3NH

Child Protection Help line: 0808 800 500
Telephone: 0207 825 2775
Fax: 0207 825 2763

Parentline

Provides a telephone help line for parents/carers to call during times of stress, crisis, loneliness or isolation.

10 Lambton Road
Jesmond
Newcastle upon Tyne
NE2 4RX

Freephone: 0808 800 2222 (Helpline – 24 Hours)
Textphone: 0800 7836783
E-mail: adminnortheast@parentlineplus.org.uk
Website: www.parentlineplus.org.uk

Physically Disabled and Able Bodied (PHAB LTD)

Summit House
Wandle Road
Croydon
CR0 1DF

Telephone: 020 8667 9443
Fax: 020 8681 1399
Email: info@phabengland.org.uk
Website: www.phabengland.org.uk

Pre-School Learning Alliance

69 Kings Cross Road
London
WC1X 9LL

Telephone: 0207833 0991
Fax: 0207 837 4942

Email: pla@pre-school.org.uk
Website: www.pre-school.org.uk

Professional Association of Teachers

2 St James' Court
Friar Gate
Derby
DE1 1BT

Telephone: 01332 372 337

RADAR

12 City Forum
250 City Road
London
EC1V 8AF

Telephone: 0207 250 3222
Fax: 0207 250 0212
Email: radar@radar.org.uk
Website: www.radar.org.uk

RNIB (Royal National Institute for the Blind)

RNIB is one of the UK's biggest charities, providing over 60 different services to help all blind and partially sighted people.

105 Judd Street
London
WC1H 9NE

Telephone: 0207 388 1266
Fax: 0207 388 2034
Website: www.rnib.org.uk

Royal Institute for Deaf People (RNID)

19-23 Featherstone Street
London
EC1Y 8SL

Telephone: 0207 296 8000
Fax: 0207 296 8199
Email: informationline@enid.org.uk
Website: www.rnid.org.uk

Scope

Services include creating housing, leisure, education and employment opportunities for people with cerebral palsy and related disabilities. Field workers support disabled people, families and carers over 250 local groups.

6 Market Road
London
N7 9PW

North East Area Office
Rock House
Finchale Road
Framwellgate Moor
Durham
DH1 5HE

Telephone: 0207 619 7100
Fax: 0207 619 7399

Telephone: 0191 386 2127
Fax: 0191 384 7235
Email: scoptheast@easynet.co.uk

Help line: 0808 800 3333 (9.00 am to 9.00 pm weekdays)
(2.00 pm to 6.00 pm weekends)

Website: www.scope.org.uk

Secondary Heads Association

130 Regents Street
Leicester
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Sense

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Website: www.sense.org.uk

Sickle Cell Society

54 Station Road
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Website: www.sicklecellsociety

Society of Education Officers

Manchester House
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Telephone: 0161 275 8801

Young Minds

A national charity working to promote the mental health of children, young people and their families.

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